

# **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, January 21, 2015 - 6:00 p.m.**

### **STATUS**

- I. CALL TO ORDER & ROLL CALL - 5:30 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 - 5:30 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 - Michelle Vu
  - 2. McClellan High School - Gabriel Shorts
  - 3. Antelope View Charter & Global Youth Charter Schools - 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. CUTA - Heather Woods, President	
	2. CSEA - Marie Huggins, President	
<b>XI. REPORTS/PRESENTATIONS</b> (8 minutes each)		Info
Student Serv.	1. Williams Uniform Complaint Quarterly Reporting - David Grimes	
↓	2. Discipline & Interventions Update - David Grimes	
Curr & Instr	3. Center High School CTE Update - Mike Jordan	
Facilities & Op.	4. Bond Oversight Committee Annual Report - Cecilia Casagrande	
<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 December 17, 2014 Regular Meeting	
Personnel	2. Approve Classified Personnel Transactions	
↓	3. Approve Certificated Personnel Transactions	
Special Ed.	4. Approve Resolution #6/2014-15: Naming of Authorized Person to Sign and Execute Any and All Documents Required By Department of Rehabilitation	
↓	5. Ratify 2014/2015 Individual Service Agreements:	
	2014/15-195-219 Bright Futures	
	2014/15-220-221 American River Speech	
Curr & Instr	6. Approve Field Trip: Future Business Leaders of America Northern Section Leadership Conference - CHS	
↓	7. Approve Field Trip: Media Communications Academy Two-Day Trip to Bay Area - CHS	
↓	8. Approve Single Plan for Student Achievement - MHS	
↓	9. Approve Single Plan for Student Achievement - CHS	
Facilities & Op.	10. Approve Safe School and Emergency Preparedness Plan - MHS	
↓	11. Approve Contract with CPM for Proposition 39 - California Clean Energy Jobs Act Planning & Implementation Services	
Business	12. Approve Certification of Corrective Actions for the 2013-14 Audit Findings	
↓	13. Approve Payroll Orders: July 2014 - December 2014	
↓	14. Approve Supplemental Agenda (Vendor Warrants): December 2014	
<b>XV. INFORMATION ITEMS</b>		Info
Facilities & Operations	1. Conference: "Google in Education Roseville Festival" - 28 staff members from CJUSD	
↓	2. Conference: "36 <sup>th</sup> Annual C.A.S.H. Conference on School Facilities" - C. Deason & C. Surryhne (MOFAT)	

- |               |   |        |
|---------------|---|--------|
| <b>XVI.</b>   | <b>ADVANCE PLANNING</b>   | Info   |
| a.            | <i>Future Meeting Dates:</i>  |        |
| i.            | <i>Regular Meeting: Wednesday, February 18, 2015 @ 6:00 p.m. - District Board Room - Room 503, located at Riles Middle School, 4747 PFE Road, Roseville, CA 95747</i> |        |
| b.            | <i>Suggested Agenda Items:</i>  |        |
| <b>XVII.</b>  | <b>CONTINUATION OF CLOSED SESSION (Item IV)</b>   | Action |
| <b>XVIII.</b> | <b>ADJOURNMENT</b>  | Action |

## Center Joint Unified School District

**AGENDA REQUEST FOR:**

**Dept./Site:** Student Services

**Date:** January 21, 2015

**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, 2014**

<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> Center High School	<b>Action Item</b> _____
<b>To:</b> Board of Trustees	<b>Information Item</b> <u>  X  </u>
<b>Date:</b> January 21, 2015	<b># Attached Pages</b> _____
<b>From:</b> Mike Jordan, Principal	
<b>Principal/Administrator Initials:</b> _____	

**SUBJECT: Center High School CTE Update**

Center High School Principal, Mike Jordan, will provide the Board with an update on the school's CTE program.

**RECOMMENDATION: information only**

# Center Joint Unified School District

**AGENDA REQUEST FOR:**

**Dept./Site:** Facilities & Operations Department

**To:** Board of Trustees

**Action Item** \_\_\_\_\_

**Date:** January 21, 2015

**Information Item** X

**From:** Craig Deason, Assist. Supt.

**# Attached Pages** 1

**Assist. Supt. Initials:** CD

**SUBJECT:**

**Bond Oversight Committee Annual Report**

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

The attached memo from the Bond Oversight Committee provides an overview of the committee, as well as its responsibilities, actions, and membership during the past year.

## **Bond Oversight Committee**

# **Memorandum**

**Date:** January 5, 2015

**To:** CJUSD Board of Trustees

**From:** Cecilia Casagrande, CJUSD Bond Oversight Committee Secretary

**RE:** Annual Report

---

During the 2014 reporting period no bonds were sold and no expenditures incurred, and as such the Center Joint Unified School District Bond Oversight Committee has no activities to report to the Board.

# *Center Joint Unified School District*

<b>Dept./Site:</b> Superintendent's Office		<b>AGENDA REQUEST FOR:</b>
<b>To:</b>	Board of Trustees	Action Item <u>    X    </u>
<b>Date:</b>	January 21, 2015	Information Item <u>          </u>
<b>From:</b>	Scott A. Loehr, Superintendent	#Attached Pages <u>    6    </u>
<b>Principal's Initials:</b> <u>          </u>		

**SUBJECT:** Adoption of Minutes

The minutes from the following meeting are being presented:

December 17, 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, December 17, 2014**

### **MINUTES**

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

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

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

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

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

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

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

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

**FLAG SALUTE** - led by Jeremy Hunt

**ANNOUNCEMENT OF ACTION TAKEN IN CLOSED SESSION** – the Board met in Closed Session and no action was taken.

**ADOPTION OF AGENDA** - There was a motion to approve the adoption of the agenda as amended: Pull Consent Agenda Item #1 for separate consideration.

**Motion:** Pope  
**Second:** Kelley

**Vote:** General Consent

**DECLARATION OF ELECTION RESULTS** - Trustee Hunt read the election results from the Sacramento County Office of Voter Registration for both Sacramento and Placer counties.

**ADMINISTRATION OF OATHS OF OFFICE** - Scott Loehr, Superintendent, administered the oath of office to Kelly Kelley, Jeremy Hunt, and Donald Wilson.

#### **STUDENT BOARD REPRESENTATIVE REPORTS**

1. Center High School - Michelle Vu was not available to report.

**STUDENT BOARD REPRESENTATIVE REPORTS (continued)**

2. McClellan High School - Cassandra Bird / Khalil Haq was not available to report.
3. Antelope View Charter & Global Youth Charter Schools - Paloma Lopez was not available to report.

**ORGANIZATION REPORTS**

1. CUTA - Heather Woods, President, noted that there was no site meeting today so there is nothing to report from the sites. She noted that in December there aren't many complaints; it's the calm time of year. She reminded the Board that the teachers union works very hard to make sure they represent all of the teachers the best that they can, or at least the majority. There will always be union members that do not agree with what the majority agrees with, but it is a union and that's how it works. She noted that she would like to caution the board when members come to this open forum and speak to them; to remember that there is a possibility that they are not speaking for the majority of the members. She also reminded the board that if at any moment they have any questions that they would like to ask of the union to please give her a call; they are very open. Last month there were a few comments made and she could have cleared that up if things were moved away from the open meeting.
2. CSEA - Marie Huggins, President, wished everyone happy holidays. She announced that there was a new type of bargaining that started today. It was more of a collaboration atmosphere with the new Labor Rep than they have had in recent past; it was quite refreshing to be able to work together on articles for the contract that affect the district and CSEA. She noted that she believes they made more progress today than they have in the last several months on an issue regarding noon duties. It was a good session. We should be able to make good progress this year.

**COMMENTS FROM THE AUDIENCE REGARDING ITEMS NOT ON THE AGENDA - none**

**BOARD/SUPERINTENDENT REPORTS**

**Mrs. Kelley**

- attended the CSBA conference this week; it was good. The CSBA State of the State was a lot more positive. She mentioned several topics that were addressed at the conference. She recommended that members go to the CSBA website.
- wished everyone a wonderful holiday and a happy and safe new year.
- announced that her daughter is finishing her last final at CSU Sacramento and is graduating.

**Mr. Wilson**

- wished everyone a Merry Christmas.

**Mrs. Anderson**

- wished everyone a Merry Christmas and a Happy New Year, and to have warm safe holidays with lots of family and loved ones.

**Mrs. Pope**

- attended the CHS play.
- toured Spinelli with Mr. Loehr; teachers are doing great.
- attended the breakfast at North Country.
- attended the breakfast at Oak Hill.
- wished everyone a Merry Christmas and a Happy New Year.



**BOARD/SUPERINTENDENT REPORTS (continued)**

**Mr. Hunt**

- wished everyone Happy Holidays and a Merry Christmas.

**Mr. Loehr**

- acknowledged and thanked the administrators for being ready for last Thursday's hyped up weather report; thanked Craig Deason and the Safety Committee for being ready with transportation and food services on the "what ifs", and the administrators being dialed in, ready to go.  
- noted that a few months back we had an individual approach the board that talked about some possible CIF issues related to CHS. We never directly received information from that individual, but we did in a round about way get some of those concerned peoples names. He just wanted to make the Board aware that it is all clear. We have talked to CIF and there is nothing that we know of that we did wrong in any way, shape, or form. He noted his appreciation to Mr. Jordan for his work on that as well.  
- noted that the state testing is coming up in the spring. Any time there is a new test we don't do as well. We can not compare it with the CSTs because that is a different test and is not comparable.  
- wished everyone Happy Holidays, a Merry Christmas, and a Happy New Year.

**CONSENT AGENDA**

1. *This item was pulled for separate consideration.*
2. Approved Classified Personnel Transactions
3. Approved Certificated Personnel Transactions
4. Approved 2015 Health & Welfare Benefits - Certificated Management and Confidential/ Classified Management Groups
5. Ratified Reliance Communications (School Messenger) Renewal
6. Approved California High School Exit Exam (CAHSEE) Waiver Request - CHS
7. Approved Field Trip: 6<sup>th</sup> Grade Classes to Sly Park Environment Education Center - Spinelli
8. Approved Single Plan for Student Achievement - North Country
9. Approved Single Plan for Student Achievement - Dudley
10. Approved Single Plan for Student Achievement - Spinelli
11. Approved Single Plan for Student Achievement - Oak Hill
12. Approved Single Plan for Student Achievement - Riles
13. Approved Professional Services Agreement: Creative Spirit (for Spinelli & Oak Hill)
14. Approved Amendment 1 to CCTR-4186, Local Agreement for Child Development Services
15. Approved Disposal of Surplus Equipment:
  - 85 GMC 7000, VIN #1GDL7D1B3FV508924
  - Safety Kleen Parts Washer
  - Coats Tire Mounter
  - Coats 700 Wheel Balancer
  - FMC Wheel Balancer
  - Miller Wire Feed Welder
  - AMMCO Brake Rotor Lathe
  - CoolTech 75700 Cool X Changer
  - Powermatic Drill Press
  - Rockwell Jigsaw
  - JRI Parts Washer
  - Rotary 9000 lb. Lift
  - Bend Pak 12,000 lb. Lift

**CONSENT AGENDA (continued)**

16. Approved Payroll Orders: July 2014 - November 2014
17. Approved Supplemental Agenda (Vendor Warrants): November 2014

**Motion:** Wilson  
**Second:** Kelley

**Ayes:** General Consent

Mr. Loehr thanked the administrators for all of their work on the Single Plan for Student Achievement documents from each of the sites. Trustee Pope noted that she liked the part on the middle school's form that had percentages of where the students are at, and that next year they will be able to compare. She also noted that she like how the forms were all linked together; she didn't have to ask a lot of different questions since they were the same.

**CONSENT AGENDA ITEMS PULLED FOR SEPARATE CONSIDERATION**

1. Approved Adoption of Minutes from November 19, 2014 Regular Meeting

**Motion:** Wilson  
**Second:** Pope

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

**BUSINESS ITEMS**

**A. APPROVED – Annual Organizational Meeting of the Board**

Trustee Hunt, Board President, opened the nominations for Officers of the Board for 2015.

- 1) **Office of the Board President:** Trustee Pope made a motion, seconded by Trustee Wilson, to nominate Trustee Kelley as President of the Board. There were no other nominations.  
**Ayes:** Anderson, Hunt, Kelley, Pope, Wilson  
**Noes:** None
- 2) **Clerk of the Board:** Trustee Anderson made a motion, seconded by Trustee Wilson to nominate Trustee Pope as Clerk of the Board. There were no other nominations.  
**Ayes:** Anderson, Hunt, Kelley, Pope, Wilson  
**Noes:** None
- 3) **Board Representative to SCOE:** Trustee Wilson made a motion, seconded by Trustee Kelley to nominate Trustee Hunt to serve as Board Representative to the Sacramento County Office of Education. There were no other nominations.  
**Ayes:** Anderson, Hunt, Kelley, Pope, Wilson  
**Noes:** None
- 4) **Date, Time, Place of Board Meetings:** Trustee Wilson made a motion, seconded by Trustee Hunt, to continue meeting at 6:00 p.m. (start of Open Session) on the third Wednesdays of the month, with special meetings to be held on the first Wednesdays whenever possible. Meetings will continue to be held in the District Board Room.  
**Vote:** General Consent

**BUSINESS ITEMS (continued)**

**RECESS:** At 6:30 p.m. Trustee Hunt, President of the Board, called a recess of the regular meeting of the CJUSD Board of Trustees to convene the Organizational Meeting of the Board of Directors of the CJUSD Financing Corporation. The meeting of the CJUSD Financing Corporation was adjourned at 6:32 p.m. at which time the regular meeting of the Center Joint Unified Board of Trustees was reconvened.

Mr. Loehr presented a commemorative gavel to Trustee Hunt for his service as Board President for 2014.

At this point in the meeting, Trustee Hunt handed the meeting over to Trustee Kelley.

**B. DENIED - First Reading: Board Policies/Regulations/Exhibits**

**BP/AR/E 6162.1 - Instructional Services and Resources**

Mr. Loehr informed the Board that this is the film policy that they had reviewed previously and have talked about since early November. The Board had asked that it be taken to the Superintendent Advisory Council to get some feed back. He noted that there were 8 people present, representing the different schools in the district. At first review on their own they were split. After discussing as a group, they looked at it as an organizational stand point and said that as a school and district we need to keep the policy the way it is. Trustee Pope also noted that Mr. Loehr had spoken to each of the administrative teams; they had the same type of response.

There was a motion to NOT approve the revised policy.

**Motion:** Hunt  
**Second:** Anderson

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

Mr. Loehr noted that he will speak to the students at McClellan High School regarding the outcome.

**C. APPROVED - Audit Report for Fiscal Year 2013/14**

Mrs. Bess noted that this is the sixth audit year with this firm so they will be going out to get another company. During the course of the audit, the audit team was out 3 times checking different phases of everything at each visit. There were 2 findings this year. One was with Oak Hill's ASB account; there was a co-mingling of funds. Mrs. Bess noted that they will reiterate with the site the proper procedures for the handling of donations and placing into the proper account. The second finding was in regards to a teacher that was not signing her attendance sheets on a daily basis at Oak Hill. There were no errors in what the teacher wrote as for the attendance, and there was backup, so the auditors did not impose a financial hit to the district. We will make sure the Oak Hill office staff, teachers and administrators will be well aware of the requirements. She noted that everything else was fine. Trustee Pope noted that with the things that have changed in the last couple years, only having these couple of things is great and commended Mrs. Bess and her team. Trustee Anderson also thanked her.

**Motion:** Wilson  
**Second:** Hunt

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

**BUSINESS ITEMS (continued)**

**D. APPROVED - First Interim Report for Fiscal Year 2014/15**

Mrs. Bess noted that with doing this report, this is her first opportunity to do a complete check of the budget and make sure that we have all of the revenues posted, the expenditures posted, as many changes done, as we are aware of, through the end of October. There were very few changes as far as in total goes. She made sure it was recorded of all the LCFF money that was coming in, and that health and welfare adjustments were done properly. The indicating factors that we came out with were ongoing: it's the cash flow. The state is only deferring one payment a year, but it is the June payment of roughly \$2,000,000 that will be deferred to July. Because the state is doing that and because we are deficit spending and still not cash rich, she will be bringing a need for a TRAN to carry us through the spring. In doing a multi-year projection, they are projecting a 20% gap closure in 15/16 and 25% in 16/17. Figuring those monies in, declining enrollment (which at this point appears to be slowing), as well as adding back the 3% to routine maintenance in the out years, and various other things that we know that we be coming, she is asking for approval on the positive certification on this report.

**Motion:** Pope  
**Second:** Wilson

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

**ADVANCE PLANNING**

- a. *Future Meeting Dates:*
  - i. *Regular Meeting: Wednesday, January 21, 2015 @ 6:00 p.m. - District Board Room - Room 503, located at Riles Middle School, 4747 PFE Road, Roseville, CA 95747*
- b. *Suggested Agenda Items: Trustee Pope asked if we could bring back the MCA wishlist. Mr. Loehr noted that they have received the CRANE grant and they are going back for a second one, in the area of media communications. Mrs. Woods noted that they have a work day on Dec 30 Trustee Kelley asked if they can see the district's disciplinary matrix and interventions matrix. Mr. Loehr that he can bring the discipline plans, but noted that we do not have a matrix for discipline. He can ask Alyson Collier to come and speak about some of the intervention programs like anti-bullying programs. Trustee Anderson asked if they still have Healthy Play at Spinelli and the Green Berets at Oak Hill.*

**ADJOURNMENT – 6:50 p.m.**

**Motion:** Wilson  
**Second:** Pope

**Vote:** General Consent

Respectfully submitted,

---

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

---

Delrae Pope, Clerk  
Board of Trustees

---

Adoption Date

# Center Joint Unified School District

AGENDA REQUEST FOR:

Dept./Site:	Personnel Department	Action Item	<u>X</u>
Date:	January 21, 2015	Information Item	<u>  </u>
To:	Board of Trustees	# Attached Pages	<u>1</u>
From:	David Grimes, Director of Personnel and Student Services		

CONSENT AGENDA

**Subject: Classified Personnel Transactions**

**Resignation**

Desiree Jones, Bus Driver

**Retirement**

Charles Gary, Lead Custodian  
Vera Smolin, Cafeteria Worker

**New Hire**

Melinda Mortimore, Cafeteria Worker  
Sheri Bedell, Cafeteria Worker

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

Charles Gary, Lead Custodian at North Country Elementary School, will retire from his position effective February 6, 2015.


Vera Smolin, Cafeteria Worker, has retired from her position effective December 19, 2014.

Melinda Mortimore has been hired as a Cafeteria Worker at Oak Hill Elementary School effective January 5, 2015.

Sheri Bedell has been hired as a Cafeteria Worker at Center High School effective January 5, 2015.

# Center Joint Unified School District

**AGENDA REQUEST FOR:**

<b>Dept./Site:</b>	<b>Personnel Department</b>	<b>Action Item</b>	<b><u>X</u></b>
<b>Date:</b>	<b>January 21, 2015</b>	<b>Information Item</b>	<b><u>-</u></b>
<b>To:</b>	<b>Board of Trustees</b>	<b># Attached Pages</b>	<b><u>1</u></b>
<b>From:</b>	 <b>David Grimes, Director of Personnel and Student Services</b>		

**Subject: Certificated Personnel Transactions**

**New Hire**

Colin Kelly, Spinelli Elementary School

**Retirement**

Richard Hayes, Center High School

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

**CONSENT AGENDA**

**XIV-3**

**New Hire**

Colin Kelly has been hired as a part time Adult Education Teacher, Spinelli Elementary School, effective December 16, 2014.

**Retirement**

Richard Hayes has submitted his intent to retire from his position as Science Teacher, Center High School, effective end of day on May 29, 2015.



# *Center Joint Unified School District*

<b>AGENDA REQUEST FOR:</b>	
<b>Dept./Site:</b> Superintendent's Office	<b>Action Item</b> <u>X</u>
<b>To:</b> Board of Trustees	<b>Information Item</b> _____
<b>Date:</b> January 21, 2015	<b># Attached Pages</b> _____
<b>From:</b> Scott A. Loehr, Superintendent	
<b>Principal/Administrator Initials:</b> _____	

<p><b>SUBJECT: Resolution #6/2014-15: Naming of Authorized Person to Sign and Execute Any and All Documents Required By Department of Rehabilitation</b></p> <p>This resolution would authorize Scott A. Loehr, Superintendent, on behalf of Center Joint Unified School District to sign and execute any and all documents required by DOR to effectuate the execution of contract and/or amendments except to increase the financial liability of Center Joint Unified School District. This authorization shall remain in effect until the expiration of the contract and shall automatically expire at that time, unless earlier revoked or extended by the Board of Directors.</p> <p><b>RECOMMENDATION: CJUSD Board of Trustees approve Resolution #6/2014-15: Naming of Authorized Person to Sign and Execute Any and All Documents Required By Department of Rehabilitation.</b></p>
--

**CONSENT AGENDA**

STATE OF CALIFORNIA  
**BOARD RESOLUTION**  
DR 324 (Rev 8-2009)

DEPARTMENT OF REHABILITATION

CJUSD Board Resolution #6/2014-15

---

FULL Name of Corporation or Public Agency

Center Joint Unified School District

---

WHEREAS, the Board of Directors or Board of Trustees of the above-named corporation or public agency has read the proposed agreement between State of California, Department of Rehabilitation (DOR), and above-named corporation or public agency and said Board of Directors or Board of Trustees acknowledges the benefits and responsibilities to be shared by both parties to said agreement.

NOW, THEREFORE, BE IT RESOLVED that said Board of Directors or Board of Trustees does hereby authorize the following person/position

---

Name/Position of Person Authorized to Sign Agreement

Scott A. Loehr, Superintendent

---

of the above-named corporation or public agency on behalf of the corporation or public agency to sign and execute any and all documents required by DOR to effectuate the execution of contracts and/or amendments except to increase the financial liability of said corporation or public agency. This authorization shall remain in effect until the expiration of the contract and shall automatically expire at that time, unless earlier revoked or extended by the Board of Directors.

---

**CERTIFICATION**

---

I, the Board Clerk named below, hereby certify that the foregoing resolution was duly and regularly adopted by the Board of Directors or Board of Trustees of above-named corporation or public agency at a meeting of said Board regularly called and convened at which a quorum of said Board of Directors or Board of Trustees was present and voting, and that said resolution was adopted by a vote of the majority of all Directors or Trustees present at said meeting.

IN WITNESS WHEREOF, I have hereunto set my hand as Board Clerk of said corporation or public agency.

---

Address Where Board Meeting Held

4747 PFE Road, Room 503 – Board Room, Roseville, CA 95747

---

Date of Board Meeting	Signature of Recording Secretary	Date Signed
January 21, 2015	<input type="checkbox"/>	

---

# Center Joint Unified School District

## AGENDA REQUEST FOR:

Dept./Site: Special Education

Date: January 21, 2015

Action Item X

To: Board of Trustees

Information Item

From: Scott Loehr, Superintendent

# Attached Pages

Initials: S.L.

**SUBJECT:** 2014/2015 Individual Service Agreements

Please ratify the following Individual Service Agreements for special education students to receive services at nonpublic schools/agencies during the 2014/15 fiscal year.

2014/15-195-219	Bright Futures	\$24,070.00
2014/15-220-221	American River Speech	\$ 1,785.00

**RECOMMENDATION:** CJUSD Board of Trustees to ratify Individual Service Agreements 2014/2015 school year.

CONSENT AGENDA

# Center Unified School District

## AGENDA REQUEST FOR:

Dept./Site: Center High School

Date: December 19, 2014

Action Item X

To: CUSD Board of Trustees

Information Item       

From: Mike Jordan

# Attached Pages 33

Principal's Initials MAJ

## SUBJECT:

### FUTURE BUSINESS LEADERS OF AMERICA NORTHERN SECTION LEADERSHIP CONFERENCE

Future Business Leaders of America advisers Cathy Cummings and Larry Davenport are requesting approval to take 17 members of our organization to the Northern Section Leadership Conference. The conference will take place at Lassen High School in Susanville on Saturday, February 21, 2015.

Due to the distance and uncertainty of the weather, students and advisers will be leaving on Friday, February 20, 2015 in the morning. This will be an overnight trip. Hotel accommodations have been made in Susanville. Attending students and advisers will miss school on Friday, 2/20/15 and return to school after the conference on Saturday evening. Transportation is yet to be determined. Options include sharing a bus with another school or driving personal cars.

Funding for adviser expenses will be provided through the Carl Perkins fund. Our student leaders have been fundraising throughout the school year and will be using those funds to subsidize the cost of their travel. Students will be responsible for their own food expenses.

The purpose of this trip is to hone leadership skills and compete in CTE related events. Students will be participating with other FBLA chapters within the Northern District.

CONSENT AGENDA

XIV-6

Attached is:

- Conference Agenda
- Required paperwork
- Hotel information
- Students registered

Recommendation: Approve attendance to the 2015 Northern Section Leadership Conference

Cathy Cummings and Larry Davenport

November 17, 2014

Ladies and Gentlemen:

The Future Business Leaders of America (FBLA) will be traveling to Susanville, CA on February 22nd to compete in the Northern California Competitive Events Conference. The event itself will be held at Lassen High School, about 235 miles north of Sacramento.

The cost of the event is prohibitive. Registration fees are \$25 per member, hotel rooms will be about \$25 per person, and transportation costs should also run about \$25 per person. There is a chance we will share a bus with another local high school, but we won't know if that is a possibility until after we find out how many of us will be attending. We are asking that each member who wants to attend this conference turn in a non refundable \$65 deposit by December 2<sup>nd</sup>. The December 2<sup>nd</sup> date is firm.

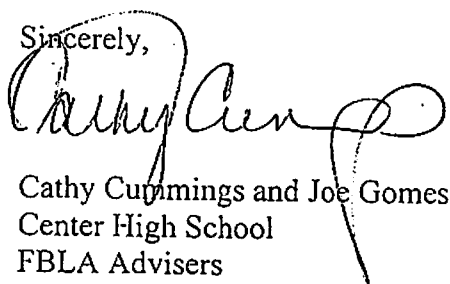
I am hoping that two or three parents that own 4-wheel drive SUVs can help us transport our team. We are planning on leaving our campus by noon on Friday, February 20<sup>th</sup> returning near 9 p.m. on Saturday. Expenses will be reimbursed.

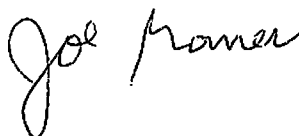
The conference will provide breakfast, lunch, snacks, entertainment, workshops, and a full agenda of competitive events. Students will be responsible for their meals on Friday and dinner on Saturday. The top 5 in each Competitive Event will be invited to compete at the FBLA State Leadership Conference in Santa Clara, CA in late April. Winners there, earn the privilege of competing at our National Conference.

In closing, I have been on scores of FBLA-sponsored events. We pride ourselves on being great ambassadors of Center High School. We are extremely organized, and go to the extent of having members sign a Code of Conduct that is strictly enforced. We have never had a problem in the past and are optimistic that we will not experience any in the near future.

If you have any questions concerning this trip or other FBLA-sponsored events, please contact one of us at the numbers below.

Sincerely,

  
Cathy Cummings and Joe Gomes  
Center High School  
FBLA Advisers  
339-4777 or 339-4780



Parent Signature: \_\_\_\_\_  
Cell phone number: \_\_\_\_\_  
☐ Yes, I might be able to drive.

# Field Trip Permission Form

This paper must be completed and filed with the sponsoring teacher at least five (5) days before the trip.

The student must obtain:

1. The signature, grade and attendance to date of those teachers whose classes the student will miss while engaged in the activity.
2. The parent's will signature when the activity necessitates the student leaving school campus

Student \_\_\_\_\_ Sponsoring Teacher Larry Davenport  
Cathy Cummings Sponsoring Dept. Chair M. Allaman

Destination Lassen HS - Susanville Time Leaving 8:00am 2/20/15 Time Returning 8:00pm 2/21/15

Date of Trip 2/20/15 - 2/21/15 Cost to Student, if any TBD

Description of how the trip supports the standards: Students will be attending the Northern Section Leadership Conference & Competitive event for FBLA.

Teacher: Please sign next to the appropriate period. Your signature indicates you have acknowledged the grade to date and number of absences to date.

Period	Teacher	Current Grade	Number of days absent to date
0			
1			
2			
3			
4			
5			
6			
7			

I understand that all students going on this trip will be responsible in conduct to teachers and/or adult sponsors. It is further understood that all students will go and return from the even via the transportation provided. As valuable as field trips are to the academic experience, students and parents acknowledge that when a student misses scheduled classes for whatever reason, it can impact their performance in that class.

Student Signature \_\_\_\_\_

Date \_\_\_\_\_

Parent/Guardian Signature \_\_\_\_\_

Date \_\_\_\_\_

# Parent Authorization for Medical Treatment

## Confidential Information

Student's Name: \_\_\_\_\_

Address: \_\_\_\_\_

Phone: \_\_\_\_\_ Message Phone: \_\_\_\_\_

Date of Birth \_\_\_\_\_ Age: \_\_\_\_\_ Male / Female

Doctor's Name: \_\_\_\_\_ Phone: \_\_\_\_\_

Name of Health Insurance: \_\_\_\_\_

Any Known Allergies: \_\_\_\_\_

Father/Mother or Guardian's Name(s) Please Print: \_\_\_\_\_

In the event of an emergency, if parents or guardian cannot be reached, please contact:

Name: \_\_\_\_\_ Phone: \_\_\_\_\_

Name: \_\_\_\_\_ Phone: \_\_\_\_\_

( I ) ( we ), the undersigned, parents(s) of: \_\_\_\_\_  
a minor, do hereby authorize the principal, or designee, as agent for the undersigned to  
consent to any X-Ray examination, anesthetic, medical or surgical diagnosis or  
treatment and hospital care which is deemed advisable by, and is rendered under the  
general or special supervision of any physician or surgeon licensed under the provisions  
of the Medical Practice Act, whether such a diagnosis or treatment is rendered at the  
office of said physician or at said hospital.

It is understood that this authorization is given in advance of any specific diagnosis,  
treatment or hospital care being required but is given to provide authority and power on  
the part of our aforesaid agent(s) to give specific consent to any and all such diagnosis,  
treatment or hospital care which the aforementioned physician in the exercise of her/his  
best judgment may deem advisable.

This authorization shall remain effective until: \_\_\_\_\_  
unless sooner revoked in writing delivered to said agent(s).

Parents(s), Guardian(s) Signature(s)

\_\_\_\_\_  
\_\_\_\_\_



Requisition # 7161

**Center High School  
Student Body Funds Purchase Request**

Purchaser: Gomes/ Cummings

Date: 12/11/14

Purchase Order \_\_\_\_\_

Check to Vendor X

Reimbursement \_\_\_\_\_ (Of approved purchase)

Hand deliver to Cummings  
Complete name & address of vendor,  
including telephone and fax numbers:  
CA FBLA- Northern Section

(916) 718.9877

Account name:

#415 FBLA

(916) 339.4780

( ) \_\_\_\_\_ phone  
\_\_\_\_\_ fax

QTY	ITEM #	ITEM DESC	UNIT COST	\$ TOTAL
1	Check	NTE	\$ 30	\$ 660

We will hand deliver this check.

Please see attached for explanation

Approvals:

Joe Thomas  
Department Chair

Mark Nye  
Student Officer (for ASB funds)

[Signature]  
Activities Director (for ASB funds)

[Signature]  
Principal (for either fund)

Sub Total \$ 660  
Tax 8.00% \_\_\_\_\_  
Shipping \_\_\_\_\_  
TOTAL \$ 660

[Signature] 12/16/14



Copyright © 2014 FBLA

2015 California FBLA Section Leadership Conf. (B,GC,MV,N): Registrant Registration

**Important Note: This is your confirmation. Please print this page for your records.**

Your registration number is 1

Thank you for registering for one of the 2015 Section Leadership Conferences! Please print four copies of the invoice. Send one copy with your check made payable to the payee named in the section code specified in your section's conference registration packet. Alternates may no longer be used at the section level, but may be named when registering for the state conference. Please email the names of:

Division: Center High School  
 School: 3111 Center Court Lane  
 Address: Antelope, CA 95843  
 Advisor(s): Mrs. Cathy Cummings

Phone: 916-  
 Fax: 916-  
 Email: ccum

Contact Information

Contact: Cathy Cummings  
 Address: 3111 Center Court Lane  
 Antelope, CA 95843  
 Email: ccummings@centerusd.org  
 Phone: 916-339-4777  
 Fax: 916-338-8434

	Id	Registrant Name	Registrant Type
1.	50819	Joe Gomes	Northern Adviser (1st free per school)
	COMP. EVENTS:		
2.	2285885	Cathy Cummings	Northern Adviser (1st free per school)
	COMP. EVENTS:		
3.	2277121	Joseph Hunsicker	Northern Chapter Member
	COMP. EVENTS: Introduction to Information Technology, Word Processing		
4.	1948200	Marybeth Hunsicker	Northern Chapter Member
	COMP. EVENTS: Database Design & Applications, Impromptu Speaking		
5.	2277122	Joseph Hunsicker	Northern Chapter Member
	COMP. EVENTS: Business Law, Computer Applications		
6.	2179402	Joseph Hunsicker	Northern Chapter Member
	COMP. EVENTS: Business Math, Entrepreneurship—W. Van Hurnick Award		
7.	2277123	Joseph Hunsicker	Northern Chapter Member
	COMP. EVENTS: Computer Applications, Marketing		
8.	2019218	Nathan Gotsch	Northern Chapter Member
	COMP. EVENTS: Health Care Administration, Business Communication		
9.	2277124	Joseph Hunsicker	Northern Chapter Member
	COMP. EVENTS: Agribusiness, Insurance and Risk Management		
10.	2277125	Joseph Hunsicker	Northern Chapter Member
	COMP. EVENTS: Hospitality Management, Introduction to Information Technology		
11.	2180608	Vincent W.	Northern Chapter Member
	COMP. EVENTS: Business Math, Entrepreneurship—W. Van Hurnick Award		
12.	2277126	Karen Hunsicker	Northern Chapter Member
	COMP. EVENTS: Entrepreneurship—W. Van Hurnick Award, Introduction to Information Technology		
13.	2180605	Monica Hunsicker	Northern Chapter Member
	COMP. EVENTS: Accounting II, Computer Problem Solving		
14.	2019215	Emily Hunsicker	Northern Chapter Member
	COMP. EVENTS: Word Processing, Securities & Investments		
15.	2277127	Sam Hunsicker	Northern Chapter Member
	COMP. EVENTS: Introduction to Business, Marketing, Creed		
16.	2277128	Richard Hunsicker	Northern Chapter Member
	COMP. EVENTS: Hospitality Management, Introduction to Business Communication		
17.	2277129	Joseph Hunsicker	Northern Chapter Member
	COMP. EVENTS: Economics, Spreadsheet Applications		
18.	2128835	Adam Hunsicker	Northern Chapter Member
	COMP. EVENTS: Accounting II, Cyber Security		
19.	2019216	Adam Hunsicker	Northern Chapter Member
	COMP. EVENTS: Database Design & Applications, Marketing		

Additional Event Information

Health Care Administration  
 Hospitality Management  
 Accounting II  
 Business Communication  
 Business Law  
 Business Math  
 Computer Applications  
 Computer Problem Solving  
 Cyber Security

**REQUIRED:** Send a copy of the student's transcript, with his/her current year grade level of 7-10 circled in red, to the address listed in your section's conference packet.  
 The Section School Site Production Data Request Form must be sent to the address specified in the conference packet by the date published on the state calendar.

Database Design & Applications  
 Economics

The Section School Site Production Data Request Form must be sent to the address specified in the conference packet by the date published on the state calendar.

Entrepreneurship—W. Van Hunn Award  
 Introduction to Business  
 Introduction to Business Communication  
 Introduction to Information Technology  
 Marketing  
 Spreadsheet Applications  
 Word Processing

**Note:** Per CAP Guidelines, no alternates may be named for this event.

**REQUIRED:** Send a copy of the student's transcript, with his/her current year grade level of 7-10 circled in red, to the address listed in your section's conference packet.

**REQUIRED:** Send a copy of the student's transcript, with his/her current year grade level of 7-10 circled in red, to the address listed in your section's conference packet.

**REQUIRED:** Send a copy of the student's transcript, with his/her current year grade level of 7-10 circled in red, to the address listed in your section's conference packet.

The Section School Site Production Data Request Form must be sent to the address specified in the conference packet by the date published on the state calendar.

The Section School Site Production Data Request Form must be sent to the address specified in the conference packet by the date published on the state calendar.

Agribusiness  
 Insurance and Risk Management  
 Creed  
 Impromptu Speaking  
 Securities & Investments

**REQUIRED:** Send a copy of the student's transcript, with his/her current year grade level of 7-10 circled in red, to the address listed in your section's conference packet.

This is a sequestered event. In addition, students entered in Impromptu Speaking may not participate in any other event unless it is a written event and the test

Total Registrants:	19
Total Registration Amount:	\$510.00
Total Insurance Amount:	\$0.00
Total Payments:	\$0.00
Total Balance Due:	\$510.00

#### Balance Due

Payment should be made by check payable and mailed as specified in your section's registration packet (see your section's web page for this document).

#### Cancellations/Refunds

Cancellations are possible through February 5, 2015. Please note that all times are Eastern Time (location of this registration server), so be sure to have completed your transactions

For additional information or support, contact Customer Service at (909) 264-0458, after 4 p.m. and reference the 2015 California FBLA Section Leadership Conf. (B,GC,MV,N).

[View Registration/Ad](#)

#### Register for Other Conferences

#### Current Meetings

Meeting  
 2015 California FBLA  
 State Leadership Conference

Location  
 Hyatt Santa Clara & Convention Center  
 Santa Clara, California

2015 California FBLA  
 Section Leadership Conf. (B,GC,MV,N)

Bay, Gold Coast, Mission Valley, North  
 Section Conferences on February 21, 28

2015 California FBLA  
 Section Leadership Conf. (C,J,S)

Central, Inland, Southern  
 Section Conferences on February 7

Future Business Leaders of America - Phi Beta Lambda, Inc. [www.cbfla.org](http://www.cbfla.org)  
[schlisonen@cbfla.org](mailto:schlisonen@cbfla.org) - 12/17/2014 12:57:39 PM  
 wt-877003



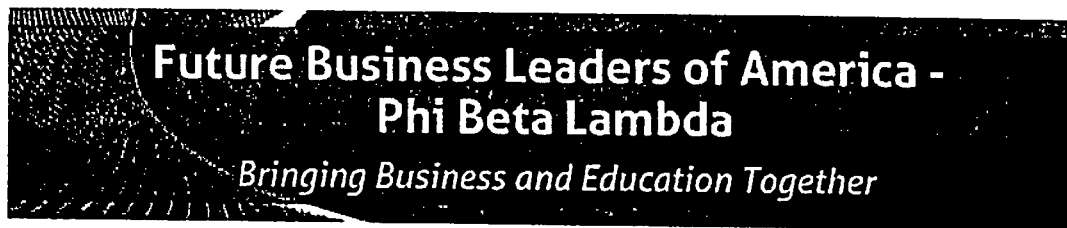
FBLA

FBLA-Middle Level

Phi Beta Lambda

Professional Division

- ▶ National Home Page
- ▶ About FBLA-PBL
- ▶ Membership
- ▶ Conferences
- ▶ Community Service
- ▶ News and Events
- ▶ Multimedia Gallery
- ▶ MarketPlace
- ▶ FBLA-PBL Blog
- ▶ E-Learning Center
- ▶ Contact Us

School InformationHello Center High School  
LOGOUT

Step 1: School Information Step 2: Advisers Step 3: Members Step 4: Professional Members Step 5: State Dues Step 5: National Dues Step 6: National Scholarship Donation Page Step 7: Invoice/Receipt Page Step 8: Statement Page

## 2014 - 2015 FBLA-PBL Online Membership Renewal

After reviewing the information on this form, please print and mail to national office with dues payment.

Bottom of  
Page

OK: your payment has been accepted.

Thank you for your payment!

Payment Information

<u>Invoice Number</u>	<u>Invoice Date</u>	<u>Description</u>	<u>Amount Applied</u>
305445	10/2/2014	High School - 2014	\$91.00

Total Received: \$91.00 Authorization Number: 002662 Approved  
Payment Date: 10/2/2014 Reference Number: VXJOC52F3305

School Information

Chapter Number: 10475  
Division: High School  
School: Center High School  
Address: 3111 Center Court Lane  
Antelope, CA 95843

Professional Members:

<u>Id</u>	<u>Member Name</u>	<u>Invoice #</u>	<u>Inv. Date</u>	<u>Invoice \$</u>	<u>Balance Due</u>
-----------	--------------------	------------------	------------------	-------------------	--------------------

2014 Invoices:

<u>Invoice#</u>	<u>Invoice Date</u>	<u>Students</u>	<u>\$National</u>	<u>\$State</u>	<u>\$Fees</u>	<u>Invoice Amt</u>	<u>Paid &amp; Adjusted</u>	<u>Balance Pay?</u>
305445	10/2/2014	6	\$36.00	\$30.00	\$25.00	\$91.00	(\$91.00)	\$0.00

Total due: \$0.00

Total to Pay Now: \$ 0.00

Print either the Invoice/Receipt form or the Statement form and mail along with payment to:

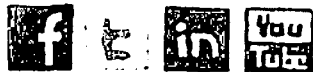
National Membership Dues  
Future Business Leaders of America-Phi Beta Lambda, Inc.  
P.O. Box 79063  
Baltimore, MD 21279-0063

OR

Please make check or money order payable to FBLA-PBL, in U.S. funds.

National Scholarship Donation:

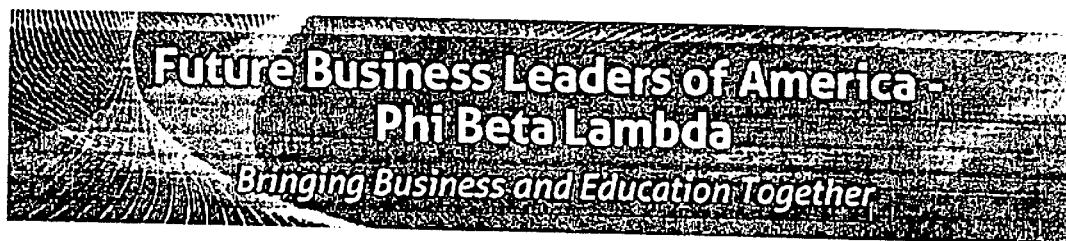
National Scholarship Donation: \$0.00



Joe Gomes  
Paid on 10/2  
@ 10:25 a.m.



- ▶ National Home Page
- ▶ About FBLA-PBL
- ▶ Membership
- ▶ Conferences
- ▶ Community Service
- ▶ News and Events
- ▶ Multimedia Gallery
- ▶ MarketPlace
- ▶ FBLA-PBL Blog
- ▶ E-Learning Center
- ▶ Contact Us



### School Information

Hello Center High School  
LOGOUT

Step 1: School Information Step 2: Advisers Step 3: Members Step 4: Professional Members Step 5: State Dues Step 5: National Dues Step 6: National Scholarship Donation Page Step 7: Invoice/Receipt Page Step 8: Statement Page

### 2014 - 2015 FBLA-PBL Online Membership Renewal Receipt

If you are sending you dues by mail, please print and mail this receipt with your dues payment.

OK: your payment has been accepted

Thank you for your payment! Please print this receipt for your records.

### Payment Information

Invoice Number	Invoice Date	Description	Amount Applied
316830	12/5/2014	High School - 2014	\$99.00

Total Received: \$99.00 Authorization Number: 04350C Approved  
Payment Date: 12/5/2014 Reference Number: VQF0B7D65A80

### School Information

Chapter Number: 10475  
Division: High School  
School: Center High School  
Address: 3111 Center Court Lane  
Antelope, CA 95843

### Professional Members:

Membership ID	Member Name	Invoice #	Inv. Date	Invoice Amt.	Balance Due
---------------	-------------	-----------	-----------	--------------	-------------

### 2014 Invoices:

Invoice #	Invoice Date	Students	National	State	Fees	Invoice Amt.	Paid & Adjusted	Balance Pay?
305445	10/2/2014	6	\$36.00	\$30.00	\$25.00	\$91.00	(\$91.00)	\$0.00
305558	10/2/2014	2	\$12.00	\$10.00	\$0.00	\$22.00	(\$22.00)	\$0.00
316888	12/5/2014	9	\$54.00	\$45.00	\$0.00	\$99.00	(\$99.00)	\$0.00

Total due: \$0.00

Total to Pay Now: \$ 0.00

If you would like to mail a payment, please print the Statement form and send to:

National Membership Dues  
Future Business Leaders of America-Phi Beta Lambda, Inc.  
P.O. Box 79063  
Baltimore, MD 21279-0063

### National Scholarship Donation:

## Hotels and Motels

### **High Country Inn – 66 Rooms**

3015 East Riverside

(530) 257-3450

- For a room with 1 or 2 queen size beds it is \$80 + tax. For a room with king size beds it is \$85 + tax. (Rooms have to be booked under the sports package for this deal)
- Has a continental breakfast.

### **River Inn – 48 Rooms**

1710 Main Street

Susanville, CA 96130

(530) 257-6051

### ✓ **Diamond Mountain Hotel & Casino – 70 Rooms** ✓

900 Skyline Drive

<http://www.diamondmountaincasino.com/hotel/>

(877) 319-8514

### **Best Western Trailside Inn – 70 Rooms**

2785 Main St

Business Phone Number: (530) 257-4123

\$83.00 per room

Breakfast at Lumberjacks - complimentary

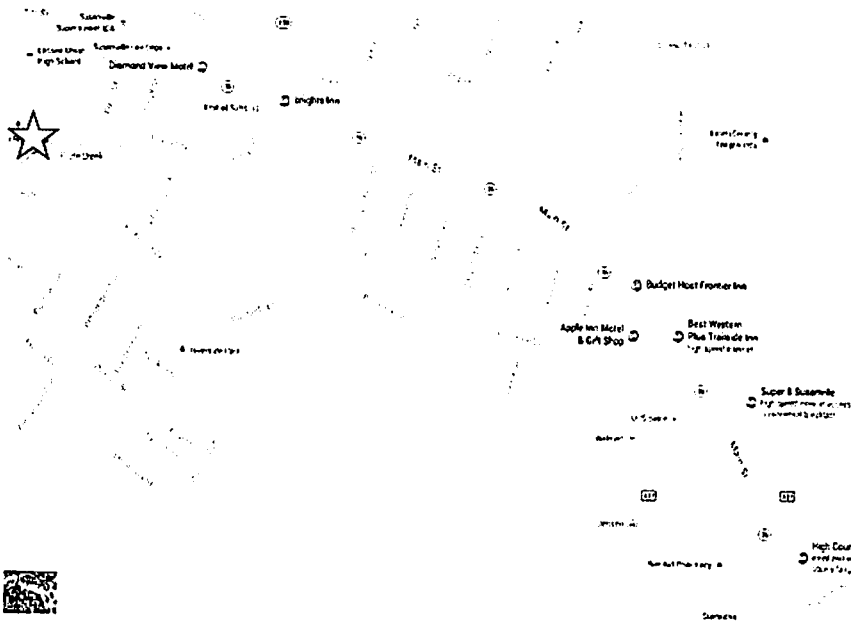
### **Super 8 Motel – 69 Rooms**

2975 Johnstonville Rd

Business Phone Number: (530) 257-2782

- For a room with 1 queen size bed is \$60 + tax. For a room with 2 queen size beds is \$65 + tax. (Rooms have to be booked under the sports package for this deal)
- Has a continental breakfast.

### ★ Lassen High School



## Restaurants

### **Kentucky Fried Chicken**

3010 Riverside Dr

(530) 251-2943



### **McDonald's**

3000 Main St

(530) 257-6880

### **Pizza Factory**

2936 Main St

<http://www.susanvillestuff.com/pizzafactorymenu.html>

(530) 257-0222

### **Subway**

2978 Main St

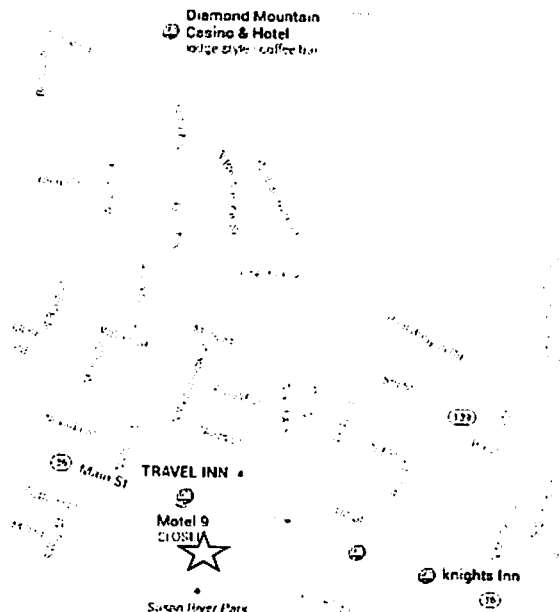
(530) 257-0404

Mon to Fri 7am to 9pm Sat 8am to 9pm Sun 9am to 9pm

### **Round Table Pizza**

2655 Main St

(530) 257-5353





Center Joint  
Unified  
School District

Cathy Cummings <ccummings@centerusd.org>

## RE: Reservation Confirmation

1 message

JOE GOMES <joegomes@hotmail.com>

Thu, Dec 18, 2014 at 9:19 AM

To: Cummings Cathy <ccummings@centerusd.k12.ca.us>

To: joegomes@hotmail.com

From: frontdesk@diamondmountaincasino.com

Subject: Reservation Confirmation

Date: Wed, 3 Dec 2014 14:20:49 -0800

12/3/2014 2:20:47 PM

NiteVision 2013 R1 SP0 P3

Diamond Mountain Casino & Hotel

900 Skyline Dr.

Susanville, CA 96130

530-252-1100

### RESERVATION CONFIRMATION

Confirmation#: 98965

Joe Gomes

Arrival Date: 2/20/2015

Departure Date: 2/21/2015

Number of Nights: 1

RoomType Reserved:

Membership Tier:

Adults/Children: 2/0

Two Queen

Method of Guarantee: Credit Card: VISA [REDACTED]

Total Estimated Stay: \$90.09

Rate Detail: 02/20/15 \$90.09



Center Joint  
Unified  
School District

Cathy Cummings <ccummings@centerusd.org>

## RE: Reservation Confirmation

9 messages

JOE GOMES <joegomes@hotmail.com>

Thu, Dec 18, 2014 at 9:19 AM

To: Cummings Cathy <ccummings@centerusd.k12.ca.us>

To: joegomes@hotmail.com

From: frontdesk@diamondmountaincasino.com

Subject: Reservation Confirmation

Date: Wed, 3 Dec 2014 14:20:49 -0800

12/3/2014 2:20:47 PM

NiteVision 2013 R1 SP0 P3

Diamond Mountain Casino & Hotel

900 Skyline Dr.

Susanville, CA 96130

530-252-1100

### RESERVATION CONFIRMATION

Confirmation#: 98965

Joe Gomes

Arrival Date: 2/20/2015

Departure Date: 2/21/2015

Number of Nights: 1

RoomType Reserved:

Membership Tier:

Two Queen

Adults/Children: 2/0

Method of Guarantee: Credit Card: VISA

Total Estimated Stay: \$90.09

Rate Detail: 02/20/15 \$90.09

Cathy Cummings <ccummings@centerusd.org>

Thu, Dec 18, 2014 at 9:26 AM

To: JOE GOMES <joegomes@hotmail.com>

Got it. Can you just forward all those to me?

[Quoted text hidden]

--

**Cathy Cummings**

**CTE/Digital Photography**

**Center Unified School District**



JOE GOMES <joegomes@hotmail.com>  
To: Cummings Cathy <ccummings@centerusd.k12.ca.us>

Thu, Dec 18, 2014 at 10:20 AM

To: joegomes@hotmail.com  
From: frontdesk@diamondmountaincasino.com  
Subject: Reservation Confirmation  
Date: Wed, 3 Dec 2014 14:24:16 -0800

12/3/2014 2:24:15 PM  
Diamond Mountain Casino & Hotel  
900 Skyline Dr.  
Susanville, CA 96130  
530-252-1100

NiteVision 2013 R1 SP0 P3

## RESERVATION CONFIRMATION

Confirmation#: 98974

Joe Gomes

Arrival Date: 2/20/2015

Departure Date: 2/21/2015

Number of Nights: 1

RoomType Reserved:

Adults/Children: 2/0

Membership Tier:

Two Queen

Method of Guarantee: Credit Card: VISA 

Total Estimated Stay: \$90.09

Rate Detail: 02/20/15 \$90.09

JOE GOMES <joegomes@hotmail.com>  
To: Cummings Cathy <ccummings@centerusd.k12.ca.us>

Thu, Dec 18, 2014 at 10:20 AM

To: joegomes@hotmail.com  
From: frontdesk@diamondmountaincasino.com  
Subject: Reservation Confirmation  
Date: Wed, 3 Dec 2014 14:23:43 -0800

12/3/2014 2:23:42 PM  
Diamond Mountain Casino & Hotel  
900 Skyline Dr.  
Susanville, CA 96130  
530-252-1100

NiteVision 2013 R1 SP0 P3

## RESERVATION CONFIRMATION

Confirmation#: 98972

Joe Gomes

Arrival Date: 2/20/2015

Departure Date: 2/21/2015

Number of Nights: 1

RoomType Reserved:

Membership Tier:

Two Queen

Adults/Children: 2/0

Method of Guarantee: Credit Card: VISA [REDACTED]

Total Estimated Stay: \$90.09

Rate Detail: 02/20/15 \$90.09

JOE GOMES &lt;joegomes@hotmail.com&gt;

Thu, Dec 18, 2014 at 10:21 AM

To: Cummings Cathy &lt;ccummings@centerusd.k12.ca.us&gt;

To: joegomes@hotmail.com

From: frontdesk@diamondmountaincasino.com

Subject: Reservation Confirmation

Date: Wed, 3 Dec 2014 14:22:19 -0800

12/3/2014 2:22:19 PM

NiteVision 2013 R1 SP0 P3

Diamond Mountain Casino &amp; Hotel

900 Skyline Dr.

Susanville, CA 96130

530-252-1100

## RESERVATION CONFIRMATION

Confirmation#: 98970

Joe Gomes

Arrival Date: 2/20/2015

Departure Date: 2/21/2015

Number of Nights: 1

RoomType Reserved:

Membership Tier:

Two Queen

Adults/Children: 2/0

12/18/2014

Center Joint Unified School District Mail - RE: Reservation Confirmation

Method of Guarantee: Credit Card: VISA 

Total Estimated Stay: \$90.09

Rate Detail: 02/20/15 \$90.09

JOE GOMES <joegomes@hotmail.com>

Thu, Dec 18, 2014 at 10:21 AM

To: Cummings Cathy <ccummings@centerusd.k12.ca.us>

To: joegomes@hotmail.com

From: frontdesk@diamondmountaincasino.com

Subject: Reservation Confirmation

Date: Wed, 3 Dec 2014 14:21:51 -0800

12/3/2014 2:21:50 PM

NiteVision 2013 R1 SP0 P3

Diamond Mountain Casino & Hotel

900 Skyline Dr.

Susanville, CA 96130

530-252-1100

## RESERVATION CONFIRMATION

Confirmation#: 98969

Joe Gomes

Arrival Date: 2/20/2015

Departure Date: 2/21/2015

Number of Nights: 1

RoomType Reserved:

Adults/Children: 2/0

Membership Tier:

Two Queen

Method of Guarantee: Credit Card: VISA 

Total Estimated Stay: \$90.09

Rate Detail: 02/20/15 \$90.09

JOE GOMES <joegomes@hotmail.com>

Thu, Dec 18, 2014 at 10:21 AM

To: Cummings Cathy <ccummings@centerusd.k12.ca.us>

To: joegomes@hotmail.com

From: frontdesk@diamondmountaincasino.com

Subject: Reservation Confirmation

Date: Wed, 3 Dec 2014 14:22:57 -0800

12/18/2014

Center Joint Unified School District Mail - RE: Reservation Confirmation

12/3/2014 2:22:56 PM

NiteVision 2013 R1 SP0 P3

Diamond Mountain Casino & Hotel  
900 Skyline Dr.  
Susanville, CA 96130  
  
530-252-1100

## RESERVATION CONFIRMATION

Confirmation#: 98971

Joe Gomes

Arrival Date: 2/20/2015

Departure Date: 2/21/2015

Number of Nights: 1

RoomType Reserved:

Adults/Children: 2/0

Membership Tier:

Two Queen

Method of Guarantee: Credit Card: VISA ~~XXXX~~

Total Estimated Stay: \$90.09

Rate Detail: 02/20/15 \$90.09

JOE GOMES <joegomes@hotmail.com>

To: Cummings Cathy <ccummings@centerusd.k12.ca.us>

Thu, Dec 18, 2014 at 10:22 AM

To: joegomes@hotmail.com

From: frontdesk@diamondmountaincasino.com

Subject: Reservation Confirmation

Date: Wed, 3 Dec 2014 14:21:11 -0800

12/3/2014 2:21:10 PM

NiteVision 2013 R1 SP0 P3

Diamond Mountain Casino & Hotel  
900 Skyline Dr.  
Susanville, CA 96130  
  
530-252-1100

## RESERVATION CONFIRMATION

Confirmation#: 98967

Joe Gomes

Arrival Date: 2/20/2015

Departure Date: 2/21/2015

Number of Nights: 1

RoomType Reserved:

12/18/2014

Center Joint Unified School District Mail - RE: Reservation Confirmation

Membership Tier:

Adults/Children: 2/0

Two Queen

Method of Guarantee: Credit Card: VISA 

Total Estimated Stay: \$90.09

Rate Detail: 02/20/15 \$90.09

JOE GOMES <joegomes@hotmail.com>

Thu, Dec 18, 2014 at 10:22 AM

To: Cummings Cathy <ccummings@centerusd.k12.ca.us>

To: joegomes@hotmail.com

From: frontdesk@diamondmountaincasino.com

Subject: Reservation Confirmation

Date: Wed, 3 Dec 2014 14:21:30 -0800

12/3/2014 2:21:29 PM

NiteVision 2013 R1 SP0 P3

Diamond Mountain Casino & Hotel

900 Skyline Dr.

Susanville, CA 96130

530-252-1100

## RESERVATION CONFIRMATION

Confirmation#: 98968

Joe Gomes

Arrival Date: 2/20/2015

Departure Date: 2/21/2015

Number of Nights: 1

RoomType Reserved:

Adults/Children: 2/0

Membership Tier:

Two Queen

Method of Guarantee: Credit Card: VISA 

Total Estimated Stay: \$90.09

Rate Detail: 02/20/15 \$90.09



Drive 209 miles, 3 h 18 min

Directions from 3111 Center Ct Ln to Lassen High School

## ○ 3111 Center Ct Ln

Antelope, CA 95843

Get on I-80 E in Citrus Heights from Antelope Rd

5.8 mi / 10 min

- ↑ 1. Head **west** on **Center Ct Ln** toward **Watt Ave** 0.1 mi
- ↩ 2. Take the 1st **left** onto **Watt Ave** 1.3 mi
- ↩ 3. Turn **left** onto **Antelope Rd** 4.2 mi
- ↗ 4. Turn **right** to merge onto **I-80 E** toward **Reno** 0.2 mi

Continue to Reno. Take exit 15 from I-80 E

119 mi / 1 h 48 min

- ↗ 5. Merge onto **I-80 E**  
 Entering Nevada 118 mi
- ↘ 6. Take exit 15 for **US-395/I-580** toward **Carson City/Susanville** 0.3 mi
- ↙ 7. Keep **left** at the fork, follow signs for **US-395 N/Susanville** and merge onto **US-395 N** 0.4 mi

Follow **US-395 N** to **CA-36 W** in Susanville

84.3 mi / 1 h 19 min

- ↗ 8. Merge onto **US-395 N**  
 Entering California 79.9 mi
- ↑ 9. Continue onto **CA-36 W**  
 Destination will be on the left 4.4 mi

## ⦿ Lassen High School

Susanville, CA 96130

These directions are for planning purposes only. You may find that construction projects, traffic, weather, or other events may cause conditions to differ from the

# 2015

## Northern Section FBLA

Bringing Education & Business Together



# Registration Guide

**Lassen High School**  
**Susanville, California**  
**Saturday, February 21, 2015**





# California Future Business Leaders of America

Pamela Stalley, Northern Section Director, 5580 Hankins Road, Williams, CA 95987

December 1, 2014

## TO ALL FBLA NORTHERN SECTION CHAPTERS:

The Northern Section Chapter of FBLA would like to extend an invitation to you to attend the

### ***FBLA Northern Section Leadership Conference***

Lassen High School\*

Saturday, February 21, 2015

\*For the last 10 years Lassen High has traveled from the mountains to the valley for the Northern Section Conference. It was decided last year that we wanted to support Lassen High and come to them. Most of us are traveling Friday and staying overnight in Susanville (something Lassen High has done by traveling to the valley every year). Hotel options are included in this packet for this year's conference. We have moved the start time of the conference back to allow us an earlier departure for our trips home on Saturday. Please note the adjustments in the Saturday schedule and plan accordingly.

### ***School-Site Testing***

School-Site Testing Form due to Lona Kwan, Competitive Events Coordinator, by Friday, December 19.  
([competition@cafbla.org](mailto:competition@cafbla.org))

### ***Online Membership Dues***

All members must be paid by January 23 to compete!!!  
\$11/member

### ***Job Interview Application Materials***

Friday, January 30 (postmarked) to Mrs. Stalley

***Conference Registration (Online System)—See attached form on next page***  
(Registration includes morning refreshments/lunch/awards/supplies, etc.) Sorry—No Refunds!

Thursday, February 6—Transcripts/Proof of Grade Level Postmarked

We are working hard to make this an experience you won't forget! Our theme this year is *FBLA—Bringing Business & Education Together!* and we want YOU to come join us in this experience. The **2015 edition of the California Awards Program (CAP)** will be in effect for all section competitive events. Please review the latest competitive events guidelines on the website, [cafbla.org](http://cafbla.org) under the competition tab.

Please encourage your members to realize their leadership potential by running for a Northern Section Office. This truly is a great opportunity for them to gain valuable leadership skills and to network with members and officers from throughout the section and state. The Northern Section Officer Candidate Guide is posted on the Northern Section webpage of [cafbla.org](http://cafbla.org). Also, be sure to select two members as voting delegates for the section officers' election.

We encourage you to join us and experience the thrill of competition. Please encourage all your members to compete or participate in the workshops. We are looking forward to seeing you there!

Sincerely yours,

Pamela Stalley,  
Northern Section Director



## ***Northern Section***

### **On Line Registration Details for February 21, 2015 Conference Lassen High School, Susanville, CA**

<b>Type Description</b>	<b>Standard</b>	<b>Early Fee</b>	<b>Fee Late</b>	<b>Notes</b>
First Chapter Adviser	0	0	0	Only one adviser per chapter
Adviser (after the first)	20	20	25	
Conference Committee	0	0	0	Dawn Egan, Stalley
Guest/Chaperone	20	20	25	
Chapter Member	30	30	35	
Host Chapter	0	0	0	<i>First 10 registered from the general membership of Lassen High's Chapter</i>
14-15 Northern Section Officers	0	0	0	Grewal, Simran Sahota, Charndeeep Ekdawy, Adreanna Oviedo, Maricruz Kyalwazi, Martin Burroughs, Laura Cornwell, Hayden

Monday, December 1--Registration system opened for use

Friday, January 30, 9 pm PST--Last day to register at Standard/Early rate (late fee is in effect for this section)

Saturday, January 31—Late fee goes into effect to enter any new registrations

On Line Registration closes, Thursday, February 5, 9 pm PST—no further changes or additions allowed

## CONFERENCE INFORMATION CHECKLIST

CHECKLIST ITEMS	DETAILS								
1. ____ California Awards Program	All competitive events at the Northern Section Leadership will be administered and judged according to the <i>newest 2015 edition of California Awards Program (CAP)</i> ! Check the latest rules under "Competition" on the <a href="http://www.cafbla.org">www.cafbla.org</a> website. If you have any questions, feel free to call me at (530) 473-5882 during the following times: 10 am 5:00 pm or email me at <a href="mailto:pstalley@cafbla.org">pstalley@cafbla.org</a> .								
2. ____ Dues Payment  Login Name: Chapter Number Password: service	All students entering competitive events <u>must be</u> official FBLA paid members. Their names must be registered online through dues payment by January 23. (\$11/member)  Section Dues of \$25/chapter will be assessed on first reporting of dues each school year.  Go online either through <a href="http://fbla-pbl.org">fbla-pbl.org</a> or <a href="http://cafbla.org">cafbla.org</a> website. Be sure to type names and grade levels correctly. <b>Very important—</b> Be sure to initial caps first and last names. Also, please watch the order of the first and last names when you register members.								
3. ____ School-Site Testing Form for Computer Applications, Database Design & Applications, Spreadsheet Applications, Word Processing  **Please Note: All competitors in the skill events must also take a written test at the section level worth 15% of the final placement. The written test must be taken in order to place in these events. Written tests will be given as a part of Group Testing at the conference.	Email the <i>School-Site Testing Form</i> by request deadline, <b>Friday, December 19, 2014</b> , to Lona Kwan, Competitive Events Coordinator, at <a href="mailto:competition@cafbla.org">competition@cafbla.org</a> . You can access the form on <a href="http://cafbla.org">cafbla.org</a> website under "Competition." ***Competitors may use the FBLA Format Guide when competing and the Guide will be the model used for judging Word Processing problems (download and save off of <a href="http://cafbla.org">cafbla.org</a> under "Competitions"). <b>February 6</b> —Postmark date for returning tests to Pam Stalley, FBLA Northern Section Director, 5580 Hankins Road, Williams, CA 95987								
4. ____ No. of Members a <u>Chapter</u> can Enter	The number of competitors a chapter can enter will be based on your chapter membership. This policy only applies to written competitive events. (Please pay close attention to this policy when completing the <i>Northern Section Competitive Events Planning Sheet</i> .) The possible number of entries for each <u>written</u> event are as follows:  <table> <tr> <td>1-49 members:</td> <td>1-3 members</td> </tr> <tr> <td>50-74 members:</td> <td>up to 4 competitors</td> </tr> <tr> <td>75-100 members:</td> <td>up to 5 competitors</td> </tr> <tr> <td>101+ members:</td> <td>up to 6 competitors</td> </tr> </table>	1-49 members:	1-3 members	50-74 members:	up to 4 competitors	75-100 members:	up to 5 competitors	101+ members:	up to 6 competitors
1-49 members:	1-3 members								
50-74 members:	up to 4 competitors								
75-100 members:	up to 5 competitors								
101+ members:	up to 6 competitors								
5. ____ No. of Events <u>Members</u> can Enter	Members cannot enter more than <b>two</b> individual or team events.  This is in addition to the Creed Contest. If you have a 9 <sup>th</sup> /10 <sup>th</sup> grader who wants to compete in the Creed Contest as the third event, you must email me his/her name to me separately.								

<p><b>6. _____ Transcripts or Proof of Grade Level</b></p> <p><b>**I no longer have a fax, so please scan and email OR copy and mail to me by the deadline.</b></p>	<p>All students entering in the following events must submit transcripts or proof of grade level. Must be received by Thursday, February 6.</p> <p><b><u>Transcripts:</u></b>  <b>Accounting I:</b> Must not have had more than two semesters (or one semester in a block schedule program) of accounting instruction—highlight or circle in red</p> <p><b><u>Proof of Grade Level:</u></b> In events that require only a grade level to be verified, a “proof of grade level” such as a class schedule will suffice. This will apply to the following events: (9<sup>th</sup>/10<sup>th</sup> Grade level—highlighted or circle in red—transcripts are also accepted)</p> <p>           Business Math                      Introduction to Business            Creed Contest                      Public Speaking I            FBLA Principles &amp; Procedures            Introduction to Information Technology            Introduction to Business Communication         </p>
<p><b>7. _____ Job Interview</b></p> <p><b>**Please Note:</b> You can enter <u>two</u> competitors, but only top 10 will be interviewed. I will email you a list of top 10-finalists as soon as the preliminary judging is complete.</p>	<p>All applicants will be paper screened by outside judges and <b>up to 10 finalists</b> will be interviewed by a panel of business people.</p> <p>Submit <u>three</u> paper-clipped sets of designated materials in <b>three (3) standard file folders</b>. This event description is revised to align with national guidelines and to make the job of the person coordinating much easier to hand-off to the judges.</p> <p>Send to:</p> <p style="text-align: center;">           Pamela Stalley            5580 Hankins Road            Williams, CA 95987         </p> <p>Postmark date is Friday, January 30, for preliminary judging. You need to access the application form online at <a href="http://cafbla.org">cafbla.org</a> under Competitive Events.</p>
<p><b>8. _____ Conference Registration</b></p>	<p>Visit <a href="http://cafbla.org">cafbla.org</a> and click on the conference tab for Section Conferences to register for the conference. We are using the on line system that we use for all CA FBLA conferences.</p> <p>To make it easier for you, I have attached two worksheets for you to do preliminary planning, <i>Northern Section Leadership Conference Registration Planning Sheet</i> and <i>Northern Section Competitive Events Planning Sheet</i>.</p> <p>Do not send these forms to me. They are provided to be sure you do not schedule a student into more than 2 events. Creed is the only event that can be added to bring a student’s competitive event total to 3 events.</p> <p>Conference registration fees are listed on the form within this packet. Late fees are in effect after January 30, so please register early to avoid the higher, late-fee rate.</p>

<p>9. <u>      </u> <b>Send All Registration Materials</b></p> <p><b>**Email: <a href="mailto:pstalley@cafbla.org">pstalley@cafbla.org</a></b></p> <p><b>I have no fax available this year.</b></p> <p><b>Conference Competitive Events Registration is Online</b>  <b>Forms and checks (Postmark Date)</b>  <b>Friday, February 7</b>  <b>\$30/attendee</b>  <b>Sorry—No Refunds!</b></p> <p><b>Job Application Materials (Postmark Date)</b>  <b>Friday, January 30</b></p>	<p>Email and/or mail (where applicable) the following registration materials to <b>Pamela Stalley, FBLA Conf. Chair, 5580 Hankins Road, Williams, CA 95987</b>. Please make copies of everything you send.</p> <ol style="list-style-type: none"> <li>1. Email the Creed Contestant's name if the person is competing in more than two events</li> <li>2. Email the competitive event you want to assist as a proctor for group testing event, event administrator, timekeeper, or computer applications judge) I will assign everyone a task but you can specifically request a particular task.</li> <li>3. Transcripts or Proof of Grade Level (scans can be emailed or hard copies can be mailed)</li> <li>4. Who's Who in FBLA</li> <li>5. Outstanding Local Chapter Adviser material</li> <li>6. Job Application materials to Pam Stalley (look at #7 above)</li> <li>7. Check payable to <i>CA FBLA-- Northern Section</i> to Pamela Stalley (need conference payment no later than Friday, February 7—I know that it takes a while to get a check from your finance office, so please send a note if it will be mailed separately from the registration form).</li> </ol>
<p>10. <u>      </u> <b>Event Administrators, Proctors</b></p>	<p>Please volunteer to serve as event administrators, or group testing proctors. You can choose to be proctors for any of the Group Testing events. Please email your name and event you would like to assist. Your assistance is greatly appreciated. Refer to #9 (item #2) above.</p>
<p>11. <u>      </u> <b>Voting Delegates</b></p>	<p>Please select two voting delegates to attend the voting session to vote for next year's Northern Section Officer Team. Be sure to send their names to me in advance of the conference. Voting will take place after campaign presentations following lunch time.</p>
<p>12. <u>      </u> <b>Conference Dress Code</b></p>	<p>It is important that all FBLA members be dressed professionally. Please inform all your participants to follow the <i>Conference Dress Code</i>. Check their outfits beforehand if necessary. The <i>Conference Dress Code</i> can be accessed on the <a href="http://cafbla.org">cafbla.org</a> website under "Competition." Make copies and give to each member attending from your chapter. Please stress this so that your competitors will not be disqualified for lack of proper attire.</p>
<p>13. <u>      </u> <b>Photo identification required for all competitors</b></p>	<p>Photo identification will be required for any student entered in a competitive event at both the section and state levels. All members must show their Photo ID or they will not be able to compete. Please check for their Photo ID's upon boarding the car, van or bus to go to the conference!!!! <b>No ID—no testing.</b></p>
<p>14. <u>      </u> <b>Code of Conduct/Medical Release Form</b></p>	<p>These forms are included for your convenience. Bring them with you in case of any emergency. You do not need to turn them in at this conference. You can also access the forms under the "Conferences" tab at <a href="http://cafbla.org">cafbla.org</a> website.</p>
<p>15. <u>      </u> <b>Use of Calculators</b></p>	<p>Written events of Accounting I, Accounting II, Business Math, Business Calculations, Personal Finance, Securities &amp; Investments, Entrepreneurship and Future Business Leader allow a calculator to be used. A basic calculator will be provided at the testing session. Students <b>cannot</b> bring their own calculators or use their mobile devices.</p>

<b>16. _____ Who's Who in FBLA</b>  <b>Postmark date is Feb 2 for Who's Who applications.</b>	<p>The Who's Who in FBLA event starts at the section level. Each chapter may nominate one member in addition to any section/state officers.</p> <p>All chapter nominees will be recognized at the section conference. Please access needed information/forms from the <a href="http://cafbla.org">cafbla.org</a> website under "Competition."</p>														
<b>17. _____ Charles Dee Cox Outstanding Local Adviser Award</b>	<p>The Outstanding Local Chapter Adviser recognition starts at the section level. Each section <u>may</u> select one recipient for this award and the state winner may be selected from the seven section winners. You can access needed information/forms from the <a href="http://cafbla.org">cafbla.org</a> website under "Competition."</p>														
<b>18. _____ Applications for Northern Section Office</b>	<p>Please encourage your members to run for office. Interviews will be held at Faith Christian High School on Wednesday, February 4, at 3 pm. Applications have a postmark date of December 19 and/or you may email them to me at <a href="mailto:pstalley@cafbla.org">pstalley@cafbla.org</a>. You will be notified the room number and directions to the school upon review and approval of application materials. Members wanting to run for Northern Section President need to complete the State Officer Application. All the guidelines and forms can also be accessed on the <a href="http://cafbla.org">cafbla.org</a> website.</p>														
<b>19. _____ Public Speaking, Impromptu Speaking, Job Interview, and Future Business Leader</b>	<p>A schedule of public and impromptu speaking, FBL, and job interview times will be emailed to you before the conference. This will make it easier for everyone to help avoid scheduling conflicts. Please notify me before the conference if you find conflicts for your competitors between performance times and other competitive events he/she may have—see next box.</p>														
<b>20. _____ Competitor Group Testing Session, Public Speaking, and Job Interview Designations</b>	<p>An email will be sent to you before the conference informing you of assigned times for your students' Group Testing Sessions, Public Speaking I/II, Impromptu Speaking, and Job Interview for your competitors. Please be sure students attend the correct group testing session. This will cut down on congestion problems in the group testing area.</p>														
<b>21. _____ Submit at On-Site Registration Table on day of conference</b>	<p>Please submit Future Business Leaders folders for your competitors at the check in table at registration.</p>														
<b>22. _____ Nametags</b> <b>The scoring rubric is as follows:</b> <table border="0" style="width: 100%;"> <tr> <td>Development of Theme</td><td style="text-align: right;">40</td></tr> <tr> <td>Eye Appeal</td><td style="text-align: right;">10</td></tr> <tr> <td>Graphic Art Principles Considered</td><td style="text-align: right;">10</td></tr> <tr> <td>Businesslike Size and Appearance</td><td style="text-align: right;">10</td></tr> <tr> <td>Appropriate Use of fonts</td><td style="text-align: right;">10</td></tr> <tr> <td>Complete Content</td><td style="text-align: right;">10</td></tr> <tr> <td>Grammar and Spelling</td><td style="text-align: right;">10</td></tr> </table>	Development of Theme	40	Eye Appeal	10	Graphic Art Principles Considered	10	Businesslike Size and Appearance	10	Appropriate Use of fonts	10	Complete Content	10	Grammar and Spelling	10	<p>Each Northern Section FBLA chapter is asked to design an original nametag to enter into competition at this conference. Each member attending the conference must wear a nametag and all nametags must be of identical design from your chapter. One sample nametag, made out in the name of the chapter president, should be submitted at the time of registration for judging. This is a section event only. Standard sizes are either 3.5 x 2 or 4 x 3 inches.</p>
Development of Theme	40														
Eye Appeal	10														
Graphic Art Principles Considered	10														
Businesslike Size and Appearance	10														
Appropriate Use of fonts	10														
Complete Content	10														
Grammar and Spelling	10														

**23. \_\_\_\_\_ Any Questions????? Please feel free to contact me!**

**Pamela Stalley, FBLA Northern Section Director and Conference Chair**  
 530 755 6333  
 Email: [pstalley@cafbla.org](mailto:pstalley@cafbla.org)

**FBLA NORTHERN SECTION LEADERSHIP CONFERENCE**  
**TENTATIVE SCHEDULE**  
**Saturday, February 21, 2015**

<u><b>Time</b></u>	<u><b>Activity</b></u>	<u><b>Place</b></u>
7:00 am	REGISTRATION (ADVISERS ONLY) (Submit Future Business Leader folders)	TBD
7:00-7:45	MORNING REFRESHMENTS	TBD
7:50	OPENING SESSION	TBD
8:10-11:30	JOB INTERVIEW (TOP 10 FINALISTS)	TBD
8:10-9:30	COMPETITIVE EVENTS GROUP TESTING SESSION I Future Business Leader (must take exam at this time) Accounting I and II Agri Business Business Calculations Business Communication Business Law Business Math Business Procedures Computer Applications (written) Computer Problem Solving Cyber Security Database Design and Application Economics Entrepreneurship* FBLA Principles and Procedures Global Business* Health Care Administration Hospitality Management Insurance & Risk Management Introduction to Business Introduction to Business Communication Introduction to Information Technology Management Decision Making* Marketing* Parliamentary Procedure Personal Finance Securities & Investments Sports & Entertainment Management* Spreadsheet Applications (written) Word Processing (written) *Collaborative tests to be taken as teams in classrooms	TBD

8:10	Public Speaking I & II—Open to the public	TBD
	Impromptu Speaking—Open to the public	TBD
	All speakers report to waiting room	TBD
10:00	CREED CONTEST (no audience please)	TBD
9:50-11:10	GROUP TESTING SESSION II (Those in two events or schedule conflicts)	TBD
9:50	FUTURE BUSINESS LEADER—FINALIST INTERVIEWS Start Time	TBD
11:45-1:00	LUNCH—(served continuously)	
12:15	ADVISERS' MEETING	
1:00	Campaign speeches	
	ELECTIONS (Voting Delegates and Candidates)	
1:00-4:00	Afternoon activities	
4:00-5:30	AWARDS SESSION	

**CAMPAIGNING FOR NORTHERN SECTION OFFICE**  
At Lassen High School  
\*\*\*\*\*

**CONFERENCE AND COMPETITIVE EVENTS**  
**HEADQUARTERS**  
Lassen High School  
\*\*\*\*\*

**ADVISERS/JUDGES HOSPITALITY LOUNGE**  
Lassen High School

**NORTHERN SECTION LEADERSHIP CONFERENCE REGISTRATION**

# **PLANNING SHEET**

**(Do not send)**

Any Questions?  
Pamela Stalley, FBLA Northern Section Director and Conference Chair  
5580 Hankins Road  
Williams, CA 95987  
Email: [pstalley@cafbla.org](mailto:pstalley@cafbla.org)  
(530) 755-6333 Cell

	Name of Member/Adviser	Competitive Event (if any)	Competitive Event (if any)
1.		Adviser	
2.		Adviser	
3.			
4.			
5.			
6.			
7.			
8.			
9.			
10.			
11.			
12.			
13.			
14.			
15.			
16.			
17.			
18.			
19.			
20.			
21.			
22.			
23.			
24.			



	Name of Member/Adviser	Competitive Event (if any)	Competitive Event (if any)
25.			
26.			
27.			
28.			
29.			
30.			
31.			
32.			
33.			
34.			
35.			
36.			
37.			
38.			
39.			
40.			
41.			
42.			
43.			
44.			
45.			
46.			
47.			
48.			
49.			
50.			
51.			

(Duplicate if more space is needed)

NORTHERN SECTION COMPETITIVE EVENTS ENTRY FORM

# PLANNING SHEET

(Do not send)

Any Questions?

Pamela Stalley, FBLA Northern Section Director and Conference Chair

5580 Hankins Road

Williams, CA 95987

Email: [northerndirector@cafbla.org](mailto:northerndirector@cafbla.org)

(530) 755-6333 Cell

**Additional Competitors Based on Chapter Membership (Written Events Only!)**

(\*) Chapter Membership of 50-74 Members (1-4 Competitors)

(\*\*) Chapter Membership of 75-100 Members (up to 5 Competitors)

(\*\*\*) Chapter of 101+ Members (up to 6 Competitors)

<b>ACCOUNTING I</b> (Send transcripts)	<b>ACCOUNTING I</b> (Additional Number of Competitors)
Name	*Name
Name	**Name
Name	***Name
<b>ACCOUNTING II</b>	<b>ACCOUNTING II</b> (Additional Number of Competitors)
Name	*Name
Name	**Name
Name	***Name
<b>AGRI BUSINESS</b>	<b>AGRI BUSINESS</b>
Name	*Name
Name	**Name
Name	***Name
<b>BUSINESS CALCULATIONS</b>	<b>BUSINESS CALC.</b> (Additional Number of Competitors)
Name	*Name
Name	**Name
Name	***Name
<b>BUSINESS COMMUNICATION</b>	<b>BUSINESS COM.</b> (Additional Number of Competitors)
Name	*Name
Name	**Name
Name	***Name

<b>BUSINESS LAW</b>	<b>BUSINESS LAW</b> (Additional Number of Competitors)
Name	**Name
Name	***Name
Name	***Name
<b>BUSINESS MATH</b> (9th/10th Gr.—Send Proof of Gr. Level)	<b>BUSINESS MATH</b> (Additional Number of Competitors)
Name	*Name
Name	**Name
Name	***Name
<b>BUSINESS PROCEDURES</b>	<b>BUS. PROCEDURES</b> (Additional Number of Competitors)
Name	*Name
Name	**Name
Name	***Name
<b>COMPUTER APPLICATIONS (3)</b> <u>Get online School-Site Testing Form</u> <b>COMPUTER APP. is a school site test and written test at conference Request Due 12-19</b>	<b>DATABASE DESIGN &amp; APPLICATIONS (3)</b> <b>DATABASE is a school site test and written test at conference. Request Due 12-19</b> <u>Get online School-Site Testing Form</u>
Name	Name
Name	Name
Name	Name
<b>COMPUTER PROBLEM SOLVING</b>	<b>COMPUTER PROBLEM SOLVING</b> (Add'l Competitors)
Name	*Name
Name	**Name
Name	***Name
<b>CYBER SECURITY</b>	<b>CYBER SECURITY</b> (Additional Number of Competitors)
Name	*Name
Name	**Name
Name	***Name
<b>ECONOMICS</b>	<b>ECONOMICS</b> (Additional Number of Competitors)
Name	
Name	
Name	

<b>FBLA PRINC. &amp; PROC.</b> (9th/10th Gr.—Send Proof of Gr. Level)	<b>FBLA PRINC. &amp; PROC.</b> (Add'l. No. of Competitors)
Name	*Name
Name	**Name
Name	***Name
<b>HEALTH CARE ADMINISTRATION</b>	<b>HEALTH CARE ADMIN.</b> (Add'l. No. of Competitors)
Name	*Name
Name	**Name
Name	***Name
<b>INSURANCE &amp; RISK MANAGEMENT</b>	<b>INSURANCE &amp; RISK MANAGEMENT</b> (Add'l. No. of Competitors)
Name	*Name
Name	**Name
Name	***Name
<b>INTRO. TO BUS. COM.</b> (9th/10th Gr.—Send Proof of Gr. Level)	<b>INTRO. TO BUS. COM.</b> (Add'l. No. of Competitors)
Name	*Name
Name	**Name
Name	***Name
<b>PERSONAL FINANCE</b>	<b>PERSONAL FINANCE</b> (Add'l. No. of Competitors)
Name	*Name
Name	**Name
Name	***Name
<b>SECURITIES &amp; INVESTMENTS (3)</b>	<b>SECURITIES &amp; INVESTMENTS</b> (Add'l. No. of Competitors)
Name	*Name
Name	**Name
Name	***Name
<b>SPREADSHEET APPLICATIONS (3)</b> <b>SPREADSHEET is a school site test and written test at conference. Request Due 12-19</b> <b>Get online School-Site Testing Form</b>	<b>WORD PROCESSING (3)</b> <b>WORD PROCESSING is a school site test and written test at conference. Request Due 12-19</b> <b>Get online School-Site Testing Form</b>
Name	Name
Name	Name
Name	Name

<b>GLOBAL BUSINESS</b> (Team of 2 or 3)	<b>HOSPITALITY MANAGEMENT</b> (Team of 2 or 3)
Name	Name
Name	Name
Name	Name
<b>INTRO TO INFORMATION TECHNOLOGY</b> (9th/10th Gr.—Send Proof of Gr. Level)	<b>INTRO TO INFORMATION TECHNOLOGY</b> (Add'l. No. of Competitors)
Name	*Name
Name	**Name
Name	***Name
<b>SPORTS &amp; ENTERTAINMENT MANAGEMENT</b> (Team of 2 or 3)	<b>MANAGEMENT DECISION MAKING</b> (Team of 2 or 3)
Name	Name
Name	Name
Name	Name
<b>ENTREPRENEURSHIP</b> (Team of 2 or 3)	<b>MARKETING</b> (Team of 2 or 3)
Name	Name
Name	Name
Name	Name
<b>CREED CONTEST (1)</b> (9th/10th Gr.—Send Proof of Gr. Level)	<b>PUBLIC SPEAKING II (1)</b>
Name	Name
<b>PUBLIC SPEAKING I (1)</b> (9th/10th Gr.—Send Proof of Gr. Level)	<b>IMPROMPTU SPEAKING (1)</b>
Name	Name
<b>FUTURE BUSINESS LEADER (2)</b>	
Name	
Name	

<b>JOB INTERVIEW (2)</b> (Send three sets of materials in 3 file folders—Must be postmarked by Friday, January 30, for prelim. judging)		<b>Who's Who in FBLA</b> (chapter may enter one member plus any section officer(s) or state officer(s) See guidelines online	
Name		Name	
Name		Name	
<b>PARLIAMENTARY PROC.</b> (Team of 4 or 5)		Name	
Name		Name	
Name		Name	
Name		Name	
Name			
Name			
<p> <b>Received date for <i>School-Site Testing Entry Form</i> for Computer Applications, Database Design &amp; Applications, Spreadsheet Applications, Word Processing,</b>  <b>Friday, December 19, to Lona Kwan, FBLA Competitive Events Coordinator—be sure to also <u>enter names on Conference Registration</u></b>  <b>Lona Kwan's Email <a href="mailto:competition@cafbla.org">competition@cafbla.org</a></b> </p>			
<p> <b>ADVISERS:</b> Please indicate below the competitive event you would like to assist at the conference. (indicate event administrator or event proctor) All advisers will help out at the conference. This is your chance to pick your event. The school site events will be judged before the conference. Your assistance is greatly appreciated.         </p> <p>           Please email me your choices to <a href="mailto:pstalley@yahoo.com">pstalley@yahoo.com</a> </p>			
Name		Event	
Name		Event	
Name		Event	
Name		Event	
Name		Event	

# Center Unified School District

## AGENDA REQUEST FOR:

Dept./Site: Center High School

Date: January 9, 2015

To: CUSD Board of Trustees

From: Mike Jordan

Principal's Initials moj

Action Item XX

Information Item       

# Attached Pages 2

## SUBJECT:

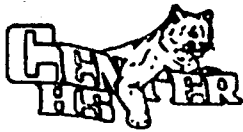
The Media Communications Academy would like permission to take the Seniors on a two-day trip to visit Hearst Castle, CSU Monterey, the Mystery Spot, Cannery Row and Santa Cruz Boardwalk.

The purpose of the trip include a real world experience to tour and experience the history and importance of Hearst Castle and Cannery Row; get a campus tour of CSU Monterey, visit the unique and thought provoking Mystery Spot and spend some time having fun at the Santa Cruz Boardwalk.

The Chaperones will include Matt Chamberlain, Amy Chaney, Kristen Clements, Heather Woods, Rob McInnes and Anne Cowan. The group is staying at the Holiday Inn in Monterey and All West Coach-line. Attached is the possible student list. Students will fundraise to pay for the trip. The MCA Grant will pay for chaperone rooms and help with transportation.

**RECOMMENDATION:** Approve request for MCA Seniors to attend a two-day trip to the bay area.

CONSENT AGENDA



# Center High School

Welcome Chamberlain, Jos  
1/8/2015 3:08:38 PM

[Home](#)
[Attendance](#)
[Grades](#)
[Student Info](#)
[Resources](#)
[Options](#)
[Logout](#)

View: Period 3

## Attendance for 1/8/2015 ☐ [Change Date](#)

(Last Updated: 1/8/2015 9:55:56 AM)

Submit Attendance – Even if all students are present

Period 3 - 8:00 - (7:21:51) - Chamberlain, Jos				
Roll	Name	Grade	Student ID	A B F 1/8
1	<del>6043</del> <del>Afari, Sharmaine-Laila (Tina)</del>	12	40844	.
2	<del>5938</del> <del>Anthony, Haleigh Renee (Tavell)</del>	12	37773	.
3	<del>5972</del> <del>Bell, Attayla Monique</del>	12	38676	.
4	<del>5969</del> <del>Gonzalez, Noe</del>	12	38596	A
5	<del>5714</del> <del>Dokony, Angelica</del>	12	18051	.
6	<del>6096</del> <del>Vespiado, Florine</del>	12	41647	.
7	<del>6034</del> <del>Gonzalez, Arnoldo</del>	12	40772	.
8	<del>5848</del> <del>Hernandez, Malenky Hope</del>	12	23057	.
9	<del>6112</del> <del>Jefferson, Hankel Kayli S</del>	12	41947	.
10	<del>6141</del> <del>King, Amanda F</del>	12	42097	.
11	<del>5855</del> <del>Lazo, Natalia</del>	12	25454	I
12	<del>5913</del> <del>Levy, Victoria</del>	12	17786	.
13	<del>5857</del> <del>Lopez, Alicia Victoria</del>	12	25152	I
14	<del>6025</del> <del>Martinez, Robbie</del>	12	19009	M W
15	<del>6075</del> <del>Mauritby, Bethany P</del>	12	41546	.
16	<del>5699</del> <del>Nez, Dulce Nolas</del>	12	29392	.
17	<del>5866</del> <del>Oxford, Alex Taylor</del>	12	18072	.
18	<del>5869</del> <del>Rhlopeth, Ashley Elizabeth</del>	12	25922	.
19	<del>5749</del> <del>Ruby, Brenden</del>	12	23696	W
20	<del>5871</del> <del>Reel, Matthew Clayton</del>	12	18180	.
21	<del>6245</del> <del>Reno, Gabriel Ramon</del>	12	42505	.
22	<del>5806</del> <del>Sheppard, Garrett</del>	12	25001	.
23	<del>5982</del> <del>Simpson, Anthony</del>	12	39117	.
24	<del>6147</del> <del>Talamanca, Nathaniel P (Nathan)</del>	12	42112	.
25	<del>5882</del> <del>Takhta, Valentin</del>	12	22375	W
26	<del>6744</del> <del>Taverney, Alex</del>	12	43446	.
27	<del>6011</del> <del>Weller, Nathan Edward</del>	12	39702	.
28	<del>5929</del> <del>Welch, Jalyan Elizabeth</del>	12	22700	A W
Period 3 - 8:00 - (7:21:51) - Chamberlain, Jos				
Roll	Name	Grade	Student ID	A B F 1/8
29	<del>5768</del> <del>Will, Mayonna Rae D</del>	12	17987	.

\* Student has an SSA Date

Submit Attendance – Even if all students are present

ABI Version 4.14.7.18 Copyright © 2015 Eagle Software. All rights reserved.





# Center High School

Welcome Chamberlain, Jos  
1/8/2015 3:08:27 PM

[Home](#)
[Attendance](#)
[Grades](#)
[Student Info](#)
[Resources](#)
[Options](#)
[Logout](#)

View: Period 1

**Attendance for 1/8/2015** ☐ [Change Date](#)

(Last Updated: 1/8/2015 8:53:31 AM)

Submit Attendance - Even if all students are present

Period 1 - Even (721519) - Chamberlain, Jos									
Roll	Roll	Roll	Roll	A	P	I	1/8	1/8	1/8
1	5707	<del>Avalos, Myriam Jonelle</del>	12	17970	Verified Medical		M		
2	5947	<del>Bishop, Daniel James</del>	12	37888				V	
3	5939	<del>Bonds, Danielle A</del>	12	37816					
4	5711	<del>Calabrey, Kimberly Lynn</del>	12	21430					
5	5986	<del>*Chavez, Fausto Rafael</del>	12	39156					
6	5994	<del>Christiansen, Whitney Elizabeth</del>	12	39478			I	U	I
7	5702	<del>DeMartini, Joseph Allen</del>	12	37319					
8	5773	<del>Diner, Gary</del>	12	17930					W
9	5789	<del>Eldredge, Ashleigh Faye</del>	12	17727					
10	5889	<del>Grant, Jordan H</del>	12	28439					
11	5794	<del>Hale, Anna Angelique</del>	12	19259					
12	6215	<del>Kaup, Analee Joseph (Anali)</del>	12	42362					
13	5861	<del>*Maynard, Breanna Alysha</del>	12	26092					
14	5739	<del>Mason, Marisa</del>	12	25822					
15	5740	<del>Mayer, Kevin</del>	12	25064					
16	5918	<del>Mason, Joshua Bernard</del>	12	17789					
17	5822	<del>Nannizzi, Kelly Maria Marie</del>	12	29133					
18	6084	<del>Gill, Drake H</del>	12	41586					
19	5701	<del>Quinlan, Kaitlin E</del>	12	37316				I	
20	6070	<del>Raney, Mikayla Dawn</del>	12	41361					W
21	5991	<del>Ransom, Briana S</del>	12	39448					
22	5963	<del>Rioch, Monique M</del>	12	38107				W	W
23	5804	<del>*Rojas, Jesus Fernando</del>	12	17721				W	
24	5808	<del>Tennelly, McKenna Morgan</del>	12	17708					
25	5884	<del>Tangeli, Amina Deborah</del>	12	23380					
26	5812	<del>Tanner, Christopher Joseph</del>	12	22309				W	
27	5893	<del>Vallmon, Kaycee Mae</del>	12	28830					
28	5262	<del>Velasco, Christian Roy</del>	12	40745					I

**\* Student has an SSA Date**

Submit Attendance - Even if all students are present

ABI Version 4.14.7.18 Copyright © 2015 Eagle Software. All rights reserved.

# *Center Unified School District*

**AGENDA REQUEST FOR:**

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

**Date:** January 21, 2015

**To:** Carol Hunt

**From:** David L. French

**Action Item** XX

**Information Item**

**# Attached Pages** 1

**Principal's Initials:** CD

**SUBJECT:** McClellan High School – Single Plan for Student Achievement –  
2014-2015

**CONSENT AGENDA**

# Single Plan for Student Achievement

## Part II: The Single Plan for Student Achievement Template



A Resource for the School Site Council

Prepared by: California Department of Education, February 2014

## Part II: The Single Plan for Student Achievement Template

School: McClellan High School

District: Center Joint Unified School District

County-District School (CDS) Code: 34-73973-3430451

Principal: David L. French

Date of this revision: December 2014

The Single Plan for Student Achievement (SPSA) is a plan of actions to raise the academic performance of all students. California *Education Code* sections 41507, 41572, and 64001 and the federal Elementary and Secondary Education Act (ESEA) require each school to consolidate all school plans for programs funded through the ConApp and ESEA Program Improvement into the SPSA.

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

Contact Person: David L. French

Position: Principal

Telephone Number: (916) 338-6440

Address: 8725 Watt Avenue, Antelope, CA 95843

E-mail Address: davidlf@centerusd.org

The District Governing Board approved this revision of the SPSA on \_\_\_\_\_.



# Table of Contents

## II. Template for the Single Plan for Student Achievement

Form A: Planned Improvements in Student Performance Goal #1	1
Form A: Planned Improvements in Student Performance Goal #2	3
Form A: Planned Improvements in Student Performance Goal #3	5
Form A: Planned Improvements in Student Performance Goal #4	8
Form A (Non-Academic Goal) #1	11
Form B: Centralized Services for Planned Improvements in Student Performance	13
Form C: Programs Included in This Plan	15
Form D: School Site Council Membership	18
Form E: Recommendations and Assurances	19

## Form A: Planned Improvements in Student Performance Goal #1

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 academic performance index and adequate yearly progress growth targets. As a result, it has adopted the following school goals, related actions, and expenditures to raise the academic performance of students not yet meeting state standards:

**LEA GOAL:** Center JUSD students will be challenged and supported to achieve academic success in a clean, safe environment.

**SCHOOL GOAL:** English/Language Arts - For the 2014-2015 school year, we will establish baseline data for the SBAC and use formative and summative local assessments to show proficiency toward the Common Core English Language Arts Standards.

<b>What data did you use to form this goal?</b> District Writing Samples generated at MHS Teacher-created assessments School records in cum files	<b>What were the findings from the analysis of this data?</b> Students at McClellan have knowledge of the basic skills for English / Language Arts (basic grammar, spelling, punctuation, sentence structure, reading comprehension, writing, etc.) Students do struggle with more complex topics such as writing complex sentences, supporting writing with evidence, text dependent questioning, reading more complex writings (those with a higher lexicon level), and writing higher level essays.	<b>How will the school evaluate the progress of this goal?</b> Daily, weekly, monthly and at the end of each trimester students will be monitored and evaluated for progress towards Common Core Standards  <b>Where can a budget plan of the proposed expenditures for this goal be found?</b> See form C, pages 14-16 of this SPSA.
--	---	---

**STRATEGY:** During the 2014-2015 school year, at-risk students will receive interventions to address their areas of weakness. These interventions will be based on their needs in the area of English/Language Arts.

Action/Date	Person(s) Responsible	Task/Date	Cost and Funding Source (Itemize for Each Source)
August 2014-May 2015  1. Identify at-risk students and target their literacy needs	Classroom teacher Counselor Principal	August 2014-May 2015 <ul style="list-style-type: none"> <li>Assess at-risk students to determine literacy needs</li> <li>Analyze formative and summative assessment data for at-risk students</li> <li>Identify specific literacy needs</li> </ul>	Classroom Teacher: \$104,166 Counselor: \$26,623 Principal: \$157,250  See form C, pages 14-16 of this SPSA.
August 2014-May 2015  2. Plan and implement the literacy intervention plan for at-risk students	Classroom teacher Principal	August 2014-May 2015 <ul style="list-style-type: none"> <li>Select appropriate literacy intervention strategies/ materials for at-risk students</li> <li>Implement literacy interventions to meet at-risk student's needs on a daily, weekly, monthly basis</li> <li>Provide professional development as needed</li> </ul>	Classroom Teacher: \$104,166 Principal: \$157,250  See form C, pages 14-16 of this SPSA.
August 2014-May 2015  3. Conduct ongoing evaluations based on student outcomes	Classroom teacher	August 2014-May 2015 <ul style="list-style-type: none"> <li>Monitor and evaluate student progress on a daily, weekly, monthly basis</li> <li>Adjust/re-evaluate student goals according to their needs</li> </ul>	Classroom Teacher: \$104,166  See form C, pages 14-16 of this SPSA.

**Form A: Planned Improvements in Student Performance Goal #2**

**LEA GOAL:** Center JUSD students will be challenged and supported to achieve academic success in a clean, safe environment.

**SCHOOL GOAL:** Math - For the 2014-2015 school year, we will establish baseline data for the SBAC and use formative and summative local assessments to show proficiency toward the Common Core Math Standards.

<p><b>What data did you use to form this goal?</b></p> <p>Publisher-created assessments Prentice Hall, Glencoe, CPM School records in cum files</p>	<p><b>What were the findings from the analysis of this data?</b></p> <p>Students at MHS have shown a satisfactory level of understanding of basic math operations (addition, subtraction, multiplication, &amp; division). Students struggle carrying out multiple-step math problems and retaining the rules necessary to justify the steps they use to solve these problems involving proportions, single-variable equations, x/y coordinates on a plane, and inequalities.</p>	<p><b>How will the school evaluate the progress of this goal?</b></p> <p>Daily, weekly, monthly and at the end of each trimester students will be monitored and evaluated for progress towards Common Core Standards</p> <p><b>Where can a budget plan of the proposed expenditures for this goal be found?</b></p> <p>See form C, pages 14-16 of this SPSA.</p>
---	---	--



**STRATEGY:** During the 2014-2015 school year, at-risk students will receive interventions to address their areas of weakness. These interventions will be based on their needs in the area of Math.

Action/Date	Person(s) Responsible	Task/Date	Cost and Funding Source (Itemize for Each Source)
August 2014-May 2015  4. Identify at-risk students and target their math needs	Classroom teacher Counselor Principal	August 2014-May 2015  <ul style="list-style-type: none"> <li>Assess at-risk students to determine math needs</li> <li>Analyze formative and summative assessment data for at-risk students</li> <li>Identify specific math needs</li> </ul>	Classroom Teacher: \$98,929 Counselor: \$26,623 Principal: \$157,250  See form C, pages 14-16 of this SPSA.
August 2014-May 2015  5. Plan and implement the math intervention plan for at-risk students	Classroom teacher Principal	August 2014-May 2015  <ul style="list-style-type: none"> <li>Select appropriate math intervention strategies/ materials for at-risk students</li> <li>Implement math interventions to meet at-risk student's needs on a daily, weekly, monthly basis</li> <li>Provide professional development as needed</li> </ul>	Classroom Teacher: \$98,929 Principal: \$157,250  See form C, pages 14-16 of this SPSA.
August 2014-May 2015  6. Conduct ongoing evaluations based on student outcomes	Classroom teacher	August 2014-May 2015  <ul style="list-style-type: none"> <li>Monitor and evaluate student progress on a daily, weekly, monthly basis</li> <li>Adjust/re-evaluate student goals according to their needs</li> </ul>	Classroom Teacher: \$98,929  See form C, pages 14-16 of this SPSA.

## Form A: Planned Improvements in Student Performance Goal #3

**LEA GOAL:** Center JUSD students will be challenged and supported to achieve academic success in a clean, safe environment.

**SCHOOL GOAL:** CAHSEE - 85% students who take the CAHSEE will earn a passing score on English & math portions.

<b>What data did you use to form this goal?</b> CAHSEE Results from 2013-2014 & 2012-2013	<b>What were the findings from the analysis of this data?</b> 2012-2013 ELA – 77% Math – 70%  2013-2014 ELA – 75% Math – 79% See table below	<b>How will the school evaluate the progress of this goal?</b> The CAHSEE is offered 3 times a year, in November, February, and March. Student results are available shortly after the test is taken.  <b>Where can a budget plan of the proposed expenditures for this goal be found?</b> See form C, pages 14-16 of this SPSA.
--	--	--

2012-2013		Test	Pass	%
10th	ELA	20	14	70%
	Math	20	12	60%
11th	ELA	9	7	78%
	Math	12	8	67%
12th	ELA	19	16	84%
	Math	14	12	86%
Totals	ELA	48	37	77%
	Math	46	32	70%

2013-2014		Test	Pass	%
10th	ELA	20	15	75%
	Math	17	14	82%
11th	ELA	27	19	70%
	Math	26	19	73%
12th	ELA	13	11	85%
	Math	13	11	85%
Totals	ELA	60	45	75%
	Math	56	44	79%

**STRATEGY: Students who have not passed the CAHSEE are placed in support classes (CAHSEE Math or CAHSEE English Lab) prior to taking the test.**

<b>Action/Date</b>	<b>Person(s) Responsible</b>	<b>Task/Date</b>	<b>Cost and Funding Source (Itemize for Each Source)</b>
<p>August 2014, October 2014, February 2015:</p> <p>Identify students who have not passed math and/or English CAHSEE and enroll them into lab classes as appropriate.</p>	<p>Teacher/Testing Coordinator School Counselor</p>	<p>August 2014, October 2014, February 2015:</p> <ul style="list-style-type: none"> <li>Review student records to identify those who have not passed one or both sections of the CAHSEE</li> <li>Schedule those students into appropriate CAHSEE lab classes.</li> <li>Eleventh and 12<sup>th</sup> grade students are given priority for enrollment in CAHSEE lab classes.</li> </ul>	<p>Classroom Teacher: \$104,166 Stipend for Testing Coordinator: \$1000 School Counselor: \$26,623</p> <p>See form C, pages 14-16 of this SPSA.</p>
<p>August 2014-May 2015</p> <p>Provide additional support outside of class</p>	<p>Teachers</p>	<p>August 2014-May 2015</p> <p>Teachers offer one-on-one tutoring to all students who want additional help.</p>	<p>All Site Teachers: \$401,523</p> <p>See form C, pages 14-16 of this SPSA.</p>
<p>August 2014- May 2015</p> <p>Evaluate and revise the CAHSEE Support Class system</p>	<p>Teachers Principal School Counselor</p>	<p>August 2014-May 2015</p> <ul style="list-style-type: none"> <li>Examine data from past years to discern weak areas.</li> <li>Design curriculum to address these areas</li> <li>Implement new curriculum</li> </ul>	<p>All Site Teachers: \$401,523 Counselor: \$26,623 Principal: \$157,250</p> <p>See form C, pages 14-16 of this SPSA.</p>

<p>August 2014-May 2015</p> <p>Impress on students the importance of the CAHSEE, and give positive recognition to those who have passed.</p>	<p>Teachers Principal Counselor</p>	<p>August 2014-May 2015</p> <ul style="list-style-type: none"> <li>Teachers &amp; staff will encourage students to do their best on CAHSEE through frequent mention</li> <li>Those who have passed will be given school-wide recognition</li> </ul>	<p>All Site Teachers: \$401,523 Counselor: \$26,623 Principal: \$157,250</p> <p>See form C, pages 14-16 of this SPSA.</p>
--	---	---	---

## Form A: Planned Improvements in Student Performance Goal #4

**LEA GOAL:** Center JUSD students will be challenged and supported to achieve academic success in a clean, safe environment.

**SCHOOL GOAL:** GPA - 80% students will earn 2.00 or higher cumulative GPA at the end of each trimester.

<b>What data did you use to form this goal?</b> Site GPA records from 2013-2014 & 2012-2013	<b>What were the findings from the analysis of this data?</b>  2012-2013 – 72% above 2.00 GPA  2013-2014 – 71% above 2.00 GPA  See charts below	<b>How will the school evaluate the progress of this goal?</b> Each trimester, school will analyze GPA data.  <b>Where can a budget plan of the proposed expenditures for this goal be found?</b> See form C, pages 14-16 of this SPSA.
--	---	---

**2012-2013**

	GPA Group	Total	Percent	C or better	%
4	1	3	2.10%	103	72%
3.25-3.99	2	14	9.79%		
2.00-3.24	3	86	60.14%		
1.00-1.99	4	29	20.28%		
.001-.99	5	7	3.50%	40	27.97%
0	6	4	2.80%		
	Grand Total	143			

**2013-2014**

	GPA Group	Total	Percent	C or Better	%
4	1	1	0.79%	90	71.43%
3.25-3.99	2	14	11.10%		
2.00-3.24	3	75	59.52%		
1.00-1.99	4	25	19.84%		
.001-.99	5	7	5.56%	36	28.57%
0	6	4	3.17%		
	Grand Total	126			

**STRATEGY:**

<b>Action/Date</b>	<b>Person(s) Responsible</b>	<b>Task/Date</b>	<b>Cost and Funding Source (Itemize for Each Source)</b>
August 2014-May 2015  Review current grades to identify students below a 70% in any class.	Teachers	August 2014-May 2015  Beginning a week into each grading period, teachers will note students below 70% on a D/F list. This is updated weekly.	All Site Teachers: \$401,523  (See form C, pages 14-16 of this SPSA.
August 2014-May 2015  Students will be given opportunity and incentive to make up work	Principal Teachers Campus Monitor	August 2014-May 2015  Before school and at lunch, direct students with less than a 70% in any class to go to that class to make up work.	All Site Teachers: \$401,523 Principal: \$157,250 Campus Monitor: \$26,071  See form C, pages 14-16 of this SPSA.
August 2014-May 2015  Provide lunch detention for students who have less than 70% in a class.	Teachers	August 2014-May 2015  At least one teacher will take lunch early in order to open a room for lunch detention for students who have grades below 70%. Teachers will select the students who need to be in lunch detention.	All Site Teachers: \$401,523  See form C, pages 14-16 of this SPSA.
August 2014-May 2015  Families will be notified when students are earning less than 70% in any class	Teacher	August 2014-May 2015  Teacher will program auto dialer each week to call homes of students earning less than 70% in any one class.	Classroom Teacher: \$104,166  See form C, pages 14-16 of this SPSA.

<p>August 2014, October 2014, February 2015:</p> <p>Students who fail will be given support class</p>	Counselor	<p>August 2014, October 2014, February 2015:</p> <p>Counselor will schedule students into Success class if they received an F in any class the prior term</p>	<p>Counselor: \$26,623</p> <p>See form C, pages 14-16 of this SPSA.</p>
<p>August 2014-May 2015</p> <p>Teachers and administration will discuss student concerns on a regular basis</p>	Teachers Principal Counselor	<p>August 2014-May 2015</p> <ul style="list-style-type: none"> <li>• Every other staff meeting (Mondays are staff meeting days) will be a student-focused meeting, where teachers will discuss student concerns with the principal.</li> <li>• Appropriate action steps and persons responsible will be determined.</li> <li>• The principal will review these discussions with the counselor during her hours.</li> </ul>	<p>All Site Teachers: \$401,523 Counselor: \$26,623 Principal: \$157,250</p> <p>See form C, pages 14-16 of this SPSA.</p>
<p>August 2014-May 2015</p> <p>Teachers and administration will recognize student success on a regular basis.</p>	Teachers Principal Counselor	<p>August 2014-May 2015</p> <ul style="list-style-type: none"> <li>• Every other staff meeting (Mondays are staff meeting days) will be a student-focused meeting, where teachers will discuss student successes with the principal.</li> <li>• Teachers will fill out award certificates for students recognized as performing successfully.</li> <li>• Principal and/or counselor will present these awards to students during class.</li> <li>• After each trimester ends, an honor roll assembly will be held to recognize students performing well academically.</li> <li>• Students on the honor roll will be entered into a drawing for rewards.</li> <li>• Staff will develop more ways of recognizing students for doing well.</li> </ul>	<p>All Site Teachers: \$401,523 Counselor: \$26,623 Principal: \$157,250</p> <p>See form C, pages 14-16 of this SPSA.</p>

**Form A: Planned Improvements in Student Performance Goal (Non-Academic Goal) #1**

**LEA GOAL:** Center JUSD students will be engaged in their educational process and opportunities.

**SCHOOL GOAL:** Attendance – Students will have an average daily attendance rate of 95%. Suspension rate will decrease from prior years. Habitual truancy rate will decrease from prior years.

<b>What data did you use to form this goal?</b> Site attendance records from 2013-2014 Site suspension rates from 2013-2014 Site habitual truancy rates from 2013-2014 (3 or more unexcused absences in the year)	<b>What were the findings from the analysis of this data?</b> (percentages for this section based on enrollment in regular program at McClellan High School) Site attendance average for 2012-2013: 89.49% Site attendance average for 2013-2014: 88.24% Site suspension rate for 2012-2013: 161.50% Site suspension rate for 2013-2014: 118.22% Site habitual truancy rate for 2013-2014: 69.39%	<b>How will the school evaluate the progress of this goal?</b> Attendance, suspension, and absenteeism rates can be measured throughout year using data from Aeries.  <b>Where can a budget plan of the proposed expenditures for this goal be found?</b> See form C, pages 14-16 of this SPSA.
---	---	--



**STRATEGY:**

<b>Action/Date</b>	<b>Person(s) Responsible</b>	<b>Task/Date</b>	<b>Cost and Funding Source (Itemize for Each Source)</b>
August 2014-May 2015:  Identify students who are frequently absent or who are habitually truant.	Attendance technician Principal	August 2014-May 2015:  Monitor attendance records in Aeries Print & mail truancy letters to parents/guardians Conduct SART meetings with students who are habitually truant	Attendance Technician: \$16,704 Principal: \$157,250  (See form C, pages 14-16 of this SPSA.
August 2014-May 2015  Provide incentives for students to maintain good attendance	Leadership teacher Principal	August 2014-May 2015 <ul style="list-style-type: none"><li>After each trimester ends, students with perfect attendance will be recognized at an honor roll assembly.</li><li>Students with perfect attendance will be entered into a drawing for rewards.</li></ul>	Leadership Teacher: \$104,166, plus \$1000 club stipend Principal: \$157,250  See form C, pages 14-16 of this SPSA.
August 2014-May 2015  Teachers and administration will discuss student concerns on a regular basis	Teachers Principal Counselor	August 2014-May 2015  Every other staff meeting (Mondays are staff meeting days) will be a student-focused meeting, where teachers will discuss student concerns with the principal. Action steps and persons responsible will be determined. The principal will review these discussions with the counselor during her hours.	All Site Teachers: \$401,523 Counselor: \$26,623 Principal: \$157,250  See form C, pages 14-16 of this SPSA.

## Form B: Centralized Services for Planned Improvements in Student Performance

The following actions and related expenditures support this site program goal and will be performed as a centralized service. Note: the total amount for each categorical program in Form B must be aligned with the Consolidated Application.

School Goal #: 6

Actions to be Taken to Reach This Goal <sup>1</sup> Consider all appropriate dimensions (e.g., Teaching and Learning, Staffing, and Professional Development)	Start Date <sup>2</sup> Completion Date	Proposed Expenditures	Estimated Cost	Funding Source (itemize for each source)
For the 2014-2015 school year, Center JUSD will offer professional development to ensure the teaching staff is highly qualified and well prepared for the grade level Common Core State Standards, and the needs of all students	August 2014 to May 215	Staff Development opportunities in the following areas will be offered to teachers: <ul style="list-style-type: none"><li>• Curriculum delivery</li><li>• Research based instructional strategies</li><li>• Technology assistance</li><li>• Behavior management</li><li>• Data disaggregation</li><li>• ELsupport/strategies</li><li>• Collaboration</li></ul>	Academic Coordinator \$14,674.00  Coordinator of C & I \$13,654.00  EL Coordinator \$11,895.00	Title 1 PI  .65 FTE General Fund, .2 FTE Title 1, .15 FTE Title 1 PI  .60 FTE EL, .40 FTE Title III

Note: Centralized services may include the following direct services:

- Research-based instructional strategies, curriculum development, school climate, and data disaggregation for instructional staff

<sup>1</sup> See Appendix A: Chart of Legal Specifics for the Single Plan for Student Achievement for content required by each program or funding source supporting this goal.

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

- District-wide staff providing specific services to schools, e.g., English Language Development Coordinator, Teachers on Special Assignment, Instructional Coaches
- After-School and Summer School programs funded by categorical programs
- Data analysis services, software, and training for assessment of student progress

Centralized services do not include administrative costs.

Please duplicate this form as necessary.

## Form C: Programs Included in this Plan

Check the box for each state and federal program in which the school participates. Enter the amounts allocated for each program in which the school participates and, if applicable, check the box indicating that the program's funds are being consolidated as part of operating a schoolwide program (SWP). The plan must describe the activities to be conducted at the school for each of the state and federal programs in which the school participates. The totals on these pages should match the cost estimates in Form A and the school's allocation from the ConApp.

Note: For many of the funding sources listed below, school districts may be exercising Categorical Program Provisions options (flexibility), which are described at <http://www.cde.ca.gov/fg/aa/co/ca12sqiappcatprog.asp>.

Of the four following options, please select the one that describes this school site:

- ☐ This site operates as a targeted assistance school (TAS), not as a schoolwide program (SWP).
- ☒ This site operates a SWP but does not consolidate its funds as part of operating a SWP.
- ☐ This site operates a SWP and consolidates only applicable federal funds as part of operating a SWP.
- ☐ This site operates a SWP and consolidates all applicable funds as part of operating a SWP.

State Programs	Allocation	Consolidated in the SWP
<input checked="" type="checkbox"/> <b>Local Control Funding Formula (LCFF) – Base Grant</b> Purpose: To provide flexibility in the use of state and local funds by LEAs and schools (D)	\$28,988,662	<input type="checkbox"/>
<input checked="" type="checkbox"/> <b>LCFF – Supplemental Grant</b> Purpose: To provide a supplemental grant equal to 20 percent of the adjusted LCFF base grant for targeted disadvantaged students (D)	\$1,581,871	<input type="checkbox"/>
<input checked="" type="checkbox"/> <b>LCFF – Concentration Grant</b> Purpose: To provide an additional concentration grant equal to 50 percent of the adjusted LCFF base grant for targeted students exceeding 55 percent of an LEA's enrollment (D)	\$449,538	<input type="checkbox"/>
<input type="checkbox"/> <b>California School Age Families Education (Carryover only)</b> Purpose: Assist expectant and parenting students to succeed in school	\$	<input type="checkbox"/>
<input type="checkbox"/> <b>Economic Impact Aid/State Compensatory Education (EIA-SCE) (Carryover only)</b> Purpose: Help educationally disadvantaged students succeed in the regular program	\$	<input type="checkbox"/>

<input type="checkbox"/>	<b>Economic Impact Aid/Limited English Proficient (EIA-LEP) (Carryover only)</b> Purpose: Develop fluency in English and academic proficiency of English learners	\$	<input type="checkbox"/>
<input type="checkbox"/>	<b>Peer Assistance and Review (Carryover only)</b> Purpose: Assist teachers through coaching and mentoring	\$	<input type="checkbox"/>
<input type="checkbox"/>	<b>Professional Development Block Grant (Carryover only)</b> Purpose: Attract, train, and retain classroom personnel to improve student performance in core curriculum areas	\$	<input type="checkbox"/>
<input type="checkbox"/>	<b>Pupil Retention Block Grant (Carryover only)</b> Purpose: Prevent students from dropping out of school	\$	<input type="checkbox"/>
<input type="checkbox"/>	<b>Quality Education Investment Act (QEIA)</b> Purpose: Funds are available for use in performing various specified measures to improve academic instruction and pupil academic achievement	\$	<input type="checkbox"/>
<input type="checkbox"/>	<b>School and Library Improvement Program Block Grant (Carryover only)</b> Purpose: Improve library and other school programs	\$	<input type="checkbox"/>
<input type="checkbox"/>	<b>School Safety and Violence Prevention Act (Carryover only)</b> Purpose: Increase school safety	\$	<input type="checkbox"/>
<input type="checkbox"/>	<b>Tobacco-Use Prevention Education</b> Purpose: Eliminate tobacco use among students	\$	<input type="checkbox"/>
<input checked="" type="checkbox"/>	<b>List and Describe Other State or Local Funds (e.g., Career and Technical Education [CTE], etc.) - Lottery</b>	\$2,760	<input type="checkbox"/>
Total amount of state categorical funds allocated to this school		\$2,760	
<b>Federal Programs</b>		<b>Allocation</b>	<b>Consolidated in the SWP</b>
<input type="checkbox"/>	<b>Title I, Part A: Allocation</b> Purpose: To improve basic programs operated by local educational agencies (LEAs)	\$	<input type="checkbox"/>
<input type="checkbox"/>	<b>Title I, Part A: Parental Involvement</b> (if applicable under Section 1118[a][3][c] of the Elementary and Secondary Education Act) Purpose: Ensure that parents have information they need to make well-informed choices for their children, more effectively share responsibility with their children's schools, and help schools develop effective and successful academic programs (this is a reservation from the total Title I, Part A allocation).	\$	<input type="checkbox"/>

<input type="checkbox"/>	<b>For Program Improvement Schools only:</b> <b>Title I, Part A Program Improvement (PI)</b> <b>Professional Development</b> (10 percent minimum reservation from the Title I, Part A reservation for schools in PI Year 1 and 2)	\$		<input type="checkbox"/>
<input checked="" type="checkbox"/>	<b>Title II, Part A: Improving Teacher Quality</b> Purpose: Improve and increase the number of highly qualified teachers and principals (D)	\$120,366		<input type="checkbox"/>
<input checked="" type="checkbox"/>	<b>Title III, Part A: Language Instruction for Limited-English-Proficient (LEP) Students</b> Purpose: Supplement language instruction to help LEP students attain English proficiency and meet academic performance standards (D)	\$52,632		Title III funds may not be consolidated as part of a SWP <sup>3</sup>
<input type="checkbox"/>	<b>Title VI, Part B: Rural Education Achievement Program</b> Purpose: Provide flexibility in the use of ESEA funds to eligible LEAs	\$		<input type="checkbox"/>
<input type="checkbox"/>	<b>For School Improvement Schools only: School Improvement Grant (SIG)</b> Purpose: to address the needs of schools in improvement, corrective action, and restructuring to improve student achievement	\$		<input type="checkbox"/>
<input type="checkbox"/>	<b>Other federal funds</b> (list and describe)	\$		<input type="checkbox"/>
<input type="checkbox"/>	<b>Other federal funds</b> (list and describe)	\$		<input type="checkbox"/>
<input type="checkbox"/>	<b>Other federal funds</b> (list and describe)	\$		<input type="checkbox"/>
Total amount of federal categorical funds allocated to this school		\$0		
Total amount of state and federal categorical funds allocated to this school		\$2,760		

Note: Other Title I-supported activities that are not shown on this page may be included in the SPSA Action Plan.

<sup>3</sup> Title III funds are not a school level allocation even if allocated by the district to a school site. The LEA is responsible for fiscal reporting and monitoring and cannot delegate their authority to a site at which the program is being implemented. If Title III funds are spent at a school site, they must be used for the purposes of Title III and only for those students the LEA has identified for services. For more information please contact the Language Policy and Leadership Office at 916-319-0845.

## Form D: School Site Council Membership

California *Education Code* describes the required composition of the School Site Council (SSC). The SSC shall be composed of the principal and representatives of: teachers selected by teachers at the school; other school personnel selected by other school personnel at the school; parents of pupils attending the school selected by such parents; and, in secondary schools, pupils selected by pupils attending the school.<sup>4</sup> The current make-up of the SSC is as follows:

Names of Members	Principal	Classroom Teacher	Other School Staff	Parent or Community Member	Secondary Student
David L. French <i>DL French</i>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Kimberly Baioni <i>Kimberly Baioni</i>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Teri Shoup <i>Teri Shoup</i>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Carla Guerguy <i>Carla Guerguy</i>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Leslie Howton <i>Leslie Howton</i>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Kirsten Howton <i>Kirsten Howton</i>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Samantha Lopez <i>Samantha Lopez</i>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
MICHAEL RATLIFF <i>M. Ratliff</i>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Numbers of members in each category	1	1	2	1	2

<sup>4</sup> EC Section 52852

## Form E: Recommendations and Assurances

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

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

☐ State Compensatory Education Advisory Committee \_\_\_\_\_ Signature

☐ English Learner Advisory Committee \_\_\_\_\_ Signature

☐ Special Education Advisory Committee \_\_\_\_\_ Signature

☐ Gifted and Talented Education Advisory Committee \_\_\_\_\_ Signature

☐ District/School Liaison Team for schools in Program Improvement \_\_\_\_\_ Signature

☐ Compensatory Education Advisory Committee \_\_\_\_\_ Signature

☐ Departmental Advisory Committee (secondary) \_\_\_\_\_ Signature

☐ Other committees established by the school or district (list) \_\_\_\_\_ Signature

4. The SSC reviewed the content requirements for school plans of programs included in this SPSA and believes all such content requirements have been met, including those found in district governing board policies and in the local educational agency plan.
5. This SPSA 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 SPSA was adopted by the SSC at a public meeting on: \_\_\_\_\_.

Attested:

\_\_\_\_\_  
Typed name of School Principal

\_\_\_\_\_  
Signature of School Principal

\_\_\_\_\_  
Date

\_\_\_\_\_  
Typed name of SSC Chairperson

\_\_\_\_\_  
Signature of SSC Chairperson

\_\_\_\_\_  
Date



# *Center Unified School District*

**AGENDA REQUEST FOR:**

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

**Date:** January 6, 2015

**To:** CJSUD Board of Trustees

**From:** Michael Jordan, Principal

**Action Item** XX

**Information Item**

**# Attached Pages** 12

**Principal's Initials:** MDJ

**SUBJECT:** Center High School Single Plan for Student Achievement

Attached you will find the updated Western Association of Schools and Colleges (WASC) Action Plans. This document also serves as the Single Plan for Student Achievement for Center High School. Current progress towards the successful accomplishment of each goal is listed in the "Timeline" and "Action Steps" sections of the plan.

**Recommendation:** Approve the WASC Action Plans/ Single Plan for Student Achievement for Center High School.

# Center High School

## Chapter V – Revised Action Plans – Updated 11-21-2014

**ACTION PLAN #1:** Technology Improvements – Hardware and software upgrades and expansion of facilities needed throughout campus.

**RATIONALE:**

- Due to budget cutbacks, the average age of computers on campus is nearly 10 years old. Many older machines are having difficulty running current software.
- Many classrooms still do not have computer projectors installed.
- Only three Smart Boards are on campus.
- Wireless Internet is available for only 40% of the campus.
- Our 3 open campus computer labs have a limited number of stations making it difficult to accommodate current class sizes.
- The current feed from the local cable provider comes into the school in digital format, but our current cable infrastructure and televisions only handle analog signals. This conflict doesn't allow the school to receive outside cable channels.
- Current software and operating systems are outdated.
- Students need to be prepared to utilize the most up-to-date technology for future education and employment

**ESLRs Addressed:** Self-Directed Learner, Critical Thinker, Effective Communicator, Quality Producer

Product	Action Steps	Accountability	Timeline	Resources Needed
Five-year Center High School Technology Improvement Plan	Create technology committee which includes a participant from each department and classified staff.	WASC Leadership team	May 30, 2013 Accomplished 5-13	Team members

	<p>Action Steps:</p> <p>8-01-13 Technology Committee, which includes a participant from each department and classified staff, has been formed and is meeting monthly. A calendar of technology committee meetings and goals has been established.</p> <p>9-01-13 Technology Committee reviewed the standardization plan for classrooms. It was decided that more feedback from staff was needed before consensus could be achieved.</p> <p>Campus-wide technology inventory has been completed. Work has begun on the technology needs analysis</p> <p>2-27-14 In progress, a district-wide WiFi network will be available to all staff, students and guests. It will</p>			
--	---	--	--	--

	<p>appear seamlessly as one giant network as there will be sufficient overlapping of "hot spot" coverage. All WiFi devices will authenticate using the individual MAC address. The main controller is set up at the district office and the hot spots are being installed presently with total coverage anticipated by the beginning of the next school year. The initial mounting locations will be in areas where SBAC testing is set to take place.</p> <p>Classrooms are being progressively upgraded with contemporary technology equipment to fulfill the requirements of implementing Common Core and to keep pace with the evolving trends. Several prototype/concept classrooms are being remodeled with various technologies to field test which equipment works best for individual departments and classrooms. These showcase classrooms will be fully-functioning models</p>			
--	---	--	--	--

	<p>for all teachers to see and discover what is available. When fully implemented, each classroom on campus will have a projection device (such as short-throw and traditional overhead digital projectors). Each classroom will also have a document camera or digital tablet to produce visual images for the projection screen. All classrooms will include multimedia equipment and a quality sound system.</p> <p>10-21-14 Google Chrome Carts are now in use. Four carts, holding XX Chromebooks each are available for every member of the Core academic departments.</p> <p>All students now have G Mail accounts and have access to Google Docs.</p> <p>TURNITIN.Com was implemented part way into last school year, and the program has been renewed for this year.</p> <p>Ten (10) new LCD projectors have been installed. Thirty (30) more LCD projectors have been</p>			
--	---	--	--	--

	<p>ordered.</p> <p>The process of upgrading desk top computers to Windows 7 has begun.</p> <p>WiFi is available on campus, but is not strong in some areas. An upgrade of the WiFi should be completed by December 2014.</p> <p>November 2014 – Windows 7 upgrades completed to all office staff, counselors, administration, science department, ASB, workability, and math department. English department will be next followed by history, foreign language, art, then PE.</p> <p>A Dual Core Vista Machine was donated to the school and has been placed in the library to use for class and staff meeting presentations.</p>			
	Create calendar of technology committee meetings and goals	<p>CHS Technology Committee</p> <p>Site Computer Technician</p>	<p>June 2013</p> <p>Accomplished 8-13</p>	<p>Committee member(s) responsible for calendar</p>
	Complete campus-wide	Site Computer	Completed by	Organized lists from

	technology inventory to include: computers (hardware and software), computer projectors, televisions, Wi-Fi, hubs, printers, Elmo projectors, overhead projectors, tablets, Smart boards, and others to be determined by the Technology Committee	Technician  CHS Technology Committee members  Department members	September 1, 2013  Accomplished 8-13	departments and Technology Committee
	Conduct technology needs analysis across campus	CHS Technology Committee	October 1, 2013 Accomplished 12-13	None
Software Expansion	Develop a five-year Center High School Technology Plan that prioritizes needed technology improvements based on the greatest positive impact on student learning.  Purchase Turnitin.com for schoolwide use	CHS Technology Committee  District Technology Committee	December 1, 2013 Accomplished 12-13  Accomplished September 2013	None

	Implement 5 Year Technology Plan according to the prioritization schedule established in the Technology Improvement plan.	District Technology Committee  Site Computer Technician  CHS Technology Committee	January 1, 2014 In Progress 1-14	E-rate funding  Site funding  Donations  District funding  Tech to repair existing equipment if needed
	Update WASC Action Plan for this issue based on the CHS Technology Improvement Plan	WASC Leadership Team CHS Technology Committee	February 1, 2014 On going Updates	Time Committee member responsible for updating plan document



**ACTION PLAN #2:** Professional development and collaboration opportunities – Release time for conferences, school/classroom visitations, workshops, in-district training to implement Common Core State Standards and Professional Learning Communities.

**RATIONALE:** Due to budget cutbacks, there have been limited opportunities to participate in on-going professional development opportunities. Professional development will be crucial to implement Common Core State Standards and Professional Learning Communities

**ESLR Addressed:** Critical Thinker, Effective Communicator, Quality Producer

Product	Action Steps	Accountability	Timeline	Resources Needed
Professional Development/ Collaboration Plan	<p>Department Heads and site administration to attend a training of trainers endorsed by Dufour for developing Professional Learning Communities and other Professional Development opportunities.</p> <p>8-01-13 A professional development plan focused on the transition to CCSS has been developed by the administrative team.</p> <p>PD is being delivered via staff meetings and department chair</p>	<p>Principal</p> <p>Academic Coach</p> <p>Leadership Team</p>	November 1, 2013	<p>Registration dollars</p> <p>Substitute teachers</p> <p>Textbooks/handbooks</p>

	<p>meetings.</p> <p>SCOE has been contracted to disseminate some of the necessary components needed for the transition to CCSS to the staff, such as the Instructional Shifts</p> <p>In November 2013 the Special Ed department attended a workshop on how to run an effective IEP at SCOE.</p> <p>English and Math Department members have been attending Curriculum Committee meetings at the district office this school year approximately once per quarter.</p> <p>The District Math Adoption Committee decided to have the high school follow the Integrated Common Core High School Math Pathway.</p> <p>The Math Department also attended publisher presentations at the District Office with teachers from Grades 6 through 8. Three publishers presented their Common Core-aligned programs for Grades 6 through 12.</p> <p>10-21-2014 The math department</p>			
--	--	--	--	--

	<p>attended CPM training over the summer, and they will be continuing their training through this school year.</p> <p>The Special Ed department members attended an Inclusion Conference, a Google Conference and a Classroom management Training which focused on being proactive rather than reactive.</p>			
Professional Learning Communities	Development of intradepartmental and interdepartmental PLC'S	Administration, Certificated and Classified Staff	Initiate September 2013, completion May 2015	<p>Collaboration and training time</p> <p>Willing minds</p>
	Classroom Visitations with teachers observing peers and administrators observing all staff. Observation notes/information to be discusses at PLC meetings.	Teachers Administration	Initiate September 2013	Substitutes to allow period observations
Common Core Standards-based curriculum and instruction	<p>Teachers to attend workshops on Common Core Standards to align common core to current curriculum.</p> <p>8-13 All members of the English</p>	<p>Administration</p> <p>District Curriculum Coordinator</p>	Initial training by March 2014 with completion by August 2014	Release time Update materials as funds become available.

	<p>department attended ERWC training sponsored by the Sacramento County Office of Education and developed a 12<sup>th</sup> grade ERWC course which is being taught this school year. The entire English department completing an online workshop in November 2013 titled "Writing Arguments"</p> <p>Starting in September, 2013, the Math Department has attended a four-workshop series called, "Pathways to Common Core Mathematics" led by Patrick Callahan in Placer County. Additionally, they have begun articulation across grade/subject levels with the middle school teachers from Wilson Riles.</p> <p>In the fall of 2013, four members of the Math Dept. attended a four-workshop series offered through the Placer County Office of Education and Sierra Community College entitled, "Hands On Algebra". This series was Common Core Standards of Mathematical Practice-based and featured performance tasks.</p>	<p>Grade /Course alike Professional Learning Communities</p> <p>Leadership Team</p>		
--	--	---	--	--

	<p>Some members of the math department have attended a two-workshop series through PCOE on Intensive Next Generation Assessments, in November, 2013 and January, 2014.</p> <p>Grade alike English teachers are attending collaboration days at the district office with Becky Lawson, Coordinator of Curriculum and Instruction, for developing common core aligned assignments.</p> <p>October 2014 – ELD Coordinator presented ELD information at a staff meeting which included the topics EL basics, English learner program and support, when and how much EL support a student should have, Reclassification, and coming changes to ELD.</p>			
	<p><b>Departmental collaboration between CHS and WCR to develop scope and sequence</b></p> <p>Beginning in October 2013, Teachers are working on scope and sequence departmentally. Additionally, the English teachers have been working on Common</p>	<p><b>Administration and District Curriculum Coordinator</b></p> <p><b>Teaching staff</b></p>	<p><b>In process, completion by March 2014</b></p>	<p><b>Collaboration time</b>  <b>CC standards</b>  <b>materials</b>  <b>sample lessons and tests</b></p>

	Core grade alike assignments on release days with the curriculum committee			
--	--	--	--	--

**ACTION PLAN #3:** Need to incorporate more electives into the master schedule.

**RATIONALE:** A lack of electives due to reduced staffing the past few years has led to higher class sizes and fewer rigorous elective opportunities for students to complete a well-rounded education while at Center High School. Efforts need to be made to provide valuable electives to complete student's schedules.

**ESLRs Addressed:** Self-Directed Learner, Critical Thinker, Effective Communicator, Quality Producer

Product	Action Steps	Accountability	Timeline	Resources Needed
Elective Interest Survey	Develop Electives Committee Develop survey Administer survey Analyze survey results	Electives Committee	August 2013 September 2013 September 2013 October 2013	SCOE, Perkins, NextEd funding  District support and funding  Grant Writer position to pursue outside funding sources
Elective Choices determined by Electives Survey	Parent night meetings for proposed electives	Electives Committee	December 2013	Library
	Place electives in the Course Catalog	Electives Committee	January 2014	Course Catalog

		Principal		
	<p>Revise the Action Plan to reflect new electives</p> <p>An EWRC English 12 elective course was developed and placed in the master schedule for the 2013-14 school year. Several English teachers have attended and are attending ongoing professional development for creating/teaching this course.</p> <p>Roseville High School was visited by members of the Math Dept. and PLTW in order to begin the formation of a math elective, "Geometry in Construction," tentatively planned to be offered in the 2015—2016 school year.</p> <p>If a block schedule can be implemented, the Math Dept. has proposed offering more math electives, such as "Math in the Movies," "Introduction to Statistics," a problem solving class similar to one offered at Sierra Community College and a Financial Literacy course.</p>	WASC Leadership Team	May 2014	WASC Document



	<p>10-21-2014 The math department has received a grant to start a Geometry Construction class. Preliminary work is being done now to prepare to add the class to the course catalog.</p> <p>A third section of Biomedical Science, and a second section of Engineering Design (for a total of three engineering classes) is being offered this school year.</p>			
Expanded Project Lead the Way Program and Career Technical Education Courses	<p>Summer teacher training PLTW</p> <p>CTE Advisory Committee</p>	<p>Principal</p> <p>CTE Advisory Committee</p> <p>School Site Council</p> <p>District Office</p>	2014-15 school year implementation with training occurring summer of 2014	SCOE, Perkins, NextED funding
Improved Master Schedule to allow for more elective offerings	<p>Block schedule Committee formed</p> <p>Committee members researched different schedule configurations and presented them to staff on 2/24/14.</p> <p>10-21-2014 It was decided at this time that it was not feasible to move to a block schedule at this time, however, in addition to a zero (0) period, a seventh (7<sup>th</sup>)</p>		December 2013	

	period credit recovery class has been added to the schedule this school year.			
--	---	--	--	--

**ACTION PLAN #4:** Develop a systematic method of reviewing data in a continuous and ongoing cycle of review to help revise and update classroom instructional strategies and practices, as well as, to assist with the ongoing assessment of how students are mastering the ESLR's.

**RATIONALE:** We need to be more data-driven in our improvement process. In order to do this we need to improve our assessment methods, data collection, data retrieval, and build an institutionalized process of review, improvement, and implementation of practices to improve student learning.

**ESLRs Addressed:** Self-Directed Learner, Critical Thinker, Effective Communicator, Quality Producer

Product	Action Steps	Accountability	Timeline	Resources Needed
Reliable Data	<p>Establishment of a site data committee to coordinate and monitor this action plan</p> <p>Through developing scope and sequence, teachers will also be developing common assessments. English and math departments began this work in October 2013</p> <p>The Math Dept. agreed to administer one performance task per quarter, a result of attending the January, 2014 Callahan and Sue Gendron (Next Generation</p>	WASC Leadership Team	August 15, 2013	Members Meeting place

	<p>Assessments) presentations.</p> <p>10-21-14 Each academic department has created a common formative assessment to be administered during the first semester at a common time for each department.</p> <p>The English department has created a Google Doc Spreadsheet to assist in analyzing data from the District reading Proficiency Assessment and the District Writing Focus, which are administered to all students within the first few weeks of school.</p> <p>A data analysis protocol has been selected and refined by each department.</p> <p>Some data collection is on hold awaiting new state tests.</p>			
	Work with district academic coach and technology department to ensure current data is accurate	WASC Leadership Team	Monthly Quarterly August 15, 2013	Data  Agenda for meet
	Determine which additional data needs to be collected to assist in the improvement process.	Data Committee  Department Heads	September 15, 2013 Each Progress Reporting Period	Grade Reports  Data Reports

	<p>Improve our data collection and distribution methods through adoption of new common rubrics for District Writing Assessments, Degrees of Reading Power tests, Essay Scorer software, SBAC training.</p> <p>In the English department, the CCSS writing rubrics have been adopted.</p> <p>The Math Dept. PLC's, which are by course, administer common unit tests and final exams and collaborate to standardize the grading of them. Common assessment data is collected and analyzed within each PLC.</p>	<p>English Department</p> <p>Data Committee</p> <p>PLCs</p>	<p>Grade Reporting Periods – Progress/quarter/semester</p>	<p>Assessments</p> <p>Rubrics</p> <p>Common Prompts</p> <p>Possible Updated DRP</p>
Accessible Data	<p>Develop the methods to include site assessments such as DRP and DWA scores in our data system through the investigation of data mining software alternatives.</p> <p>English department provided staff with DWA/DRP scores in October 2013.</p>	<p>Site Tech</p> <p>Data Committee</p>	<p>January 14, 2014</p>	<p>Time</p> <p>Data company vendors</p>
	<p>"Packaging" data in formats that are teacher friendly</p> <p>Training in MMARS or other</p>	<p>Data Committee</p> <p>Leadership Committee</p>	<p>October 2013 Quarterly</p>	<p>Software</p> <p>Data</p>

	software			
	Timely release of data to all teachers and stakeholders  Open and shared access to data	Leadership Committee  Data Committee	October 2013  Quarterly	Software  Training  Data
Evaluated Data	Scheduled time for analysis of data to determine the meaning of the data  Review of data to determine areas of weakness and strengths Review common finals and assessments	Leadership Team  PLCs  Departments	Quarterly / Semester	Embedded time  Early-out days
Newly Developed Strategies	Investigate strategies to meet determined areas of growth  Investigate strategies to implement Common Core Standards  Collaboration time to share strategies  Training in new strategies where needed through attendance at workshops	All Staff  Academic Coach  Leadership Committee	Weekly  Monthly  Quarterly	Early-out Mondays  Time for collaboration  Professional Development  Data

	<p>Increased cross-curricular collaboration</p> <p>Investigate cross-curricular rubrics</p> <p>Develop new evaluation strategies for multiple measurements of ESLR's</p> <p>Implemented use of Academic Improvement Measure (AIM) document to guide and document collaboration towards reaching common assignment/common assessment goal.</p>			
Implemented New Strategies	<p>Utilizing Common Core Standards Best Practices</p> <p>Increased cross-curricular integration</p> <p>Continued intervention process</p>	<p>All Staff</p> <p>Academic Coach</p> <p>Leadership Committee</p> <p>Site Common Core Committee Representative</p>	Professional Development in 2013-2014 and 2014-2015	<p>Professional development time</p> <p>Collaboration time</p> <p>Peer Observation time</p>
Culture of Continuous Improvement	<p>Renew the cycle of data</p> <p>Review development in this process incorporating</p>	<p>All staff</p> <p>Data Committee</p>	<p>Starting 2013-2014</p> <p>Semi-annually</p>	<p>Time</p> <p>Data</p>

	improvements	Leadership Team Academic Coach  PLCs  Site Tech / Technology Committee  School Site Council		Evaluation tool



# *Center Unified School District*

**AGENDA REQUEST FOR:**

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

**Date:** January 21, 2015

**To:** Carol Hunt

**From:** David L. French

**Action Item** XX

**Information Item**

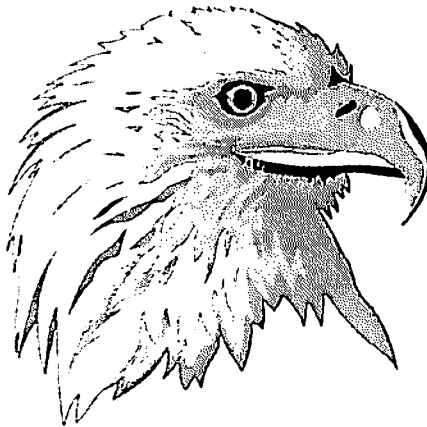
**# Attached Pages** 1

**Principal's Initials:** 

**SUBJECT:** McClellan High School – Safety Plan – 2014-2015

CONSENT AGENDA

# **McClellan High School**



## **Safe School And Emergency Preparedness Plan 2014-2015**

**Center Joint Unified School District  
Antelope, CA**

Revised December 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.

## Table of Contents

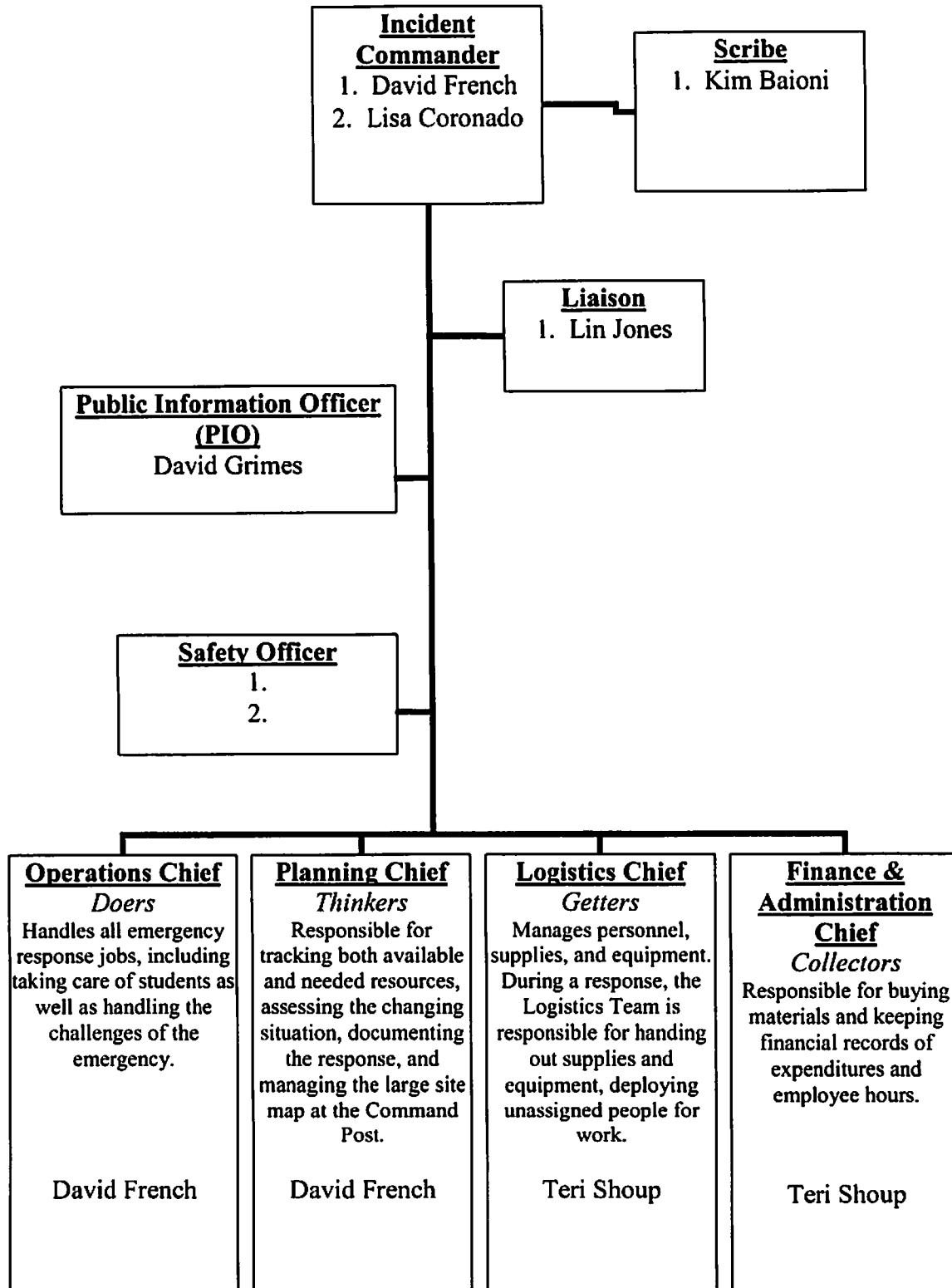
<b>Part 1</b>	<b>Crisis Management</b>	
Section 1	Incident Command System .....	4
Section 2	Staging Areas.....	12
Section 3	Lockdown Procedures .....	13
Section 4	Evacuation Procedures.....	16
Section 5	Student Release Procedures .....	19
Section 6	School Partnerships.....	21
Section 7	Resources .....	22
Section 8	Communications .....	23
Section 9	Crisis Phone Directory .....	24
Section 10	Letters Home .....	25
Section 11	Aftermath .....	29
Section 12	Training and Updating .....	30
<b>Part 2</b>	<b>Crisis Readiness</b>	
Section 1	Activity in the Vicinity.....	31
Section 2	After Hours Crisis Procedures .....	32
Section 3	Bomb Threat .....	33
Section 4	Bus Accident .....	38
Section 5	Chemicals/Biohazard/Gas Odor.....	39
Section 6	Death/Suicide.....	40
Section 7	Earthquake .....	41
Section 8	Fire/Explosion .....	43
Section 9	Flood.....	45
Section 10	Gas Odor .....	46
Section 11	Hostage Situation .....	47
Section 12	Hostile Visitor .....	49
Section 13	Kidnapping/Attempted Kidnapping .....	51
Section 14	Medical Emergency .....	52
Section 15	Missing Student.....	65
Section 16	Public Demonstration .....	67
Section 17	School Site as Mass Care and Welfare Shelter .....	68
Section 18	Severe Weather.....	70
Section 19	Shooting/Stabbing .....	71
<b>Part 3</b>	<b>Site Action Plan</b>	
Section 1	District and Site Mission Statements.....	72
Section 2	Description of School Climate .....	73
Section 3	School Climate Goals.....	75
Section 4	Description of Physical Environment .....	77
Section 5	Physical Environment Goals.....	79
Section 8	Signature Sheet.....	80
<b>Part 4</b>	<b>Appendices</b>	
Appendix A	Staff's Classroom Telephone Numbers.....	81
Appendix B	Schedule of Proposed Safety Drills.....	82
Appendix C	Utility Shut-off Map.....	83
Appendix D	Classroom Evacuation Map .....	84
Appendix E	Off Site Evacuation Map .....	85
Appendix F	Emergency Operations Center (EOC) Form .....	87
Appendix G	Child Abuse Reporting Law .....	88
Appendix H	Child Abuse Reporting Form.....	93
Appendix I	Uniform Complaint Procedures .....	94
Appendix J	Suspendable Offenses .....	96
Appendix K	Procedures to Notify Teachers of Dangerous Pupils .....	97
Appendix L	Hate Crime .....	98
Appendix M	Nondiscrimination/Harassment.....	99
Appendix N	Site Dress Code, if includes "gang-related apparel" .....	100

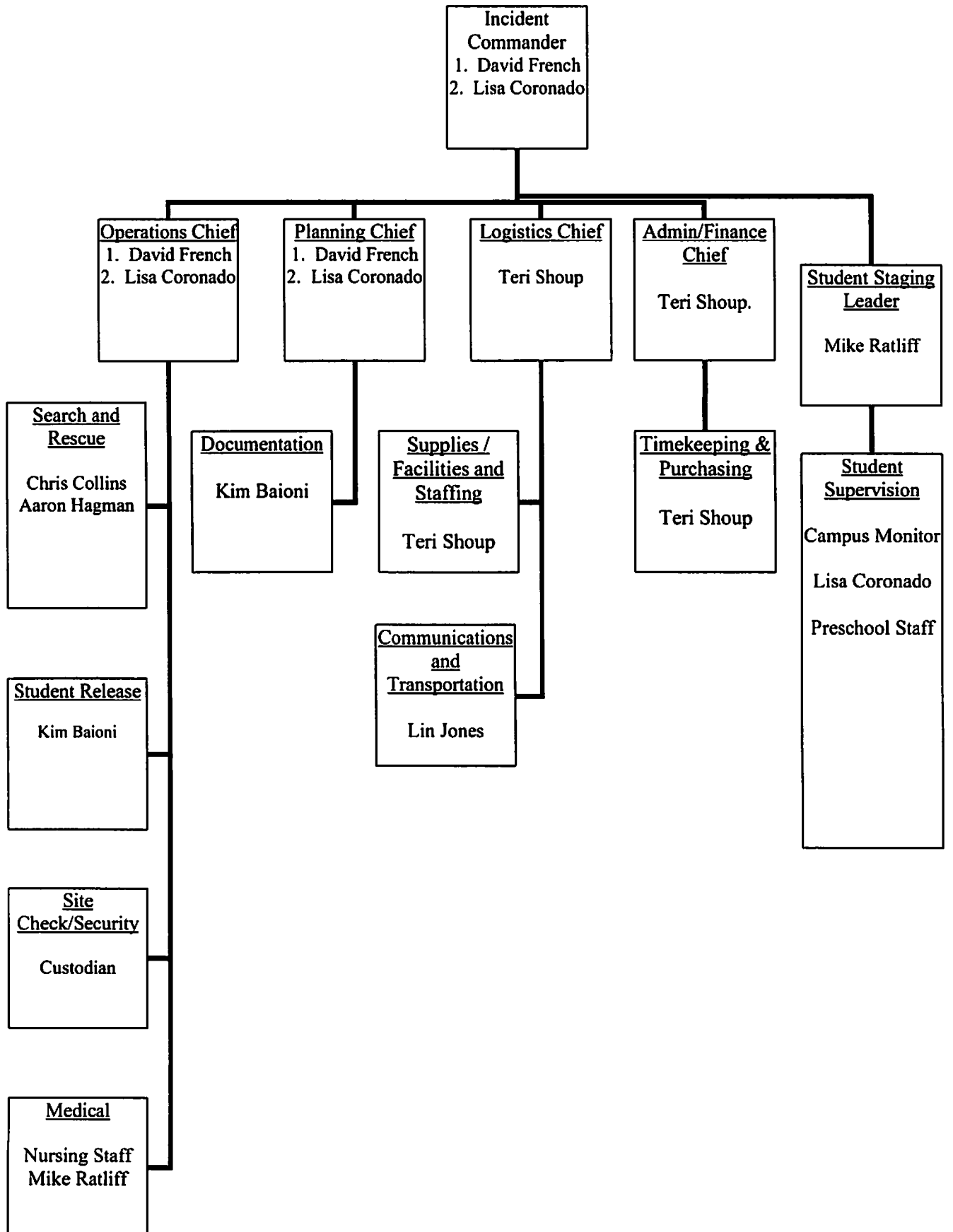
## **PART 1 CRISIS MANAGEMENT**

### **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. Main Office
2. Room #7

### **Outdoor Command Post:**

1. Picnic tables outside multipurpose room
2. Lower parking lot near weight room

### **Triage Area:**

1. Multipurpose room
2. Middle parking lot

**Parent Reunification Area:** North parking lot

**Bus Staging Area:** North parking lot

**Media Staging Area:** South parking lot

**Off-Site Evacuation Location:** (See Appendix D for maps)

## **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 law enforcement 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. Students outside of a building, go to the nearest safe building and follow directions of staff there."

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 fill out EOC form, noting missing students and extra students in the room. Prepare to take this form 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 law enforcement 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 law enforcement department if law enforcement has not arrived on the scene. Any known injuries should also be reported to the administration, who will relay that information to law enforcement.

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

Once a lockdown has been started, wait for law enforcement to arrive before arranging for evacuation of the school. This will allow for a more secure environment during the evacuation and assist law enforcement 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 in the north parking lot. 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 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 Partnerships (See appendix D for maps)

**SECTION 7 RESOURCES****Staff List/Special Skills**

<b>TEACHERS</b>	<b>Phone #</b>	<b>Room/Ext #</b>	<b>Health Concerns</b>	<b>Special Skills</b>
Baioni, Kim	[REDACTED]	8/447	[REDACTED]	
Collins, Chris	[REDACTED]	Sci/444	[REDACTED]	
Coronado, Lisa	[REDACTED]	4/444	None	
Hagman, Aaron	[REDACTED]	6/444	None	
Ratliff, Mike	[REDACTED]	3/444	None	
<b>Preschool</b>				
Chris Berger	[REDACTED]	1/6446	None	CPR
Pat Stayton	[REDACTED]	0/6446	None	

<b>OFFICE STAFF</b>				
French, David	[REDACTED]	Ofc/445	None	
Guerguy, Carla	[REDACTED]	Ofc/443	None	
Jones, Lin	[REDACTED]	Ofc/440	None	
Shoup, Teri	[REDACTED]	Ofc/440	[REDACTED]	

<b>Preschool Aides</b>	<b>Phone #</b>	<b>Health Concerns</b>	<b>Special Skills</b>
Marina Derevyanchuk	[REDACTED]	None	
Rick Espinoza	[REDACTED]	None	
Debby Kaley	[REDACTED]	[REDACTED]	Restraint Training
Judy Michael	[REDACTED]	None	Restraint Training

<b>KITCHEN STAFF</b>			
Karl Knutson			

<b>CAMPUS MONITOR STAFF</b>			
Vickie Hesson	[REDACTED]	[REDACTED]	

<b>CUSTODIAL STAFF</b>			
Lee Montgomery	[REDACTED]	None	

## **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  
Campus Monitor  
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      [ ]**

- Law enforcement/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
- Dudley Elementary School: (916) 338-6470
- North Country Elementary School: (916) 338-6480
- Oak Hill Elementary School: (916) 338-6460
- Spinelli Elementary School: (916) 338-6490
- Wilson C. Riles Middle School: (916) 787-8100
- Center High School: (916) 338-6420
- McClellan High School: (916) 338-6445
- Antelope View Charter School: (916) 339-4690
- Global Youth Charter School: (916) 339-4680

## **SECTION 10 LETTERS HOME**

The letters on the following pages shall be provided to families at the beginning of each school year.



Established 1858

## *Center Joint Unified School District*

8408 Watt Avenue • Antelope, CA 95843-9116  
(916) 338-6413 • Fax (916) 338-6322

### **BOARD OF TRUSTEES**

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

### **SUPERINTENDENT**

Scott A. Loehr

### **CJUSD Disaster Procedures**

Dear Parents/Guardians:

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 the one of the fields by the school or off-site to Center High School. 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 office 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 who are indoors will be kept inside until quaking stops. Students will then be evacuated from the building. Students who are outside will be directed to an open area free from hazards. 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, 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.
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.

If you have any questions about these procedures, please contact the school office. Thank you for your cooperation in this very important matter.

Sincerely,

Principal



# Center Joint Unified School District

8408 Watt Avenue • Antelope, CA 95843-9116  
(916) 338-6413 • Fax (916) 338-6322

Established 1858

## BOARD OF TRUSTEES

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

## SUPERINTENDENT

Scott A. Loehr

## Snack Request

Dear Parents:

As part of our disaster preparedness program we ask that each child's family prepare a snack-pack to be kept at school. In the event of major disaster which might delay you from picking up your children from school, this pack will provide a source of nourishment and comfort. Please involve your children in putting together this pack and share a short explanation of its potential use. Have your child bring the bag to his/her classroom the first week of school.

In a heavy-duty 1-gallon ZIP-LOCK bag, place the items listed below:

- (1) *can* of fruit drink (*no pouches, no boxes because they leak*)
- (1) bottle of water
- (3) small non-perishable snack packages – please choose commercially vacuum-packed items such as beef jerky, a granola bar, a fruit roll-up, cheese and crackers or a small pull-top *can* of fruit with a plastic spoon
- (1) small packet of wet wipes
- (1) note of reassurance and a small picture, as these may be a source of comfort in the event of an emergency and extended separation

Please do not send items that need to be refrigerated. Items that are perishable or need to be refrigerated will be sent back home with the student.

Please make sure the bag is marked clearly with your child's name, grade, teacher and room. Packs will be returned to students at the end of the school year.

Having these supplies on-site will better enable us to care for the students in an actual emergency, and they will also be a source of comfort to them. Your child will not be permitted to take something from the kit if s/he forgets a snack or wants a drink. The kits are for true emergencies only.

If you have any questions about this program, please contact the school office. Thank you for your cooperation in this very important matter.

Sincerely,

Principal

"Respecting our traditions, while embracing new ideas"

## **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

See Appendix B for a proposed schedule of 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) – {March 9, 2015}
- Bloodborne Pathogens for School Employees (every other year – even years) – {September 29, 2014}
- Code Red Lockdown Training (annually) – {January 26, 2015}
- CPR Training (every other year – even years) – {TBA}
- NIMMS/ICS video (discuss components annually, can watch video every other year) – {January 5, 2015}
- Mandated Child Abuse Reporter Training (annually) – {October 13, 2014}
- Triage Training (every other year – odd years) – {November 10, 2014}

\* 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 law enforcement 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 law enforcement 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 law enforcement or fire guidance.
- If law enforcement 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 law enforcement or fire officials.



## **SECTION 2 AFTER-HOURS CRISIS PROCEDURES**

Train custodians on what role they should take during after-hours events. Ensure that custodians have access to the Twin Rivers' Police Department phone number at all times. Also, ensure that custodians carry a phone so they may be communicated with if a crisis occurs.

An After Hours cover page has been provided with the CJUSD "Facilities Use Agreement." This document asks the facility user to meet with the site administrator to discuss the location of the safety plan and to review the "Crisis Management" and "Crisis Readiness" sections of the plan. In addition, facility users must indicate with their signature that they have received and read the CJUSD Emergency Procedures poster, which is posted in all rooms at all sites. Outside facility users must have their copy of the Emergency Procedures with them at all times when using district facilities.

## **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 Law enforcement (911) and ask for a law enforcement'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 law enforcement'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\_\_\_\_\_

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 Law enforcement (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 law enforcement. 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 law enforcement'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 law enforcement 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 law enforcement and the District Office.
- Prepare letter for students to take home in cooperation with law enforcement 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

As they complete an academic plan leading to a high school diploma and post-secondary options in preparation for their adult lives.

**SECTION 2      People and Programs:**  
**Create a “caring and connected” school climate.**

**DESCRIPTION OF SCHOOL CLIMATE**

McClellan High School is a continuation high school, primarily serving students in grades ten through twelve who have become credit-deficient in the comprehensive high school setting. Because we have a student population of approximately 100, our staff is able to know each student by his or her name. We provide an opportunity for students to be successful in a community setting where teachers and staff are able to know and interact positively with every student. Students receive a standards-based curriculum presented by dedicated staff, and ongoing evaluation of student progress allows teachers to address individual student needs and gaps in learning. In addition to fostering academic success, McClellan staff works with students to help them develop personal qualities of integrity, responsibility, and respect. We model these characteristics, and we teach and encourage their growth in our students.

McClellan has five teachers, one counselor, two secretaries, a custodian and a campus monitor. The principal leads the staff in collaborative decision-making regarding school policies and procedures. The principal leads the teaching staff in overall academic direction, but the teachers are respected as authorities in their curricular areas and are given freedom to develop the scope and sequence of the classes they teach. The counselor works with students to ensure they are on track for graduation, and also supports students in dealing with personal challenges.

Many of our students have experienced personal obstacles. We have several foster and homeless youth, many are in the lower socio-economic categories, and a large number of our students have family turmoil or other struggles outside the school arena. Thus, we strive to create a safe, family atmosphere of genuine care and interest for every student. We work to make school a stable place where students are respected and loved, but are also challenged to grow and succeed. Students are taught that there are three simple steps to success:

1. Respond to failure with thoughtful change
2. Work hard
3. Refuse to give up

Our parents and community members are respected partners. Parents are given access to student grades, and multiple means are used to communicate with and involve parents. Staff are expected to keep grades updated weekly and to return communications within 24 hours.

In addition to the continuation high school program at the McClellan site, there is also a preschool housed there, comprised of two separate programs. Part of the

preschool is designed to accommodate special needs preschool-age children. The other part of the preschool is run through Center district's adult education program. Parents bring their preschool-age children and work in the preschool as volunteers, learning parenting skills while they work. The preschool has two teaching staff, six instructional aides, and a varying number of parents. Approximately 30 children attend the preschool.

## **SECTION 3      SCHOOL CLIMATE GOALS**

### **The School Climate**

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

**Objective #1:** Attendance – Students will have an average daily attendance rate of 95%. Suspension rate will decrease from prior years. Chronic absenteeism rate will decrease from prior years.

#### **Activities:**

- Staff will monitor attendance records in Aeries
- Staff will print & mail truancy letters to parents/guardians
- Principal will conduct SART meetings with students who are habitually truant
- After each trimester ends, students with perfect attendance will be recognized at an honor roll assembly.
- Students with perfect attendance will be entered into a drawing for rewards.
- Every other staff meeting (Mondays are staff meeting days) will be a student-focused meeting, where teachers will discuss student concerns with the principal. Action steps and persons responsible will be determined. The principal will review these discussions with the counselor during her hours.

**Objective #2:** Students and parents will be informed and engaged in their children's school and their children's grades and attendance.

#### **Activities:**

- Students and/or parents will be given a Homelink letter. Students will be directed in how to establish an account and log in.
- Teachers will encourage and may require students to access grades online and have parents sign printed grade reports.
- Leadership class will produce a monthly newsletter that will be displayed for students, distributed among staff, and emailed home.
- Automated phone calls will go home for a variety of reasons:
  - School announcements
  - Students earning less than 70% in a class
  - Students absent without excuse
- A monthly newsletter will be emailed, containing articles about school activities, success ideas, and upcoming events.
- Staff will also keep current McClellan's Facebook page and website.

**Objective #3:** Students will learn attitudes & actions that will foster success academically and in life.

**Activities:**

- Principal explained “Three Steps to Success” to all students at start of year:
  1. Respond to failure with thoughtful change
  2. Work hard
  3. Refuse to quit
- Posters of these steps are displayed in all rooms
- Teachers and staff work with struggling students to instill positive attitudes toward work, reminding them of the steps they need to take to change, redirecting them, and teaching them different ways to respond to challenges.
- Academically successful students are rewarded at an Honor Roll assembly after each trimester ends.
- Quotes and anecdotes concerning success are included in each weekly bulletin, read to students and posted in rooms.
- Staff and principal will discuss and explore success-oriented curriculum to be used in Success class.

## **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**

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.

#### **Description of School Grounds**

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 walkway 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 a grass field that includes a baseball backstop and a memorial grove with benches, and there is an asphalt area that includes basketball courts. McClellan High School is fenced around its perimeter, with one ungated entry in front of the office. The rest of the gates around campus are closed during the day. Three preschool rooms have doors that open toward the main (north) parking lot. These are not fenced or gated.

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. McClellan has one campus monitor from 7:30 am until 2:30 pm.

#### **Maintenance of School Buildings/Classrooms**

McClellan is an older site; the original facilities were built in 1960. Buildings have been re-purposed and refitted with plumbing, wiring, and HVAC systems as needed to keep facilities up to date. The grounds are monitored for safety and appearance by the administration, custodians and individual classroom teachers. District maintenance and groundskeeping and the custodian perform maintenance, cleaning, and repairs to keep the site in good condition. 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. Additionally, health and fire department inspectors contribute to school safety.

#### **Internal Security Procedures**

McClellan 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 McClellan High School.

Site administration and staff 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. McClellan 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, walkie-talkies, 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 McClellan High School will be free of hazards.

#### **Related Activities:**

- To ensure a safe physical environment, all staff will observe the school facility during their duties each day and report any concerns observed immediately to the principal, school secretary, or custodian. The school secretary 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.

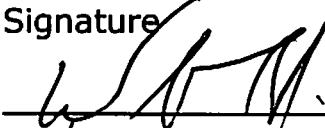

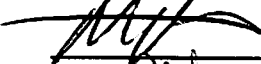
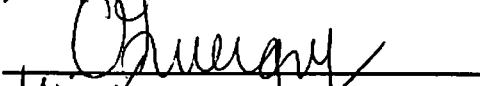
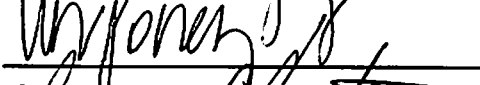
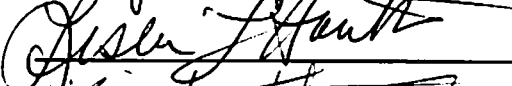
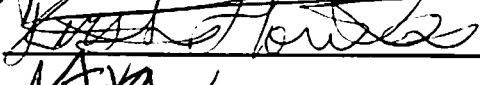
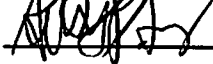


## SECTION 6 SIGNATURE SHEET

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 French</u>	Principal	
<u>Kim Baioni</u>	Teacher	
<u>Mike Ratliff</u>	Teacher	
<u>Carla Guerguy</u>	Counselor	
<u>Lin Jones</u>	Attendance Technician	
<u>Leslie Howton</u>	SSC Parent	
<u>Kirsten Howton</u>	SSC Student	
<u>Samantha Lopez</u>	SSC Student	

## Appendix A

<b>TEACHERS</b>	<b>Phone #</b>	<b>Room/Ext #</b>	<b>Health Concerns</b>	<b>Special Skills</b>
Baioni, Kim	[REDACTED]	8/447	[REDACTED]	
Collins, Chris	[REDACTED]	Sci/444	[REDACTED]	
Coronado, Lisa	[REDACTED]	4/444	None	
Hagman, Aaron	[REDACTED]	6/444	None	
Ratliff, Mike	[REDACTED]	3/444	None	
<b>Preschool</b>				
Chris Berger	[REDACTED]	1/6446	None	CPR
Pat Stayton	[REDACTED]	0/6446	None	

<b>OFFICE STAFF</b>				
French, David	[REDACTED]	Ofc/445	None	
Guerguy, Carla	[REDACTED]	Ofc/443	None	
Jones, Lin	[REDACTED]	Ofc/440	None	
Shoup, Teri	[REDACTED]	Ofc/440	[REDACTED]	

<b>Preschool Aides</b>	<b>Phone #</b>	<b>Health Concerns</b>	<b>Special Skills</b>
Marina Derevyanchuk	[REDACTED]	None	
Rick Espinoza	[REDACTED]	None	
Debby Kaley	[REDACTED]	[REDACTED]	Restraint Training

<b>KITCHEN STAFF</b>			
Kari Knutson			

<b>CAMPUS MONITOR STAFF</b>			
Vickie Hesson	[REDACTED]	[REDACTED]	

<b>CUSTODIAL STAFF</b>			

## Appendix B

### McClellan High School

Drill Requirements & Objectives

2014-2015 School Year

(Revised 7-30-2014)

### **ALL DATES AND TIMES SUBJECT TO CHANGE!**

Date	Drill	Focus	Period	Done
Tues - 8/19	Fire	Evacuation Routes, Staff Buddy	1	
Mon - 9/8	Fire	Security – lock doors, restrooms	3	
Thurs - 10/2	Earthquake/Intruder	EOC Forms - Accuracy	2	
Thurs - 10/16	Bomb Threat/Fire	ICS Roles, Staff Buddy	6	
Wed - 11/12	Fire	Search & Rescue, Security	4	
Tues - 12/9	Fire	Triage	1	
Fri - 1/9	Fire	Triage	2	
Fri - 2/6	Fire	Non-Class Evacuation – Go to 2 <sup>nd</sup> period teacher	4/Special	
TBA	District Wide Drill (Intruder)	Search & Rescue, Evacuation Staging/Reunification	Special	
Thurs - 3/5	Fire	Non-Class Evacuation – Go to 2 <sup>nd</sup> period teacher	Between 3 <sup>rd</sup> & 4 <sup>th</sup>	
Wed – 3/25	Earthquake/Intruder	EOC Forms, Triage	6	
Mon - 4/13	Bomb Threat/Fire	Search & Rescue, Security	3	
Wed – 5/6	Fire	All of the Above	2	

Monday	Tuesday	Wednesday	Thursday	Friday
2	3	3	3	2

1 <sup>st</sup>	2 <sup>nd</sup>	3 <sup>rd</sup>	4 <sup>th</sup>	6 <sup>th</sup>
2	3	3	3	2

## Appendix C

---

- Electrical shut off
- Water shut off
- Circuit breaker box
- Gas shut off

## **Appendix D**

# **McClellan High School**

**8725 Watt Ave. Antelope, CA 95843**

**(916) 338-6440**

**Evacuation Map**

## Appendix E

12/1/2014

Google Maps

12/1/2014

Google Maps



## Appendix F

### 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 G

# California Child Abuse and Neglect Reporting Law

The first child abuse reporting law in California was enacted in 1963. That early law mandated only physicians to report physical abuse.

Over the years, numerous amendments have expanded the definition of reportable child abuse and the persons required to report it.

It is important for mandated reporters to keep updated on periodic amendments to the law. Your local Child Abuse Prevention Council or county welfare department has current reporting law information. Also visit [www.leginfo.ca.gov](http://www.leginfo.ca.gov) for updated information on the law and any other code section referenced in this material.

The California Child Abuse and Neglect Reporting Law is currently found in **Penal Code (P.C.) Sections 11164 - 11174.3**. The following is only a partial description of the law. Mandated reporters should become familiar with the detailed requirements as they are set forth in the Penal Code.

### Who Are Mandated Reporters?

**P.C. 11165.7** defines “mandated reporters” as any of the following:

- 1) A teacher.
- 2) An instructional aide.
- 3) A teacher’s aide or a teacher’s assistant employed by any public or private school.
- 4) A classified employee of any public school.
- 5) An administrative officer or supervisor of child welfare and attendance, or a certificated pupil personnel employee of any public or private school.

- 6) An administrator of a public or private day camp.
- 7) An administrator or employee of a public or private youth center, youth recreation program, or youth organization.
- 8) An administrator or employee of a public or private organization whose duties require direct contact and supervision of children.
- 9) Any employee of a county office of education or the California Department of Education, whose duties bring the employee into contact with children on a regular basis.
- 10) A licensee, an administrator, or an employee of a licensed community care or child day care facility.
- 11) A Head Start program teacher.
- 12) A licensing worker or licensing evaluator employed by a licensing agency as defined in P.C. 11165.11.
- 13) A public assistance worker.
- 14) An employee of a child care institution including, but not limited to, foster parents, group home personnel, and personnel of residential care facilities.
- 15) A social worker, probation officer, or parole officer.
- 16) An employee of a school district police or security department.
- 17) Any person who is an administrator or presenter of, or a counselor in, a child abuse prevention program in any public or private school.
- 18) A district attorney investigator, inspector, or local child support agency caseworker unless the investigator, inspector, or

- caseworker is working with an attorney appointed pursuant to Section 317 of the Welfare and Institutions Code to represent a minor.
- 19) A peace officer, as defined in Chapter 4.5 (commencing with Section 830) of Title 3 of Part 2 of the Penal Code, who is not otherwise described in P.C. 11165.7.
  - 20) A firefighter, *except for volunteer firefighters*.
  - 21) A physician, surgeon, psychiatrist, psychologist, dentist, resident, intern, podiatrist, chiropractor, licensed nurse, dental hygienist, optometrist, marriage, family and child counselor, clinical social worker, or any other person who is currently licensed under Division 2 (commencing with Section 500) of the Business and Professions Code.
  - 22) Any emergency medical technician I or II, paramedic, or other person certified pursuant to Division 2.5 (commencing with Section 1797) of the Health and Safety Code.
  - 23) A psychological assistant registered pursuant to Section 2913 of the Business and Professions Code.
  - 24) A marriage, family and child therapist trainee, as defined in subdivision (c) of Section 4980.03 of the Business and Professions Code.
  - 25) An unlicensed marriage, family, and child therapist intern registered under Section 4980.44 of the Business and Professions Code.
  - 26) A state or county public health employee who treats a minor for venereal disease or any other condition.
  - 27) A coroner.
  - 28) A medical examiner, or any other person who performs autopsies.
  - 29) A commercial film and photographic print processor, as specified in subdivision (e) of P.C. 11166. For purposes of the California Child Abuse Reporting Law, "commercial film and photographic print processor" means any person who develops exposed photographic film into negatives, slides, or prints, or who makes prints from 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 law enforcement'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 law enforcement's department (not including a school district police or security department), county probation department, if designated

by the county to receive mandated reports, or county welfare department. (P.C. 11165.9)

Any mandated reporter who knows or reasonably suspects that the home or institution in which the child resides is unsuitable for the child because of abuse or neglect shall inform the agency about the unsuitability of the home at the same time he or she reports the abuse or neglect. (P.C. 11166 (f))

When two or more persons who are required to report jointly have knowledge of a known or suspected instance of child abuse or neglect, and when there is agreement among them, a single person from the group may make the report. Any group member who knows that the report was not made, however, shall make the report. (P.C. 11166 (h))

## **Immunity**

Mandated reporters have immunity from criminal and civil liability for any report required or authorized under the Child Abuse Reporting Law. This immunity applies even though the knowledge or reasonable suspicion of abuse was acquired outside his or her professional capacity or outside the scope of his or her employment. (P.C. 11172 (a)) And if a mandated reporter is sued for making a report, he or she may be able to receive compensation for legal fees incurred in defending against the action. (P.C. 11172 (c))

Any person who makes a report of child abuse, even though he or she is not a mandated reporter, has immunity unless the report is proven to be false and it is proven that the person either knew the report was false or made it with reckless disregard of its truth or falsity. (P.C. 11172 (a))

## **Additional Safeguards for Mandated Reporters**

No supervisor or administrator may impede or

inhibit a mandated reporter's reporting duties or subject the reporting person to any sanction for making a report. (P.C. 11166 (i)(1))

Any supervisor or administrator who violates the above cited code section is guilty of a misdemeanor punishable by a fine not to exceed one thousand dollars (\$1,000), by not more than six months in a county jail, or by both a fine and imprisonment. (P.C. 11166.01(a)) If however, death or great bodily injury happens to the child as a result of the abuse, the supervisor or administrator who impeded or inhibited the report is guilty of a misdemeanor punishable by not more than one year in a county jail, by a fine not to exceed five thousand dollars (\$5,000), or by both. (P.C. 11166.01(b))

The mandated reporter's identity is confidential and may only be disclosed to specified persons and agencies. (P.C. 11167 (d)(1))

Mandated reporters and others acting at their direction are not liable civilly or criminally for photographing the victim and including the photograph with their report. (P.C. 11172 (a))

A clergy member who acquires knowledge or a reasonable suspicion of child abuse during a penitential communication is not mandated to report the abuse. For purposes of the Child Abuse Reporting Law, "penitential communication" means communication, intended to be in confidence, including, but not limited to, a sacramental confession made to a clergy member. (P.C. 11166 (d)(1))

## **Liability for Failure to Make A Required Report**

A mandated reporter who fails to make a required report of child abuse is guilty of a misdemeanor punishable by up to six months in jail or by a \$1,000 fine or by both a fine and imprisonment. (P.C. 11166 (c)) If however, death or great bodily injury happens to the child as a result of the abuse, the mandated reporter is guilty of a misdemeanor punishable by not more than one year in a county jail, by a fine

not to exceed five thousand dollars (\$5,000), or by both. (P.C. 11166.01 (b)) He or she may also be found civilly liable for damages, especially if the child-victim or another child is further victimized because of the failure to report. (*Landeros v. Flood* (1976) 17 Cal.3d 399.)

If a mandated reporter conceals his or her failure to report abuse or "severe" neglect, the failure to report is a continuing offense until the failure is discovered by an agency specified in Section 11165.9. (P.C. 11166 (c)) Because it is a continuing offense, the statute of limitations does not start to run until the failure to report is discovered.

## **Responsibilities of Agencies Employing Mandated Reporters**

On and after January 1, 1985, persons entering employment which makes them mandated reporters must sign statements, provided and retained by their employers, informing them that they are mandated reporters and advising them of their reporting responsibilities and of their confidentiality rights. (P.C. 11166.5 (a))

On and after January 1, 1993, any person who acts as a child visitation monitor, prior to engaging in monitoring the first visit in a case, shall sign a statement provided and retained by the court which ordered the monitor's presence to the effect that he or she has knowledge of the provisions of the Child Abuse Reporting Law and will comply with them. (P.C. 11166.5 (a))

Employers are strongly encouraged to provide their employees who are mandated reporters with training in the duties imposed by the Child Abuse Reporting Law. Training in the duties imposed by the reporting law shall include training in child abuse identification and reporting. Whether or not employers provide their employees with training, they shall provide their employees who are mandated reporters with the statement required in subdivision (a) of Section 11166.5. (P.C. 11165.7 (c)) The absence

of training shall not excuse a mandated reporter from the duties imposed by the reporting law. (P.C. 11165.7 (e))

**EXCEPTION:** Any person providing services to a minor child under Section 12300 or 12300.1 of the Welfare and Institution Code shall not be required to make a child abuse report unless that person has received training, or instructional material in the appropriate language, on the duties imposed by the Child Abuse Reporting Law, including identifying and reporting abuse and neglect. (P.C. 11166.5 (e))

## **Feedback to Mandated Reporters**

After the investigation is completed or the matter reaches a final disposition, the investigating agency is obligated to inform the mandated reporter of the results of the investigation and any action the agency is taking with regards to the child or family. (P.C. 11170 (b)(2))

---

Changes in the law for 2007 are underlined. Please note that the California Child Abuse Reporting Law may have changed since the printing of this material. This material has been reprinted to assist mandated reporters in determining their reporting responsibilities. It is not intended to be and should not be considered legal advice. In the event there are questions about reporting responsibilities in a specific case, the advice of legal counsel should be sought.

A special thank you to Delta Dental of California for their work in developing the original material.

For additional information on child abuse prevention, you may contact:

Crime and Violence Prevention Center  
California Attorney General's Office  
1300 I St., Suite 1120  
(916) 324-7863  
[www.safestate.org](http://www.safestate.org)

# Appendix H Child Abuse Reporting Form

Print

## SUSPECTED CHILD ABUSE REPORT

Reset Form

To Be Completed by Mandated Child Abuse Reporters  
Pursuant to Penal Code Section 11166

PLEASE PRINT OR TYPE

CASE NAME: \_\_\_\_\_

CASE NUMBER: \_\_\_\_\_

<b>A. REPORTING PARTY</b>	NAME OF REPORTER		TITLE		REPORTER CATEGORY	
	REPORTER'S CURRENT CONTACT NAME AND ADDRESS		State	City	Zip	DO REPORTER RESIDE WITHIN THE COUNTY?
	REPORTER'S TELEPHONE (AREA)		TELEPHONE		TELETYPE DATE	
<b>B. REPORT INFORMATION</b>	TO LAW ENFORCEMENT TO COUNTY PROSECUTOR		AGENCY			
	TO COUNTY CLERK (CPS) (Child Protective Services)		DATE OF PHONE CALL			
	ADDRESS		State	City	Zip	TELEPHONE
<b>C. VICTIM</b> One report per victim	NAME (LAST FIRST MIDDLE)		DATE OF BIRTH		AGE	ETHNICITY
	ADDRESS		State	City	Zip	TELEPHONE
	PRESENT LOCATION OF VICTIM		SCHOOL		CLASS	GRADE
	PHYSICALLY ABUSED?	COGNITIVELY ABUSED?	OTHER ABUSE? (IF ANY)		FREQUENT ABUSE?	
	YES	YES	YES		YES	
	REPORT CASE?	IF YES, WHY? (IN OUT OF HOME CARE AT TIME OF REPORT CHECK TYPE OF CARE)		TYPE OF ABUSE (CHECK ONE OR MORE)		
	YES	IN HOME CARE		PHYSICAL TREATMENT THERAPY TREATMENT TREATMENT		
<b>D. INVOLVED PARTIES</b>	RELATIONSHIP TO SUSPECT		PHOTO TAKEN?		DO YOU KNOW WHERE VICTIM IS?	
	YES		YES		YES	
	NO		NO		NO	
<b>E. INCIDENT INFORMATION</b>	DATE (TIME OF INCIDENT)		PLACE OF INCIDENT		REPORTING AGENCY (ATTACH EXTRA COPIES) (1) OR OTHER FORMS (2) AND CHECK THE BOX	
	DATE (TIME OF INCIDENT)		PLACE OF INCIDENT		PALS FOR VICTIM'S PRESENT CLASS	
	REPORTING AGENCY (ATTACH EXTRA COPIES) (1) OR OTHER FORMS (2) AND CHECK THE BOX					
	PALS FOR VICTIM'S PRESENT CLASS					
	REPORTING AGENCY (ATTACH EXTRA COPIES) (1) OR OTHER FORMS (2) AND CHECK THE BOX					
	PALS FOR VICTIM'S PRESENT CLASS					

SS 1537 (Rev. 1/2001)

### 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 11166 to submit to DOJ a Child Abuse Investigation Report Form SS 1533 (1/1), an active investigation was conducted and (2) the incident was determined not to be unbattered.

WHITE COPY - State of Texas Department of Justice; BLUE COPY - County Office of Probation Department; GREEN COPY - District Attorney's Office; YELLOW COPY - Reporting Party

## Appendix I

Center Joint Unified School District  
• 8408 Watt Avenue, Antelope, CA 95843 • 916-338-6320 • 916-338-6329

---

### 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 J

### 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 K**

### **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 L**

### **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 M**

### **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 N

# 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 indoors.
4. Clothing, jewelry, and personal items (backpacks, fanny packs, gym bags, water bottles, etc.) shall be free of writing, pictures, or any other insignia which are crude, vulgar, profane, or sexually suggestive, which bear drug, alcohol, or Tobacco Company advertising, promotions, and likenesses, or which advocate violence or racial, ethnic, or religious prejudice.
5. Clothes shall be sufficient to conceal undergarments at all times. Shirts must cover the entire torso, including the chest, back, and midriff. See-through or fish-net fabrics, halter tops, off-the-shoulder or low-cut tops, and muscle shirts are prohibited. Skirts or shorts shorter than mid-thigh are prohibited.
6. 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.
7. 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.
8. 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.
9. Coaches and teachers may impose more stringent dress requirements to accommodate the special needs of certain sports and/or classes.

### **Level 1 Consequences:**

<b>First Offense:</b>	Parent contacted. Student sent home to change or parent can bring a change of clothes. Offense documented. Student given a "U" for every class missed.
<b>Second Offense:</b>	Parent contacted. Student sent home to change or parent can bring a change of clothes. Offense documented. Student given a "U" for every class missed.
<b>Third Offense and Each Additional Offense:</b>	Student sent home, suspended for 1 day.

### **Level 2 Consequences:** (Imposed immediately and bypassing Level 1 Consequences)

Students who are displaying gang attire 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

**AGENDA REQUEST FOR:**

**Dept./Site:** Facilities & Operations Department

**To:** Board of Trustees

**Action Item** X

**Date:** January 21, 2015

**Information Item**       

**From:** Craig Deason, Assist. Supt.

**# Attached Pages** 15

**Assist. Supt. Initials:** CD

**SUBJECT:** Contract with CPM for Proposition 39 – California Clean Energy Jobs Act Planning & Implementation Services

Our department would like to contract with CPM to provide professional planning and implementation services for the Proposition 39, California Clean Energy Jobs Act. The scope of their work is covered in the attached agreement. The cost of their services is not to exceed \$130,000.00. The duration of the contract will be January 21, 2015 - December 31, 2018.

**Recommendation:** That the Board of Trustees approves the contract with CPM for planning and implementation services for the Proposition 39, California Clean Energy Jobs Act.

**CONSENT AGENDA**

# Center Joint Unified School District



Established 1858

## Facilities and Operations

8408 Watt Avenue • Antelope, CA 95843-9116  
(916) 338-6337 or (916) 338-6417 • Fax (916) 338-6339

## BOARD OF TRUSTEES

Nancy Anderson  
Gary N. Blenner  
Matthew L. Friedman  
Libby A. Williams  
Donald E. Wilson

## SUPERINTENDENT

Scott A. Loehr

January 22, 2015

Capital Program Management, Inc.  
1851 Heritage Lane, Suite 210  
Sacramento, CA 95815

Re: Notice of Intent to Award  
Proposition 39 – California Clean Energy Jobs Act  
Planning & Implementation Services

Dear Mr. Mike Wassermann:

The Center Joint Unified School District (CJUSD) is pleased to give you this Notice of Intent to Award Capital Program Management, Inc., the contract for Proposition 39, California Clean Energy Jobs Act, Planning and Implementation Services. Your offer not to exceed \$130,000 has been recommended for approval by the Board at the January 21, 2015, Board meeting, and we anticipate the issuance of a Notice to Proceed thereafter. At this time, please begin preparing and forwarding all required submittals for the Project in order to expedite commencement of services. Please be advised, the Agreement between Capital Program Management, Inc., and CJUSD will be mailed to you once it has been Board approved on January 21, 2015.

Commencement of services will be indicated in the Notice to Proceed, which will be issued following receipt of the documents listed below. The following documents need to be submitted as soon as possible to Center Joint Unified School District, 8408 Watt Ave., Antelope, CA 95843.

1. Insurance Certificates
2. Workers Compensation Affidavit

No work shall commence prior to the issuance of the Notice to Proceed. We look forward to working with Capital Program Management, Inc., on this project. If you have any questions, please feel free to contact me at 916-338-6337.

Sincerely,

Carol Surryhne  
Assist. Supt.'s Secretary

# **AGREEMENT**

**between**

**Center Joint Unified School District**

**and**

**Capital Program Management, Inc.**

**for**

**Proposition 39 - California Clean Energy Jobs Act  
Planning & Implementation Services**



## **DOCUMENTS BOUND HEREWITH**

**Exhibit A : Project Scope**

**Exhibit B: Estimated Fees**



# **Center Joint Unified School District**

## **Agreement for Proposition 39 - California Clean Energy Jobs Act Planning & Implementation Services**

### **Table of Contents**

#### **Article:**

<b>1.</b>	<b>Definitions .....</b>	<b>3</b>
<b>2.</b>	<b>Relationship of the Parties .....</b>	<b>3</b>
<b>3.</b>	<b>Program Manager's Basic Services .....</b>	<b>4</b>
<b>4.</b>	<b>Duration of the Program Manager's Services.....</b>	<b>4</b>
<b>5.</b>	<b>Changes in the Program Manager's Basic Services and Additional Compensation.....</b>	<b>4</b>
<b>6.</b>	<b>Owner's Responsibilities .....</b>	<b>4</b>
<b>7.</b>	<b>Compensation and Payment.....</b>	<b>5</b>
<b>8.</b>	<b>Insurance and Mutual Indemnity.....</b>	<b>6</b>
<b>9.</b>	<b>Termination and Suspension .....</b>	<b>7</b>
<b>10.</b>	<b>Dispute Resolution .....</b>	<b>9</b>
<b>11.</b>	<b>Additional Provisions.....</b>	<b>9</b>
	<b>Exhibit "A" .....</b>	<b>12</b>
	<b>Exhibit "B" .....</b>	<b>14</b>

## **Center Joint Unified School District**

### **Agreement for Proposition 39 - California Clean Energy Jobs Act Planning & Implementation Services**

THIS AGREEMENT, made in three copies on January 21, 2015 by and between Center Joint Unified School District, Sacramento County, California, hereinafter called the Owner, and Capital Program Management, Inc., hereinafter called the Program Manager or the PM.

The Owner desires to retain the PM to provide planning and implementation services associated with Proposition 39, California Clean Energy Jobs Act and in accordance with the California Energy Commission Program Implementation Guidelines ("Program" or "program").

#### **ARTICLE 1: DEFINITIONS**

**OWNER (District):** The Center Joint Unified School District

**PROGRAM MANAGER (PM):** The agent appointed by the Owner as the Owner's representative to provide Proposition 39 planning and implementation services.

**PROGRAM:** The 5-year energy saving projects funded through Proposition 39.

#### **ARTICLE 2: RELATIONSHIP OF THE PARTIES**

A. **Owner and Program Manager:** The Program Manager shall be the Owner's agent in providing the Program Manager's Services described in Article 3 of this Agreement. The PM and the Owner shall perform in accordance with this Agreement.

B. The PM affirms that, to the best of its knowledge, there exists no actual or potential conflict between family, business, or financial interests of the PM and performance of its Services under this Agreement. In the event of change in either interests or Services under this Agreement, the PM affirms that it will raise with the Owner any question regarding possible conflict of interest which may arise as a result of such change.

C. At its sole cost and expense, the PM shall give all notices and comply with all laws, ordinances, rules, regulations, and lawful orders of any public authority bearing on its operations in performing its work, including those relating to safety, hazardous materials, and equal employment opportunities; obtain all permits and licenses necessary for performance of its work; pay all local, state, and federal taxes associated with its work; and pay all benefits, insurance, taxes, and contributions for Social Security and Unemployment which are measured by wages, salaries, or other remuneration paid to the PM's employees. Upon Owner's request, the PM shall furnish evidence satisfactory to Owner that any or all of the foregoing obligations have been fulfilled.

D. PM, in the performance of this Agreement, shall be and act as an independent contractor. PM understands and agrees that PM and all of its employees shall not be considered officers, employees or agents of the Owner, and are not entitled to benefits of any kind or nature normally provided employees of the Owner and/or to which Owner's employees are normally entitled, including, but not limited to, State Unemployment Compensation or Worker's Compensation. PM assumes the full responsibility for the acts and/or omissions of PM's employees or agents as they relate to the services to be provided under this Agreement.

### **ARTICLE 3: PROGRAM MANAGER'S BASIC SERVICES**

Program Manager's Basic Services are described in Exhibit "A": Project Scope - Proposition 39 – California Clean Energy Jobs Act – Planning & Implementation Services.

### **ARTICLE 4: DURATION OF THE PROGRAM MANAGER'S SERVICES**

A. The duration of the PM's Basic Services under this Agreement shall be from January 21, 2015 through December 31, 2018.

B. Extensions to the duration of the PM's basic services shall be made by a written Amendment to this Agreement fully executed by the Owner and the PM.

### **ARTICLE 5: CHANGES IN THE PROGRAM MANAGER'S BASIC SERVICES AND ADDITIONAL COMPENSATION**

A. The Owner and the PM may make changes to the PM's Basic Services specified in Article 3 of this Agreement. The PM shall promptly confirm scope changes in writing.

B. The PM shall periodically, at intervals agreed upon by Owner and PM, review the scope of services, the fees incurred to date, and the original and updated estimates of the anticipated cost of performing Basic Services, and notify Owner if the estimate will be exceeded. Updates to the estimated cost of performing Basic Services shall be promptly confirmed in writing by the PM.

### **ARTICLE 6: OWNER'S RESPONSIBILITIES**

A. The Owner shall provide to the PM complete information regarding the Owner's requirements for the Program.

B. The Owner shall examine information submitted by the PM and shall render decisions pertaining thereto promptly.

C. The Owner shall furnish legal, accounting, contract review and insurance counseling services for the Program.

D. The Owner shall furnish insurance for the Program as specified in Article 8.

E. The Owner shall furnish required information and approvals and perform its responsibilities and activities in a timely manner to facilitate orderly progress of the work in cooperation with the PM, consistent with this Agreement and in accordance with the planning and scheduling requirements and budgetary constraints of the Program.

F. At the request of the PM, sufficient copies of the Contract Documents shall be furnished to the PM to permit the timely performance of Services, by the Owner at the Owner's expense.

G. The Owner shall designate an officer, employee or other authorized representatives to act in the Owner's behalf with respect to the Program. The Owner's representative for the Program is Mr. Craig Deason. This representative shall have the authority to authorize PM to incur fees in excess of its estimate for Basic Services specified in Article 7A and approve changes in the scope of the PM's services. Owner's Representative shall be available as often as may be required to render decisions and to furnish information in a timely manner. By executing this Agreement, Owner represents that it has taken any necessary action of its governing Board to delegate the authority required by this Agreement to Owner's Representative.

#### **ARTICLE 7: COMPENSATION AND PAYMENT**

A. Compensation for Basic Services: The Owner shall compensate the PM for performing the Services as described in Exhibit "A", within timeframes established in Article 4. Fees will not exceed **one hundred thirty thousand dollars (\$130,000)** based upon rates (fixed fee or hourly) for services as described in Exhibit "B".

B. Payment: Payment to be made by the Owner to the PM for the cost of providing Services will be based on monthly invoices. The PM will submit an invoice monthly to the Owner for the fee incurred for the billing period. The Owner shall make payment to the PM of one hundred percent (100%) of the approved invoiced amount within thirty (30) days of the Owner's receipt of the invoice. In the case of a dispute of any invoiced amount, Owner will pay undisputed amount.

C. Accounting Records: Record of the PM's personnel expense, consultant fees and direct expenses pertaining to the Program shall be maintained on the basis of generally accepted accounting practices and shall be available for inspection by the Owner or the Owner's Representative upon reasonable notice for a period from the date of this Agreement through five years after completion of the Services under this Agreement.

D. Additional Services: The PM shall be compensated and payments shall be made for performing Additional Services authorized by the Owner in writing in the same manner as provided in Article 7. There shall be an increase in the not-to-exceed fee set out in Article 7A in an amount which is mutually agreeable between the Owner and the PM.

#### **ARTICLE 8: INSURANCE AND MUTUAL INDEMNITY**

A. The PM shall procure and maintain insurance on all of its operations during the progress of its work on the Program, with reliable insurance companies, on forms acceptable to Owner, for the following minimum insurance coverage:

1. Workers' Compensation insurance and occupational disease insurance, as required by law, and employer's liability insurance, with minimum limits of \$1,000,000, covering all workplaces involved in this Agreement.
2. Commercial general liability insurance, with limits of not less than as indicated in either (1) or (2) as follows: (1) Bodily Injury Liability - \$1,000,000 each person, \$1,000,000 each occurrence; Property Damage Liability - \$1,000,000 each occurrence, \$1,000,000 aggregate; (2) A single limit for Bodily Injury Liability and Property Damage Liability Combined of \$1,000,000 each occurrence and \$1,000,000 aggregate.
3. Professional Liability Insurance for the Program, written on a "Claims Made Basis," with limits of liability in amounts not less than \$1,000,000, insuring the PM against liabilities arising out of or in connection with the negligent acts, errors, or omissions of the PM in connection with the carrying out of its professional responsibilities for the Program.
4. The PM shall also provide Certificates of Insurance, or other evidence of insurance as requested by Owner, to Owner within ten (10) days after receipt by the PM of a signed version of this Agreement. The certificates shall provide that there will be no cancellation, reduction, or modification of coverage without ten (10) days' prior written notice to Owner.

**B. Owner/Contractor Insurance**

1. The PM, as agent of the Owner, shall be named as an additional insured in any insurance policy maintained by the Owner covering the Program.
2. The Owner shall require the Contractors to name the PM as additional insured in all liability insurance policies maintained by the Contractors for the projects.

**C. Waiver of Subrogation**

1. The Owner and PM waive all rights against each other and against the Contractor, Design Professionals, consultant, agents and employees of the other for damages during construction covered by any property insurance as set forth in the Construction Contract. The Owner and the PM shall each require similar waivers from their contractors, consultants and agents, including the Design Professionals.

**D. Indemnity**

1. The PM shall, with respect to all work which is covered by or incidental to this Agreement, defend, indemnify and hold Owner harmless from and against any and all liens and claims asserted by firms or individuals claiming through the PM, and all claims, liability, suits, loss, damage, costs, or expenses, including reasonable attorneys' fees, expert's fees, awards, fines, or judgments, arising by reason of any claim for the death or bodily injury to persons or injury to property, to the extent caused by the PM's negligence or willful misconduct. However, the PM shall not be obligated under this Agreement to indemnify

Owner to the extent that the damage is caused by the negligence or willful misconduct of Owner or its agent or servants other than the PM.

2. The Owner shall defend, indemnify and hold the PM and its members, employees and consultants harmless from and against all claims, liabilities, suits and damages, to the extent caused by the negligence or willful misconduct of the Owner, its employees, agents, representatives, independent contractors, material suppliers, the Contractor or Design Professional. If the PM is named as a defendant in an action by a Contractor or Subcontractor alleging the PM's derivative liability for the negligence or willful misconduct of the Owner, its employees, agents, representatives, independent contractors, material suppliers, the Contractor or Design Professional, the Owner shall provide a joint defense to the action, with contribution from the PM only in the event that a judgment determines that the PM is liable for negligence or willful misconduct. In such case, the PM shall pay its portion of such judgment directly, or by reimbursement to Owner if Owner is required to pay, and reimburse Owner for attorney fees and costs based on the judgment.

3. The PM's total liability to Owner for any and all claims or liability arising out of this Agreement or performance of the Services called for by this Agreement, whether in tort or contract, shall be limited to the available insurance coverage as provided in compliance with Article 8 of this Agreement and the amount of the total compensation actually paid to the PM by the Owner pursuant to this Agreement.

**E. Non-Solicitation of Employees**

Owner agrees that without expressed written consent, at all times while Owner is employing the services of the PM and for twelve (12) months after contract period terminates, Owner will not, directly or indirectly, whether individually or as an officer, director, employee, consultant, partner, stockholder, individual proprietor, joint venture, investor, lender, consultant, or any other capacity whatsoever; solicit, divert hire, retain (including as a consultant) or encourage to leave the employment or contract period of PM and any employee or contractor of PM, or hire or retain (including as a consultant) any former employee of PM who has left the employment or contract period of PM within twelve(12) months prior to such hiring or retention. Owner agrees and acknowledges that its non-solicitation of employees obligation hereunder are essential to the protection of PM's business.

**ARTICLE 9: TERMINATION AND SUSPENSION**

**A. Termination**

1. This Agreement may be terminated in whole or in part in writing by either party in the event of substantial failure by the other party to fulfill its obligations under this Agreement through no fault of the terminating party; provided that no such termination may be effected unless the other party is given:

- a) Written notification (delivered by certified mail) that the other party is in material breach of the contract and the notification specifies the breach.
- b) Seven (7) calendar days to cure the breach.
- c) An opportunity for consultation with the terminating party prior to the termination.
- d) Termination notification (delivered by certified mail) that the breach has not been cured and providing an additional seven (7) calendar days prior to termination.

2. This Agreement may be terminated in whole or in part in writing by either party for its convenience; provided the party seeking to terminate provides (i) not less than thirty (30) days written notice (delivered by certified mail) of intent to terminate and (ii) an opportunity for consultation with the other party prior to termination. In the event of notice of termination, the PM shall take reasonable measures to mitigate termination expenses.

3. If termination pursuant to Subparagraph 9.A.1 is effected by the Owner, the PM will be paid for work actually performed to the reasonable satisfaction of the Owner. If termination pursuant to Section 9.A.1 is effected by the PM or if termination pursuant to Section 9.A.2 is effected by the Owner, the PM shall be entitled to an equitable adjustment in compensation. The equitable adjustment for any termination shall provide for payment of the PM for services rendered and expenses incurred prior to the termination. In addition, termination expenses reasonably incurred by the PM shall be paid. Termination expenses are defined as those direct costs arising prior to and during termination that are directly attributable to the termination of services.

4. Upon receipt of a termination notice pursuant to Article 9 Paragraph A.1 or expiration of the notice period under Article 9 Paragraph A.2, the PM shall (i) promptly discontinue all services affected (unless the notice directs otherwise), and (ii) deliver or otherwise make available to the Owner all data, documents, procedures, reports, estimates, summaries, and such other information and materials as may have been accumulated by the PM in performing this Agreement, whether completed or in process.

5. If, after termination for failure of the PM to fulfill contractual obligations, it is determined that the PM had not so failed, the termination shall be deemed to have been effected for the convenience of the Owner. In such event, adjustment for the compensation provided for in this Agreement shall be made as provided in Article 9 Paragraph A.3 for termination for the convenience of the Owner.

## **B. Suspension**

1. The Owner may in writing order the PM to suspend all or any part of the PM's Services for the Project for the convenience of the Owner or for Program delay work stoppage beyond the control of the Owner or the PM. If the performance of all or any part of the Services for the Program is so suspended, an adjustment in the PM's compensation shall be made for the

increase, if any, in the cost of the PM's performance of this Agreement caused by such suspension, and this Agreement shall be modified in writing.

2. If the Program is suspended by the Owner for more than three (3) months, the PM shall be paid compensation for Services performed prior to receipt of written notice from the Owner of the suspension, together with direct expenses then due and all expenses and costs directly resulting from the suspension. If the Program is resumed after being suspended for more than six (6) months, the PM shall have the option of requiring that its compensation, including rates and fees, be renegotiated. Subject to the provisions of this Agreement relating to termination, a suspension of the Program does not void this Agreement.

#### **ARTICLE 10: DISPUTE RESOLUTION**

A. Mediation: The parties agree that all claims, disputes or controversies between the parties arising out of or relating to this Agreement, or breach thereof, ("Claim") shall initially be submitted to non-binding mediation before a mediator mutually agreed upon by the parties. In the event the parties are unable to agree upon the identity of the mediator within fifteen days from the date either party submits a written request to mediate a Claim, the mediator shall be selected and the mediation administered under the Construction Mediation Rules of the American Arbitration Association. The costs and fees of the mediator shall be paid equally by the parties. The parties shall negotiate in good faith in an effort to reach an agreement with respect to the Claim. Neither party shall commence or pursue arbitration or litigation until the completion of mediation proceedings.

B. Arbitration: In the event that a Claim remains unresolved after mediation pursuant to Public Contract Code Section 22200, et seq., the Claim shall be decided by binding arbitration in accordance with Public Contract Code Sections 10240-10245.4, and the implementing regulations contained in Title 1 of the California Code of Regulations then in effect. The hearing in any arbitration under this provision shall be held in Sacramento County. It is expressly agreed that no mediation or arbitration shall be initiated prior to the completion of the services under this Agreement, or termination of this Agreement, whichever is earlier.

#### **ARTICLE 11: ADDITIONAL PROVISIONS**

A. Confidentiality: The PM shall not disclose or permit the disclosure of any confidential information, except to its agents, employees and other consultants who need such confidential information in order to properly perform their duties relative to this Agreement.

B. Limitations and Assignment

1. The Owner and the PM each binds themselves, their successors, assigns and legal representatives to the terms of this Agreement.

2. Neither the Owner nor the PM shall assign or transfer its interest in this Agreement without the written consent of the other, except that the PM may assign accounts receivable to a commercial bank for securing loans without approval of the Owner.



C. **Fingerprinting:** Education Code section 45125.1 may apply to this Agreement. The District administrator responsible for this Agreement shall, pursuant to Section 45125.1 and District policy and guidelines, determine whether fingerprinting is required of the PM or its employees. Once such determination is made, the District administrator shall verify his/her determination on the signature page of this Agreement.

D. **Governing Law:** Unless otherwise provided, this Agreement shall be governed by the laws of Sacramento County and the State of California.

E. **Equal Opportunity Employment:** PM represents that it is an equal opportunity employer and it shall not discriminate against any employee or applicant for employment because of race, religion, color, national origin, ancestry, sex, age, physical handicap, medical condition, marital status or age. Such non-discrimination shall include, but not be limited to, all activities related to initial employment, upgrading, demotion, transfer, recruitment or recruitment advertising, layoff or termination with or related to the performance of this Agreement.

F. **Extent of Agreement:** This Agreement represents the entire and integrated agreement between the Owner and the PM and supersedes all prior negotiations, representations or agreements, either written or oral. This Agreement may be amended only by written instrument signed by both the Owner and the PM. Nothing contained in this Agreement is intended to benefit any third party. The Contractors and Design Professionals are not intended third party beneficiaries of this Agreement.

G. **Severability:** If any portion of this Agreement is held as a matter of law to be unenforceable, the remainder of this Agreement shall be enforceable without such provisions.

H. **Meaning of Terms:** References made in the singular shall include the plural and the masculine shall include the feminine or the neuter.

I. **Notices:** All Notices required by this Agreement or other communications to either party by the other shall be deemed given when made in writing and deposited in the United States Mail, first class, postage prepaid, addressed as follows:

To the Owner:

Mr. Scott Loehr  
Superintendent  
Center Joint Unified School District  
8408 Watt Avenue  
Antelope, CA 95843

To the PM:

Mr. Mike Wassermann, AIA, CSI, LEED BD+C  
Founding Principal  
Capital Program Management, Inc.  
1851 Heritage Lane, Suite 210  
Sacramento, CA 95815

**Center Joint Unified School District**

\_\_\_\_\_  
Signature

By: Mr. Scott Loehr

Its: Superintendent

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

**Capital Program Management, Inc.**

\_\_\_\_\_  
Signature

By: Mr. Wallace E. Browe

Its: President

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

**Exhibit "A"**  
**Project Scope**  
**Proposition 39 Planning & Implementation Services**

**Capital Program Management (CPM) , Capital Engineering Consultants (Capital), The Engineering Enterprise (TEE) and Stone Creek Estimating (SCE) will perform the following tasks, as necessary, to perform all the necessary Proposition 39 Energy Planning and related Project Implementation services:**

- A. General oversight of process, implementation, and coordination for the submission and acceptance by the CEC for a 5-year *Energy Expenditure Plan (EEP)* for each LEA which has not had an EEP prepared. Review and evaluation of the existing EEP that was approved by the CEC.**
- B. Assist and coordinate with utility provider in obtaining and reviewing *Electric and Gas Usage/Billing data* for District sites that have not been audited or benchmarked to determine *Energy Use Intensity (EUI)*. Review and evaluation of the existing facilities energy audits, energy surveys, data analytics, and benchmarking performed by SMUD/ADM Associates.**
- C. Perform *Screening and Energy Audits*:**
  - a. Perform ASHRAE Level 1 energy audits with Energy Star Portfolio Manager as necessary if they have not been performed by SMUD/ADM Associates.**
  - b. Perform ASHRAE Level 2 energy audits on selected sites as determined by the Level 1 audit results.**
- D. Coordinate the review of recommendations from SMUD/ADM Associates with Capital Engineering Consultants (Capital) and The Engineering Enterprise (TEE) for the *Energy Project Prioritization*.**
- E. Coordinate and provide cost estimates for any new work identified from Energy Project Prioritization. Review and validate existing cost estimates provided by SMUD/ADM Associates with Stone Creek Estimating (SCE) for Capital and TEE.**
- F. Review the *Cost-Effectiveness Determinations* from SMUD/ADM Associates with Capital and TEE based on the *Energy Surveys or Energy Audits*.**
- G. Amend prior work if determined necessary of approved existing District EEP. Provide planning for future Proposition 39 energy savings projects for the 5-year program including scope, schedule and budget. Completing and submitting subsequent EEPs, as**

necessary, and follow up including potential revisions to ensure approval by the California Energy Commission (CEC).

- H. Facilitate and attend review meeting of draft *Energy Expenditure Plan* for subsequent EEPs.
- I. Attend and present Proposition 39 Planning Service results or the *Energy Expenditure Plan* to a committee or Board.
- J. Assist Owner with developing process to conform to the *Project Tracking and Reporting* requirements.
- K. Project management and oversight of design professionals, inspection, and contractor for the Energy Conservation Measure (ECM) projects identified in EEPs and approved by CEC for 5 – year program.

#### **List of District Facilities**

The following are the District Facilities that are to be included in the Proposition 39 Planning & Implementation Services:

1. Antelope View Charter School
2. Center Adult School
3. Center High School
4. Center Preschool
5. Dudley Elementary School
6. Global College Prep Charter School
7. McClellan High School
8. North Country Elementary School
9. Oak Hill Elementary School
10. Spinelli Elementary School
11. Wilson Riles Middle School
12. District Office

**Exhibit "B"**  
**Estimated Fees**  
**Proposition 39 Planning & Implementation Services**

**Total Cost Not-To-Exceed \$130,000 per the following:**

**Proposition 39 Planning & Implementation Services:** These services are to be performed on an hourly basis per the following rate schedule and based on the actual hours expended.

**SCHEDULE OF HOURLY RATES FOR PERSONNEL COSTS**

Position		Rates for 1/1/14- 12/31/15	Rates for 1/1/16 – 12/31/16	Rates for 1/1/17 – 12/31/17	Rates for 1/1/18 – 12/31/18
<b>PIC</b>	President, Vice President, Principal	\$190	\$195	\$200	\$208
<b>Prop 39 Planning &amp; Project Management</b>	Senior Mechanical/Electrical Engineer	\$179	\$186	\$194	\$202
	Senior Program Manager	\$179	\$186	\$194	\$202
	Program/Project Manager	\$164	\$170	\$177	\$184
	Asst.Program/Project Manager	\$139	\$145	\$150	\$156
	Program Coordinator II	\$105	\$109	\$114	\$119
	Program Coordinator I	\$ 88	\$ 92	\$ 95	\$ 99
	Senior Estimator	\$179	\$186	\$194	\$202
	Estimator	\$164	\$170	\$177	\$184
	Senior Scheduler	\$179	\$186	\$194	\$202
	Scheduler	\$164	\$170	\$177	\$184
	Clerical	\$ 56	\$ 58	\$ 61	\$ 64

# Center Joint Unified School District

## AGENDA REQUEST FOR:

Dept./Site: Business Department

Date: 01/21/15

Action Item X

To: Board of Trustees

Information Item

From: Jeanne Bess   
Director of Fiscal Services

# Attached Page

## SUBJECT:

### Certification of Corrective Actions For the 2013/14 Audit Findings

At the December 17, 2014 meeting, the Board was presented the audit report for fiscal year ending June 30, 2014. Now, corrective action will need to be implemented and followed in the ensuing years for the audit finding that was included in the 2013/14 audit.

Finding 2014 - 1 addresses ASB spending at Oak Hill Elementary.

Finding 2014 - 2 addresses the teacher's attendance roster certification signature.

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

CONSENT AGENDA

**CERTIFICATION OF CORRECTIVE ACTION  
AUDIT FINDINGS AND RECOMMENDATIONS  
2013/14**

---

**Center Unified School District**

Sacramento County Office of Education, California

Certification of Corrective Action:

**The Superintendent certifies that all corrective action(s) specified in the attached page(s) have been implemented and assures that the corrective procedures will be used in the ensuing years.**

\_\_\_\_\_  
Signature of District Superintendent or Designee's Signature

\_\_\_\_\_  
Date

**FOR ADDITIONAL INFORMATION**

District

Contact: Jeanne Bess

Phone: 1-916-338-6302

Submit an **original copy** of the Certification of Corrective Action, together with each Audit Finding Corrective Action Form and corresponding documentation to:

Sacramento County Office of Education  
Atten: Debra Wilkins  
P.O. Box 269003  
Sacramento, CA 95826-9003

Your response must be submitted by **March 15, 2015.**

## 2013/14 AUDIT FINDING CORRECTIVE ACTION

---

**DISTRICT:** Center Unified School District

**FINDING CATEGORY/NUMBER:** 2014-001 (30000)

**FINDING: 1**      **PAGE(S): 72**

Describe below specific correction used in resolving the audit finding. Please address each individual item within the finding. Be certain that your responses are clear and concise. Provide all documentation, which supports the specific action taken toward resolving the finding: i.e. copies of amended reports, corrective action plans, written procedures, agendas of staff in-services, etc.

Please attach all pertinent documentation.      No. of attachments for this finding: 0

---

Please provide documentation showing the corrective action plan has been implemented for this audit finding.

Oak Hill Elementary deposited money into the student body account and made expenses out of that same account for District related expenses that were not appropriate for the ASB account.

As a matter of practice, each school site within the District has a "donation" budget line in the District's General Fund budget to receive and track outside donations. It has always been the procedure that ASB funds be accounted for separately from non-ASB money.

Each month the elementary school sends the reconciled ASB bank statement to the District office for review. In addition, site audits by Business Office personnel have been conducted in addition to the external auditor. The frequency of the Business Office reviews will now be quarterly to ensure proper operations of ASB deposits and expenses.



## **2013/14 AUDIT FINDING CORRECTIVE ACTION**

---

**DISTRICT:** Center Unified School District

**FINDING CATEGORY/NUMBER:** 2014-002 (10000)

**FINDING: 2**      **PAGE(S): 72-73**

Describe below specific correction used in resolving the audit finding. Please address each individual item within the finding. Be certain that your responses are clear and concise. Provide all documentation, which supports the specific action taken toward resolving the finding: i.e. copies of amended reports, corrective action plans, written procedures, agendas of staff in-services, etc.

Please attach all pertinent documentation.

No. of attachments for this finding: 0

---

Please provide documentation showing the corrective action plan has been implemented for this audit finding.

One teacher at Oak Hill Elementary was not consistently certifying the weekly classroom attendance report.

Each year the Business Office conducts a meeting with attendance clerks at all sites and reviews the necessary procedures for proper student attendance. Each month the attendance clerks send in their attendance reports for review and confirmation. In addition, a site visit is conducted to review source documents. The frequency of the site reviews will increase as will the depth and scope of the reviews to ensure the attendance clerks' receipt of attendance rosters.

# Center Joint Unified School District

**AGENDA REQUEST FOR:**

**Dept. /Site:** Business Department

**Date:** 01/07/2015

**Action Item**

**To:** Board of Trustees

**Information Item**

**From:** Jeanne Bess

**# Attached Page**1

**SUBJECT:**

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

The Governing board is asked to approve the attached payroll  
Orders for July 2014 through December 2014.

**RECOMMENDATION:** That the CJUSD Board of Trustees approve the  
District Payroll Orders for July 2014 through December 2014.

**CONSENT AGENDA**

<b>DISTRICT PAYROLL-SUMMARIZED FOR FISCAL YEAR ENDING JUNE 30,2015</b>
--

	REGULAR	VARIABLE	SPECIAL	TOTAL PAYROLL	#OF TRANSACTIONS
JULY	\$ 902,542.82	81406.56		\$ 983,949.38	290
AUG	\$ 2,266,235.09	\$ 91,685.94		\$ 2,357,921.03	740
SEPT	\$ 2,276,306.32	\$ 123,245.48		\$ 2,399,551.80	779
OCT	\$ 2,276,061.80	\$ 92,332.69		\$ 2,368,394.49	720
NOV	\$ 2,262,683.99	\$ 152,851.28		\$ 2,415,535.27	742
DEC	\$ 532,482.58	\$ 100,381.64	\$ 23,849.58	\$ 656,713.80	461
2-Jan	\$ 1,722,531.83			\$ 1,722,531.83	257
JAN				\$ -	
FEB				\$ -	
MARCH				\$ -	
APRIL				\$ -	
MAY				\$ -	
JUNE				\$ -	
SPECIAL				\$ -	

\$ 12,238,844.43	\$ 641,903.59	\$ 23,849.58	\$ 12,904,597.60	3989
------------------	---------------	--------------	------------------	------

# Center Joint Unified School District

**AGENDA REQUEST FOR:**

**Dept./Site:** Business Department

**Date:** December, 2014

**To:** Board of Trustees

**From:** Jeanne Bess

**Action Item**

**Information Item**

**# Attached Pages** 27

**SUBJECT: Supplemental Agenda – Commercial Warrant Registers**

**December 4, 2014 \$457,889.56, December 9, 2014 \$205,473.34,  
December 15, 2014 \$329,425.12**

**The commercial warrant payments to vendors totals  
\$ 992,788.02**

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

**CONSENT AGENDA**

XIV-14

81 CENTER UNIFIED SCHOOL DIST.  
12-04-14

ACCOUNTS PAYABLE PRELIST

J9482 APY500 H.02.05 12/04/14 PAGE 0

---

Batch status: A All

From batch: 0041

To batch: 0041

Include Revolving Cash: Y

Include Address: N

81 CENTER UNIFIED SCHOOL DIST.  
12-04-14

ACCOUNTS PAYABLE PRELIST  
BATCH: 0041 12-04-14  
FUND : 01 GENERAL FUND

J9482 APY500 H.02.05 12/04/14 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 RES DEP T9MP				
022148/00	4INKJETS	LD PRODUCTS INC									
1303	PO-151114	12/04/2014	SIP-002472496				1 01-0000-0-4300-236-1110-1000-009-000 NN F			111.70	111.70
							TOTAL PAYMENT AMOUNT			111.70 *	111.70
010669/00	ALHAMBRA & SIERRA SPRINGS										
19	PO-150010	12/04/2014	4782453112014				1 01-8150-0-4300-106-0000-8110-007-000 NN P			65.77	65.77
59	PO-150036	12/04/2014	4781257112014				1 01-0000-0-4300-112-0000-3600-007-000 NN P			94.12	94.12
405	PO-150352	12/04/2014	4781839112014				1 01-0000-0-4300-475-3200-2700-015-000 NN P			50.49	50.49
408	PO-150396	12/04/2014	47807941120149				1 01-0000-0-4300-103-0000-7200-003-000 NN P			49.36	49.36
408	PO-150396	12/04/2014	4780794112014				2 01-6500-0-4300-102-5001-2700-002-000 NN P			49.36	49.36
							TOTAL PAYMENT AMOUNT			309.10 *	309.10
021763/00	ALL STAR RENTS										
42	PO-150028	12/04/2014	486475-10				1 01-8150-0-5600-106-0000-8110-007-000 NN P			65.95	65.95
							TOTAL PAYMENT AMOUNT			65.95 *	65.95
014733/00	ALL WEST COACHLINES INC.										
1160	PO-150991	12/04/2014	52950				1 01-0000-0-5810-371-1110-1000-012-000 NN F			1,289.51	1,289.51
							TOTAL PAYMENT AMOUNT			1,289.51 *	1,289.51
011617/00	AMADOR STAGE LINES										
1316	PO-151153	12/04/2014	53851				1 01-0000-0-5810-472-1110-4000-014-915 NN F			1,189.36	1,189.36
1403	PO-151198	12/04/2014	53934				1 01-0000-0-5810-472-0000-2700-014-000 NN F			1,685.06	1,685.06
1404	PO-151199	12/04/2014	53887				1 01-0000-0-5810-472-1110-4000-014-915 NN F			2,163.67	2,163.67
							TOTAL PAYMENT AMOUNT			5,038.09 *	5,038.09
019769/00	AMERICAN EXPRESS										
1421	PO-151215	12/04/2014	0- 03000				1 01-0000-0-4300-103-0000-7200-003-000 NN F			39.00	39.00
1434	PO-151218	12/04/2014	0-03000				1 01-0000-0-4300-110-0000-7200-004-000 NN F			55.79	55.79
							TOTAL PAYMENT AMOUNT			94.79 *	94.79

81 CENTER UNIFIED SCHOOL DIST.  
12-04-14

ACCOUNTS PAYABLE PRELIST  
BATCH: 0041 12-04-14  
FUND : 01 GENERAL FUND

J9482 APY500 H.02.05 12/04/14 PAGE 2  
<< Open >>

Vendor/Addr	Remit name	Req Reference	Date	Description	Tax ID num	Deposit type	ABA num	Account num		Liq Amt	Net Amount
							FD RESO P OBJE	SIT GOAL FUNC RES DEP T9MP			
017075/00	AMERICAN RIVER SPEECH INC.										
206 PO-150724	12/04/2014	OCT									
							1 01-6500-0-5800-102-5750-1180-002-000 NN P			10,340.25	10,340.25
							TOTAL PAYMENT AMOUNT		10,340.25 *		10,340.25
017760/00	BACKFLOW TECHNOLOGIES LLC										
1393 PO-151188	12/04/2014	14-8627									
							1 01-8150-0-4300-106-0000-8110-007-000 NN P			6,048.46	6,048.46
							TOTAL PAYMENT AMOUNT		6,048.46 *		6,048.46
014705/00	BMI EDUCATIONAL SERVICES										
1290 PO-151103	12/04/2014	617977									
							1 01-6300-0-4200-371-1110-1000-012-000 NN F			338.08	361.57
							TOTAL PAYMENT AMOUNT		361.57 *		361.57
021535/00	BULKOFFICESUPPLY.COM										
1070 PO-150921	12/04/2014	137490									
							1 01-0000-0-4300-472-1251-1000-014-000 NN F			121.11	121.67
							TOTAL PAYMENT AMOUNT		121.67 *		121.67
011038/00	BUREAU OF EDUCATION & RESEARCH										
1208 PO-151093	12/04/2014	4566355									
							1 01-3010-0-5200-371-1110-1000-012-000 NN F			705.00	705.00
							TOTAL PAYMENT AMOUNT		705.00 *		705.00
021896/00	BUTLER, KIM										
1427 PO-151223	12/04/2014	REIMB									
							1 01-6500-0-4300-102-5750-1110-002-000 NN F			85.50	85.50
							TOTAL PAYMENT AMOUNT		85.50 *		85.50
020540/00	CALIFORNIA AMERICAN WATER CO										
25 PO-150015	12/04/2014	1015-210020037919									
25 PO-150015	12/04/2014	210021395847					1 01-0000-0-5540-106-0000-8110-007-000 NN P			1,178.61	1,178.61
25 PO-150015	12/04/2014	210021268303					1 01-0000-0-5540-106-0000-8110-007-000 NN P			3,153.82	3,153.82
25 PO-150015	12/04/2014	210020957327					1 01-0000-0-5540-106-0000-8110-007-000 NN P			232.61	232.61
25 PO-150015	12/04/2014	210020037810					1 01-0000-0-5540-106-0000-8110-007-000 NN P			1,597.43	1,597.43
25 PO-150015	12/04/2014	210020956980					1 01-0000-0-5540-106-0000-8110-007-000 NN P			881.48	881.48
25 PO-150015	12/04/2014	210019694008					1 01-0000-0-5540-106-0000-8110-007-000 NN P			2,426.55	2,426.55
25 PO-150015	12/04/2014	210021268822					1 01-0000-0-5540-106-0000-8110-007-000 NN P			361.22	361.22
25 PO-150015	12/04/2014	210019694541					1 01-0000-0-5540-106-0000-8110-007-000 NN P			1,464.41	1,464.41
							1 01-0000-0-5540-106-0000-8110-007-000 NN P			180.61	180.61

81 CENTER UNIFIED SCHOOL DIST.  
12-04-14

ACCOUNTS PAYABLE PRELIST  
BATCH: 0041 12-04-14  
FUND : 01 GENERAL FUND

J9482 APY500 H.02.05 12/04/14 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 RES DEP T9MP				
020540 (CONTINUED)							
25 PO-150015	12/04/2014	210021268389	1 01-0000-0-5540-106-0000-8110-007-000 NN P			361.22	361.22
25 PO-150015	12/04/2014	210019695896	1 01-0000-0-5540-106-0000-8110-007-000 NN P			76.59	76.59
25 PO-150015	12/04/2014	210019695353	1 01-0000-0-5540-106-0000-8110-007-000 NN P			361.22	361.22
25 PO-150015	12/04/2014	210019904460	1 01-0000-0-5540-106-0000-8110-007-000 NN P			1,863.43	1,863.43
25 PO-150015	12/04/2014	210020445299	1 01-0000-0-5540-106-0000-8110-007-000 NN P			2,041.69	2,041.69
25 PO-150015	12/04/2014	210019904293	1 01-0000-0-5540-106-0000-8110-007-000 NN P			2,036.04	2,036.04
25 PO-150015	12/04/2014	210020062960	1 01-0000-0-5540-106-0000-8110-007-000 NN P			2,095.46	2,095.46
TOTAL PAYMENT AMOUNT			20,312.39 *				20,312.39
021678/00 CAPITOL ACADEMY							
217 PO-150725	12/04/2014	524	1 01-6500-0-5800-102-5750-1180-002-000 NN P			9,383.00	9,383.00
217 PO-150725	12/04/2014	536	1 01-6500-0-5800-102-5750-1180-002-000 NN P			722.50	722.50
TOTAL PAYMENT AMOUNT			10,105.50 *				10,105.50
020305/00 CDW GOVERNMENT INC.							
973 PO-150833	12/04/2014	PW91386	1 01-9115-0-4400-115-0000-7700-007-000 NN P			20,994.67	20,994.67
973 PO-150833	12/04/2014	PX51765	1 01-9115-0-4400-115-0000-7700-007-000 NN P			149.90	149.90
973 PO-150833	12/04/2014	PZ11857	1 01-9115-0-4400-115-0000-7700-007-000 NN P			10,762.43	10,762.43
973 PO-150833	12/04/2014	QB29662	1 01-9115-0-4400-115-0000-7700-007-000 NN P			1,628.15	1,628.15
973 PO-150833	12/04/2014	QB90054	1 01-9115-0-4400-115-0000-7700-007-000 NN P			1,807.61	1,807.61
973 PO-150833	12/04/2014	QC72295	1 01-9115-0-4400-115-0000-7700-007-000 NN F			157.20	157.18
1011 PO-150867	12/04/2014	QQ87959	1 01-9115-0-4300-115-0000-7700-007-000 NN P			204.77	204.77
TOTAL PAYMENT AMOUNT			35,704.71 *				35,704.71
016261/00 CEBULA RN, GAIL							
795 PO-150688	12/04/2014	NOV	1 01-0000-0-5210-102-0000-3140-003-000 NN P			29.01	29.01
795 PO-150688	12/04/2014	OCT	1 01-0000-0-5210-102-0000-3140-003-000 NN P			45.92	45.92
TOTAL PAYMENT AMOUNT			74.93 *				74.93
016355/00 CHILD THERAPY TOYS.COM							
860 PO-150738	12/04/2014	67329	1 01-6512-0-4300-102-5001-2700-002-000 NN P			347.11	347.11
860 PO-150738	12/04/2014	68039	1 01-6512-0-4300-102-5001-2700-002-000 NN F			60.99	11.95
1311 PO-151119	12/04/2014	70389	1 01-6512-0-4300-102-5001-2700-002-000 YN F			74.54	62.30
TOTAL PAYMENT AMOUNT			421.36 *				421.36
TOTAL USE TAX AMOUNT			4.98				



81 CENTER UNIFIED SCHOOL DIST.  
12-04-14

ACCOUNTS PAYABLE PRELIST  
BATCH: 0041 12-04-14  
FUND : 01 GENERAL FUND

J9482 APY500 H.02.05 12/04/14 PAGE 4  
<< Open >>

Vendor/Addr	Remit name	Tax ID num	Deposit type	ABA num	Account num	Liq Amt	Net Amount
Req Reference	Date	Description	FD RESO P OBJE SIT GOAL FUNC RES DEP T9MP				
018180/00	CITRUS HEIGHTS SAW & MOWER						
50 PO-150082	12/04/2014	292192	1 01-0000-0-4300-106-0000-8110-007-000 NN P			75.55	75.55
TOTAL PAYMENT AMOUNT						75.55 *	75.55
016320/00	COLLIER, ALYSON						
1437 PO-151231	12/04/2014	REIMB-SHOES	1 01-5630-0-4300-601-1220-1000-017-000 NN F			46.42	46.42
TOTAL PAYMENT AMOUNT						46.42 *	46.42
021813/00	CONSOLIDATED COMMUNICATIONS						
36 PO-150023	12/04/2014	604800-001	1 01-0000-0-5902-106-0000-8110-007-000 NN P			170.75	170.75
TOTAL PAYMENT AMOUNT						170.75 *	170.75
016285/00	COSUMNES OAKS WRESTLING						
1417 PO-151211	12/04/2014	WOLPPAK JV	1 01-0472-0-5800-472-1263-4200-014-000 NN F			250.00	250.00
TOTAL PAYMENT AMOUNT						250.00 *	250.00
014156/00	COUNTY OF SACRAMENTO						
1425 PO-151221	12/04/2014	AR0071160	1 01-0000-0-5800-106-0000-8200-007-000 NN F			138.00	138.00
TOTAL PAYMENT AMOUNT						138.00 *	138.00
010236/00	CREATIVE BUS SALES						
396 PO-150345	12/04/2014	8008970	1 01-0000-0-4300-112-0000-3600-007-000 NN P			354.49	354.49
396 PO-150345	12/04/2014	8008989	1 01-0000-0-4300-112-0000-3600-007-000 NN P			658.34	658.34
396 PO-150345	12/04/2014	8009033	1 01-0000-0-4300-112-0000-3600-007-000 NN P			322.01	322.01
396 PO-150345	12/04/2014	8009030	1 01-0000-0-4300-112-0000-3600-007-000 NN P			29.55	29.55
TOTAL PAYMENT AMOUNT						1,364.39 *	1,364.39
017462/00	DAVIS, SHANNON						
1435 PO-151229	12/04/2014	AUG+NOV MILEAGE	1 01-5630-0-5800-601-1220-1000-017-000 NN F			434.56	434.56
TOTAL PAYMENT AMOUNT						434.56 *	434.56

81 CENTER UNIFIED SCHOOL DIST.  
12-04-14

ACCOUNTS PAYABLE PRELIST  
BATCH: 0041 12-04-14  
FUND : 01 GENERAL FUND

J9482 APY500 H.02.05 12/04/14 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 RES DEP T9MP				
017368/00	DEL ORO WRESTLING						
1418 PO-151212	12/04/2014	DEL ORO JV WRESTLING	1 01-0472-0-5800-472-1263-4200-014-000 NN F			275.00	275.00
		TOTAL PAYMENT AMOUNT	275.00 *				275.00
017784/00	DIEL, JULIE						
1436 PO-151230	12/04/2014	NOV-MILEAGE	1 01-5630-0-5800-601-1220-1000-017-000 NN F			36.96	36.96
		TOTAL PAYMENT AMOUNT	36.96 *				36.96
021610/00	EATON INTERPRETING SERVICES						
619 PO-150518	12/04/2014	199404	1 01-0000-0-5800-103-0000-7200-003-000 NN P			210.00	210.00
619 PO-150518	12/04/2014	199403	1 01-0000-0-5800-103-0000-7200-003-000 NN F			60.00	210.00
		TOTAL PAYMENT AMOUNT	420.00 *				420.00
010336/00	ECOTECH PEST MANAGEMENT INC						
28 PO-150016	12/04/2014	6235	1 01-0000-0-5500-106-0000-8110-007-000 NN P			712.00	712.00
		TOTAL PAYMENT AMOUNT	712.00 *				712.00
016002/00	EDGAR, SHERRY						
1448 PO-151236	12/04/2014	REIMB	1 01-0000-0-4300-472-1260-1000-014-000 NN F			64.16	64.16
		TOTAL PAYMENT AMOUNT	64.16 *				64.16
019262/00	ENTERPRISE RENT A CAR						
1387 PO-151182	12/04/2014	8R2B40	1 01-0000-0-5600-472-1110-4000-014-915 NN F			151.19	151.19
		TOTAL PAYMENT AMOUNT	151.19 *				151.19
011132/00	FEDEX						
304 PO-150261	12/04/2014	2-852-82271	1 01-8150-0-5901-106-0000-8110-007-000 NN P			20.11	20.11
		TOTAL PAYMENT AMOUNT	20.11 *				20.11

81 CENTER UNIFIED SCHOOL DIST.  
12-04-14

ACCOUNTS PAYABLE PRELIST  
BATCH: 0041 12-04-14  
FUND : 01 GENERAL FUND

J9482 APY500 H.02.05 12/04/14 PAGE 6  
<< Open >>

Vendor/Addr	Remit name	Req Reference	Date	Description	Tax ID num	Deposit type	ABA num	Account num	Liq Amt	Net Amount							
					FD	RESO	P	OBJE	SIT	GOAL	FUNC	RES	DEP	T9MP			
017959/00	FIRST CHOICE COFFEE SERVICES																
1359	PO-151158	12/04/2014	872096			1	01-8150-0-4300-106-0000-8110-007-927	NN F							38.00	29.00	
TOTAL PAYMENT AMOUNT																29.00 *	29.00
018901/00	FLEETWASH INC																
1402	PO-151197	12/04/2014	BALANCE DUE			1	01-0000-0-5600-112-0000-3600-007-000	NN F							164.25	164.25	
TOTAL PAYMENT AMOUNT																164.25 *	164.25
022347/00	GIVE SOMETHING BACK																
1314	PO-151122	12/04/2014	in-0306659			1	01-0000-0-4300-472-1224-1000-014-000	NN P							233.75	233.75	
1314	PO-151122	12/04/2014	0307638			1	01-0000-0-4300-472-1224-1000-014-000	NN F							14.44	14.42	
1343	PO-151140	12/04/2014	0307164			1	01-0000-0-4300-472-0000-2700-014-000	NN F							202.44	202.44	
1346	PO-151143	12/04/2014	0307163			1	01-0000-0-4300-472-1284-1000-014-000	NN F							85.75	85.73	
1357	PO-151151	12/04/2014	IN-0308211			1	01-0000-0-4300-475-3200-2700-015-000	NN F							17.13	17.13	
TOTAL PAYMENT AMOUNT																553.47 *	553.47
018404/00	GRANITE BAY WRESTLING																
1419	PO-151213	12/04/2014	MIKE LYNCH GRIZZLY			1	01-0472-0-5800-472-1263-4200-014-000	NN F							400.00	400.00	
TOTAL PAYMENT AMOUNT																400.00 *	400.00
018340/00	HARBOR FREIGHT TOOLS																
1134	PO-150963	12/04/2014	TRAN-154721			1	01-8150-0-4300-106-0000-8110-007-000	NN P							157.61	157.61	
TOTAL PAYMENT AMOUNT																157.61 *	157.61
010992/00	HARBOR FREIGHT TOOLS USA INC																
988	PO-150842	12/04/2014	154720			1	01-0000-0-9320-000-0000-0000-000-000	NN P							412.75	412.75	
TOTAL PAYMENT AMOUNT																412.75 *	412.75
017912/00	J.J. KELLER & ASSOC. INC.																
1338	PO-151135	12/04/2014	9100405749			1	01-0000-0-4300-112-0000-3600-007-000	NN P							86.49	86.49	
1338	PO-151135	12/04/2014	9100407473			1	01-0000-0-4300-112-0000-3600-007-000	NN P							28.37	28.37	
1406	PO-151201	12/04/2014	9100381537			1	01-0000-0-4300-112-0000-3600-007-000	NN F							335.00	335.00	
TOTAL PAYMENT AMOUNT																449.86 *	449.86

81 CENTER UNIFIED SCHOOL DIST.  
12-04-14

ACCOUNTS PAYABLE PRELIST  
BATCH: 0041 12-04-14  
FUND : 01 GENERAL FUND

J9482 APY500 H.02.05 12/04/14 PAGE 7  
<< Open >>

Vendor/Addr	Remit name	Req Reference	Date	Description	Tax ID num	Deposit type	ABA num	Account num	Liq Amt	Net Amount						
					FD	RESO	P	OBJE	SIT	GOAL	FUNC	RES	DEP	T9MP		
017937/00	JACK SCOTT TOURNAMENT															
1411	PO-151205	12/04/2014	JACK SCOTT TOURN			1	01-0472-0-5800-472-1263-4200-014-000	NN F	25.00						25.00	
TOTAL PAYMENT AMOUNT										25.00	*					25.00
014923/00	JENSEN PRE-CAST															
1325	PO-151125	12/04/2014	NC51862			1	01-8150-0-4300-106-0000-8110-007-000	NN P	396.02						396.02	
1325	PO-151125	12/04/2014	NC51863			1	01-8150-0-4300-106-0000-8110-007-000	NN P	59.68						59.68	
TOTAL PAYMENT AMOUNT										455.70	*					455.70
016750/00	JUST SEND IT POSTAL CENTER															
314	PO-150276	12/04/2014	SEPT			1	01-5630-0-5800-601-1220-1000-017-000	NN P	500.00						500.00	
314	PO-150276	12/04/2014	341363			1	01-5630-0-5800-601-1220-1000-017-000	NN P	150.00						150.00	
314	PO-150276	12/04/2014	341364			1	01-5630-0-5800-601-1220-1000-017-000	NN P	180.00						180.00	
TOTAL PAYMENT AMOUNT										830.00	*					830.00
010609/00	KELLY MOORE PAINT CO															
350	PO-150304	12/04/2014	203-0000193131			1	01-8150-0-4300-106-0000-8110-007-000	NN P	631.63						631.63	
TOTAL PAYMENT AMOUNT										631.63	*					631.63
021083/00	KIRK S. BRAINERD ARCHITECT															
1388	PO-151183	12/04/2014	13312			1	01-0000-0-5800-106-0000-8200-007-000	NY F	1,125.00						1,125.00	
TOTAL PAYMENT AMOUNT										1,125.00	*					1,125.00
014800/00	LORD, KATHLEEN															
1433	PO-151217	12/04/2014	REIMB			1	01-0000-0-5200-103-0000-2110-003-000	NN F	350.40						350.40	
TOTAL PAYMENT AMOUNT										350.40	*					350.40
021926/00	MATRE, KAREN															
1447	PO-151235	12/04/2014	REIMB			1	01-0000-0-4300-472-0000-2700-014-000	NN F	16.43						16.43	
TOTAL PAYMENT AMOUNT										16.43	*					16.43

81 CENTER UNIFIED SCHOOL DIST.  
12-04-14

ACCOUNTS PAYABLE PRELIST  
BATCH: 0041 12-04-14  
FUND : 01 GENERAL FUND

J9482 APY500 H.02.05 12/04/14 PAGE 8  
<< Open >>

Vendor/Addr	Remit name	Req Reference	Date	Description	Tax ID num	Deposit type	ABA num	Account num	Liq Amt	Net Amount							
					FD	RESO	P	OBJE	SIT	GOAL	FUNC	RES	DEP	T9MP			
022406/00	MAXIM HEALTHCARE SERVICES INC																
466	PO-150403	12/04/2014	2838960262			1	01-0000-0-5800-102-0000-3140-003-000	NN P	2,740.00	2,740.00							
466	PO-150403	12/04/2014	2858150262			1	01-0000-0-5800-102-0000-3140-003-000	NN P	2,579.60	2,579.60							
					TOTAL PAYMENT AMOUNT					5,319.60	*					5,319.60	
016912/00	NATOMAS AUTOMOTIVE																
130	PO-150106	12/04/2014	17251			1	01-0000-0-5600-112-0000-3600-007-000	NN P	59.95	59.95							
130	PO-150106	12/14/2014	17229			1	01-0000-0-5600-112-0000-3600-007-000	NN P	59.95	59.95							
					TOTAL PAYMENT AMOUNT					119.90	*						119.90
017576/00	OFFICE DEPOT/BUS.SERVICES DIV																
1261	PO-151073	12/04/2014	738790475001			1	01-6500-0-4300-102-5770-1110-002-000	NN P	37.15	37.15							
1261	PO-151073	12/04/2014	738790476001			1	01-6500-0-4300-102-5770-1110-002-000	NN P	36.70	36.70							
1261	PO-151073	12/04/2014	738790477001			1	01-6500-0-4300-102-5770-1110-002-000	NN F	25.39	23.39							
1289	PO-151102	12/04/2014	740594342001			1	01-0000-0-4300-238-1110-1000-010-000	NN F	80.19	81.96							
1304	PO-151115	12/04/2014	740593823001			1	01-6500-0-4300-102-5770-1110-002-000	NN P	63.83	63.83							
1304	PO-151115	12/04/2014	721279750001			1	01-6500-0-4300-102-5770-1110-002-000	NN F	81.65	0.07							
1350	PO-151147	12/04/2014	741421414001			1	01-0000-0-4300-238-1110-1000-010-000	NN P	296.71	296.71							
1350	PO-151147	12/04/2014	741421425001			1	01-0000-0-4300-238-1110-1000-010-000	NN F	1.91	2.13							
1371	PO-151166	12/04/2014	741441391001			1	01-0000-0-4300-472-1275-1000-014-000	NN F	56.51	56.51							
					TOTAL PAYMENT AMOUNT					598.45	*						598.45
011822/00	OLARIU, STEFAN																
884	PO-150761	12/04/2014	TRIP 417			1	01-0000-0-5800-112-0000-3600-007-000	NN P	7.38	7.38							
					TOTAL PAYMENT AMOUNT					7.38	*						7.38
021249/00	PERRY, HEATHER																
1430	PO-151225	12/04/2014	NOV MILEAGE			1	01-6500-0-5210-102-5001-2700-002-000	NN P	19.02	19.02							
					TOTAL PAYMENT AMOUNT					19.02	*						19.02
019976/00	RAMIREZ, TRACY LAFAY																
1375	PO-151185	12/04/2014	REIMB			1	01-6500-0-4300-102-5001-2700-002-000	NN F	232.58	232.58							
					TOTAL PAYMENT AMOUNT					232.58	*						232.58

81 CENTER UNIFIED SCHOOL DIST.  
12-04-14

ACCOUNTS PAYABLE PRELIST  
BATCH: 0041 12-04-14  
FUND : 01 GENERAL FUND

J9482 APY500 H.02.05 12/04/14 PAGE 9  
<< Open >>

Vendor/Addr	Remit name	Tax ID num	Deposit type	ABA num	Account num	Liq Amt	Net Amount
Req Reference	Date	Description	FD RESO P OBJE SIT GOAL FUNC RES DEP T9MP				
011242/00	RELIANCE COMMUNICATIONS LLC						
1164	PO-150995	12/04/2014	45348	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
018529/00	RISO PRODUCTS OF SACRAMENTO						
1292	PO-151105	12/04/2014	134099	1	01-0000-0-4300-234-1110-1000-008-000 NN F	213.26	215.11
TOTAL PAYMENT AMOUNT						215.11 *	215.11
010627/00	RIVERVIEW INTERNATIONAL TRUCKS						
579	PO-150500	12/04/2014	846177	2	01-0000-0-4300-112-0000-3600-007-000 NN P	22.77	22.77
579	PO-150500	12/04/2014	847001	2	01-0000-0-4300-112-0000-3600-007-000 NN P	30.43	30.43
TOTAL PAYMENT AMOUNT						53.20 *	53.20
016213/00	RODRIGUEZ HIGH SCHOOL						
1409	PO-151204	12/04/2014	LOU ENCALADA	1	01-0472-0-5800-472-1263-4200-014-000 NN F	300.00	300.00
TOTAL PAYMENT AMOUNT						300.00 *	300.00
020120/00	RUDERMAN & KNOX LLP						
1396	PO-151195	12/04/2014	CASE2014100250	1	01-6500-0-5804-102-5750-1180-002-000 NN F	4,000.00	4,000.00
TOTAL PAYMENT AMOUNT						4,000.00 *	4,000.00
010552/00	SAC VAL JANITORIAL						
146	PO-150077	12/04/2014	10111275	1	01-0000-0-9320-000-0000-0000-000-000 NN P	503.50	503.50
146	PO-150077	12/04/2014	10111283	1	01-0000-0-9320-000-0000-0000-000-000 NN P	184.99	184.99
TOTAL PAYMENT AMOUNT						688.49 *	688.49
010266/00	SACRAMENTO COUNTY UTILITIES						
30	PO-150018	12/04/2014	5000918618	1	01-0000-0-5540-106-0000-8110-007-000 NN P	531.49	531.49
30	PO-150018	12/04/2014	918556	1	01-0000-0-5540-106-0000-8110-007-000 NN P	405.46	405.46
30	PO-150018	12/04/2014	918485	1	01-0000-0-5540-106-0000-8110-007-000 NN P	3,119.07	3,119.07
30	PO-150018	12/04/2014	8418859	1	01-0000-0-5540-106-0000-8110-007-000 NN P	236.92	236.92
TOTAL PAYMENT AMOUNT						4,292.94 *	4,292.94

81 CENTER UNIFIED SCHOOL DIST.  
12-04-14

ACCOUNTS PAYABLE PRELIST  
BATCH: 0041 12-04-14  
FUND : 01 GENERAL FUND

J9482 APY500 H.02.05 12/04/14 PAGE 10  
<< Open >>

Vendor/Addr	Remit name	Tax ID num	Deposit type	ABA num	Account num	Liq Amt	Net Amount
Req Reference	Date	Description	FD RESO P OBJE SIT GOAL FUNC RES DEP T9MP				
015946/00	SACRAMENTO HIGH WRESTLING						
1415 PO-151209	12/04/2014	DRAGON DUALS	1 01-0472-0-5800-472-1263-4200-014-000 NN F			275.00	275.00
TOTAL PAYMENT AMOUNT			275.00 *				275.00
018385/00	SCHOOL NURSE SUPPLY INC.						
1220 PO-151094	12/04/2014	0506005-IN	1 01-0000-0-4300-102-0000-3140-003-000 NN F			935.94	850.85
TOTAL PAYMENT AMOUNT			850.85 *				850.85
014786/00	SCHOOL SPECIALTY						
1309 PO-151118	12/04/2014	208113639955	1 01-5640-0-4300-601-9728-1000-017-083 NN F			282.20	282.20
TOTAL PAYMENT AMOUNT			282.20 *				282.20
018930/00	SCHOOL SPECIALTY/CLASSROOM DIR						
1211 PO-151050	12/04/2014	308102114297	1 01-5640-0-4300-601-9728-1000-017-082 NN F			348.69	342.36
TOTAL PAYMENT AMOUNT			342.36 *				342.36
010373/00	SCHOOLS INSURANCE AUTHORITY						
1048 PO-150900	12/04/2014	PL2015-005	1 01-0000-0-5400-100-0000-7200-005-000 NN F			147,921.00	147,921.00
TOTAL PAYMENT AMOUNT			147,921.00 *				147,921.00
016043/00	SHELTONS UNLIMITED MECHANICAL						
1368 PO-151174	12/04/2014	14-13951	1 01-8150-0-5800-106-0000-8110-007-000 NY F			1,073.00	1,073.00
1386 PO-151193	12/04/2014	14-13076	1 01-8150-0-5600-106-0000-8110-007-000 NY F			1,375.89	1,375.89
TOTAL PAYMENT AMOUNT			2,448.89 *				2,448.89
010826/00	SHIFFLER EQUIPMENT SALES INC						
1265 PO-151078	12/04/2014	1430804300	1 01-8150-0-4300-106-0000-8110-007-000 NN P			467.16	467.16
TOTAL PAYMENT AMOUNT			467.16 *				467.16

81 CENTER UNIFIED SCHOOL DIST.  
12-04-14

ACCOUNTS PAYABLE PRELIST  
BATCH: 0041 12-04-14  
FUND : 01 GENERAL FUND

J9482 APY500 H.02.05 12/04/14 PAGE 11  
<< Open >>

Vendor/Addr	Remit name	Tax ID num	Deposit type	ABA num	Account num				
Req Reference	Date	Description	FD RESO	P OBJE	SIT GOAL	FUNC RES	DEP T9MP	Liq Amt	Net Amount
017883/00	SIMPLEXGRINNELL LP								
47	PO-150033	12/04/2014	80750719	1	01-8150-0-5800-106-0000-8110-007-000	NN	P	736.88	736.88
TOTAL PAYMENT AMOUNT								736.88 *	736.88
021643/00	TAILPIPES SMOG TEST CENTERS								
1287	PO-151101	12/04/2014	10791	1	01-0000-0-5600-112-0000-3600-007-000	NN	P	59.75	59.75
TOTAL PAYMENT AMOUNT								59.75 *	59.75
021111/00	ULINE								
1413	PO-151207	12/04/2014	63321060	1	01-0000-0-4300-114-0000-8200-007-000	NN	P	304.85	304.85
TOTAL PAYMENT AMOUNT								304.85 *	304.85
010127/00	UNITED PARCEL SERVICE								
1190	PO-151006	12/04/2014	00000YW013474	1	01-0000-0-5901-103-0000-2110-003-000	NN	P	21.04	21.04
TOTAL PAYMENT AMOUNT								21.04 *	21.04
015018/00	VERHOVETCHI, VEACESLAV								
883	PO-150760	12/04/2014	TRIP 338	1	01-0000-0-5800-112-0000-3600-007-000	NN	P	22.01	22.01
883	PO-150760	12/04/2014	TRIP 303	1	01-0000-0-5800-112-0000-3600-007-000	NN	P	11.91	11.91
TOTAL PAYMENT AMOUNT								33.92 *	33.92
014319/00	WHITNEY HIGH SCHOOL								
1412	PO-151206	12/04/2014	CHRISTMAS CLASSIC	1	01-0472-0-5800-472-1263-4200-014-000	NN	F	850.00	850.00
TOTAL PAYMENT AMOUNT								850.00 *	850.00
010843/00	WILCO SUPPLY								
1133	PO-150962	12/04/2014	14K1302401	1	01-8150-0-4300-106-0000-8110-007-000	NN	P	703.18	703.18
TOTAL PAYMENT AMOUNT								703.18 *	703.18



81 CENTER UNIFIED SCHOOL DIST.  
12-04-14

ACCOUNTS PAYABLE PRELIST  
BATCH: 0041 12-04-14  
FUND : 01 GENERAL FUND

J9482 APY500 H.02.05 12/04/14 PAGE 12  
<< Open >>

Vendor/Addr	Remit name	Description	Tax ID num	Deposit type	ABA num	Account num	Liq Amt	Net Amount
Req Reference	Date			FD RESO P OBJE SIT GOAL FUNC RES DEP T9MP				
022348/00	WILSON, SHERRY							
882 PO-150755	12/04/2014	TRIP 332		1 01-0000-0-5800-112-0000-3600-007-000 NN P			5.17	5.17
				TOTAL PAYMENT AMOUNT	5.17 *			5.17
017369/00	WOODLAND HIGH SCHOOL - BOYS							
1414 PO-151208	12/04/2014	BUCK BAILEY TOURN		1 01-0472-0-5800-472-1263-4200-014-000 NN F			600.00	600.00
				TOTAL PAYMENT AMOUNT	600.00 *			600.00
017313/00	XEROX							
1 PO-150001	12/04/2014	076734943		1 01-3010-0-5612-240-1110-1000-011-000 NN P			19.96	19.96
506 PO-150434	12/04/2014	300220022		1 01-0000-0-9320-000-0000-0000-000-000 NN F			178.42	192.97
622 PO-150534	12/04/2014	300220072		1 01-0000-0-5800-115-9790-8200-007-000 NN P			45,383.80	45,383.80
622 PO-150534	12/04/2014	300220332		1 01-0000-0-5800-115-9790-8200-007-000 NN P			510.31	510.31
730 PO-150623	12/04/2014	300220022		1 01-0000-0-9320-000-0000-0000-000-000 NN F			356.83	385.94
746 PO-150640	12/04/2014	300220072		1 01-7220-0-5612-472-1110-1000-014-000 NN P			100.00	100.00
747 PO-150641	12/04/2014	300220072		1 01-3550-0-5612-472-1110-1000-014-000 NN P			100.00	100.00
1212 PO-151031	12/04/2014	300220072		1 01-6500-0-5612-102-5001-2700-002-000 NN P			50.00	50.00
				TOTAL PAYMENT AMOUNT	46,742.98 *			46,742.98
				TOTAL FUND PAYMENT	326,253.57 **			326,253.57
				TOTAL USE TAX AMOUNT	4.98			

81 CENTER UNIFIED SCHOOL DIST.  
12-04-14

ACCOUNTS PAYABLE PRELIST  
BATCH: 0041 12-04-14  
FUND : 09 CHARTER SCHOOLS

J9482 APY500 H.02.05 12/04/14 PAGE 13  
<< Open >>

Vendor/Addr	Remit name	Tax ID num	Deposit type	ABA num	Account num			
Req Reference	Date	Description	FD RESO	P OBJE	SIT GOAL	FUNC RES	DEP T9MP	Liq Amt
								Net Amount
010669/00	ALHAMBRA & SIERRA SPRINGS							
387 PO-150336	12/04/2014	4779099112614	2	09-0000-0-4300-501-1110-1000-016-000	NN	P		28.23
387 PO-150336	12/04/2014	4779099112614	1	09-0700-0-4300-503-0000-2700-018-000	NN	P		84.68
TOTAL PAYMENT AMOUNT								112.91 *
017313/00	XEROX							
744 PO-150638	12/04/2014	300220072	1	09-1100-0-5612-501-0000-2700-016-000	NN	F		40.00
744 PO-150638	12/04/2014	300220072	2	09-1100-0-5612-501-1110-1000-016-000	NN	F		160.00
TOTAL PAYMENT AMOUNT								100.00 *
TOTAL FUND PAYMENT								212.91 **

81 CENTER UNIFIED SCHOOL DIST.  
12-04-14

ACCOUNTS PAYABLE PRELIST  
BATCH: 0041 12-04-14  
FUND : 11 ADULT EDUCATION FUND

J9482 APY500 H.02.05 12/04/14 PAGE 14  
<< Open >>

Vendor/Addr	Remit name		Tax ID num	Deposit type	ABA num	Account num		
Req Reference	Date	Description		FD RESO P OBJE SIT GOAL FUNC RES DEP T9MP			Liq Amt	Net Amount
017313/00		XEROX						
748	PO-150642	12/04/2014	300220072	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.  
12-04-14

ACCOUNTS PAYABLE PRELIST  
BATCH: 0041 12-04-14  
FUND : 12 CHILD DEVELOPMEN FUND

J9482 APY500 H.02.05 12/04/14 PAGE 15  
<< Open >>

Vendor/Addr	Remit name	Tax ID num	Deposit type	ABA num	Account num	Liq Amt	Net Amount
Req Reference	Date	Description	FD RESO P OBJE SIT GOAL FUNC RES DEP T9MP				
018143/00		CHILD DEVELOPMENT CENTERS INC					
947 PO-150818	12/04/2014	5030-OCT14	1 12-5025-0-5800-100-8500-1000-005-000 NN P			24,765.12	24,765.12
947 PO-150818	12/04/2014	5030-SEPT14	1 12-5025-0-5800-100-8500-1000-005-000 NN P			21,796.18	21,796.18
947 PO-150818	12/04/2014	5030-OCT14	2 12-6105-0-5800-100-8500-1000-005-000 NN P			26,828.87	26,828.87
947 PO-150818	12/04/2014	5030-SEPT14	2 12-6105-0-5800-100-8500-1000-005-000 NN P			23,612.52	23,612.52
TOTAL PAYMENT AMOUNT				97,002.69 *			97,002.69
TOTAL FUND PAYMENT				97,002.69 **			97,002.69

81 CENTER UNIFIED SCHOOL DIST.  
12-15-14

ACCOUNTS PAYABLE PRELIST  
BATCH: 0045 0-batch  
FUND : 01 GENERAL FUND

J9945 APY500 H.02.05 12/15/14 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 RES DEP T9MP					
021915/00	ADELANTE HIGH SCHOOL							
1538 PO-151305	12/15/2014	ATT-KATHY MCKENZIE	1 01-0000-0-4300-475-3200-1000-015-000 NN F			300.00	300.00	
TOTAL PAYMENT AMOUNT						300.00 *	300.00	
010002/00	ALDAR ACADEMY							
491 PO-150424	12/15/2014	NOV-14	1 01-6500-0-5800-102-5750-1180-002-000 NN P			2,001.86	2,001.86	
TOTAL PAYMENT AMOUNT						2,001.86 *	2,001.86	
010669/00	ALHAMBRA & SIERRA SPRINGS							
413 PO-150358	12/15/2014	27045224780818	1 01-0000-0-4300-105-0000-7200-005-000 NN P			37.08	37.08	
TOTAL PAYMENT AMOUNT						37.08 *	37.08	
017075/00	AMERICAN RIVER SPEECH INC.							
206 PO-150724	12/15/2014	NOVEMBER	1 01-6500-0-5800-102-5750-1180-002-000 NN P			7,552.25	7,552.25	
TOTAL PAYMENT AMOUNT						7,552.25 *	7,552.25	
021669/00	BAIONI, RON							
1523 PO-151294	12/15/2014	REIMB	1 01-3010-0-4300-371-1110-1000-012-000 NN F			35.31	35.31	
1526 PO-151296	12/15/2014	REIMB	1 01-3010-0-5901-371-0000-2700-012-000 NN F			7.02	7.02	
1527 PO-151297	12/15/2014	REIMB	1 01-3010-0-4300-371-1110-1000-012-000 NN F			5.90	5.90	
TOTAL PAYMENT AMOUNT						48.23 *	48.23	
021235/00	BECKER, LEE ANN							
787 PO-150678	12/15/2014	NOV	1 01-0000-0-5210-102-0000-3140-003-000 NN P			55.52	55.52	
TOTAL PAYMENT AMOUNT						55.52 *	55.52	
014056/00	BENDER, LINDA							
1533 PO-151301	12/15/2014	TRAVEL EXPENSE	1 01-6520-0-5200-472-5770-1110-003-000 NN F			377.40	377.40	
TOTAL PAYMENT AMOUNT						377.40 *	377.40	

81 CENTER UNIFIED SCHOOL DIST.  
12-15-14

ACCOUNTS PAYABLE PRELIST  
BATCH: 0045 0-batch  
FUND : 01 GENERAL FUND

J9945 APY500 H.02.05 12/15/14 PAGE 2  
<< Open >>

Vendor/Addr	Remit name	Tax ID num	Deposit type	ABA num	Account num	Liq Amt	Net Amount
Req Reference	Date	Description	FD RESO P OBJE SIT GOAL FUNC RES DEP T9MP				
013988/00	BUTTES/CENTER STATE PIPE &						
1169 PO-150998	12/15/2014	S008197166	.1 01-8150-0-4300-106-0000-8110-007-000 NN P			210.50	210.50
			TOTAL PAYMENT AMOUNT	210.50 *			210.50
010340/00	CA DEPT OF JUSTICE						
811 PO-150695	12/15/2014	069887	1 01-0000-0-5800-110-0000-7200-004-000 NN P			160.00	160.00
			TOTAL PAYMENT AMOUNT	160.00 *			160.00
015482/00	CALIFORNIA ASSOC. FOR GIFTED						
1474 PO-151253	12/15/2014	4432	1 01-0036-0-5200-103-1110-1000-003-000 NN F			790.00	790.00
			TOTAL PAYMENT AMOUNT	790.00 *			790.00
021678/00	CAPITOL ACADEMY						
217 PO-150725	12/15/2014	544	1 01-6500-0-5800-102-5750-1180-002-000 NN P			8,188.80	8,188.80
217 PO-150725	12/15/2014	555	1 01-6500-0-5800-102-5750-1180-002-000 NN P			510.00	510.00
			TOTAL PAYMENT AMOUNT	8,698.80 *			8,698.80
021036/00	CCHAT CENTER						
218 PO-150408	12/15/2014	CENTER11-14	1 01-6500-0-5800-102-5750-1180-002-000 NN P			2,129.08	2,129.08
			TOTAL PAYMENT AMOUNT	2,129.08 *			2,129.08
021175/00	CINTAS CORPORATION						
521 PO-150449	12/15/2014	8401797500	1 01-0000-0-5800-371-0000-2700-012-000 NN P			34.35	34.35
			TOTAL PAYMENT AMOUNT	34.35 *			34.35
018791/00	COLLINS, CHRIS						
1480 PO-151260	12/15/2014	REIMB	1 01-0000-0-4300-475-3200-1000-015-777 NN F			397.46	397.46
			TOTAL PAYMENT AMOUNT	397.46 *			397.46

81 CENTER UNIFIED SCHOOL DIST.  
12-15-14

ACCOUNTS PAYABLE PRELIST  
BATCH: 0045 0-batch  
FUND : 01 GENERAL FUND

J9945 APY500 H.02.05 12/15/14 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 RES DEP T9MP				
-----							
021813/00	CONSOLIDATED COMMUNICATIONS						
37 PO-150024	12/15/2014	604457-0001	1 01-0000-0-5902-106-0000-8110-007-000 NN P			468.00	468.00
			TOTAL PAYMENT AMOUNT	468.00 *			468.00
015718/00	CUSTOM BENEFIT ADMINISTRATORS						
PV-151046	12/11/2014	DECEMBER 31	01-0000-0-9552-000-0000-0000-000-000 NN				1,395.90
PV-151047	12/12/2014	JANUARY 2, 2015	01-0000-0-9552-000-0000-0000-000-000 NN				2,298.80
			TOTAL PAYMENT AMOUNT	3,694.70 *			3,694.70
014858/00	DEASON, CRAIG						
1515 PO-151283	12/15/2014	REIMB-PLATES	1 01-0000-0-4300-112-0000-3600-007-000 NN F			19.00	19.00
			TOTAL PAYMENT AMOUNT	19.00 *			19.00
018722/00	EASTBAY INC DEPT #978835						
1188 PO-151015	12/15/2014	293026	1 01-0472-0-5800-472-1263-4200-014-000 NN F			301.49	301.49
			TOTAL PAYMENT AMOUNT	301.49 *			301.49
020587/00	ELECTRIC GOLF CAR COMPANY INC						
1511 PO-151280	12/15/2014	006479	1 01-0000-0-4300-472-0000-2700-014-000 NN F			232.15	232.15
			TOTAL PAYMENT AMOUNT	232.15 *			232.15
010408/00	FERRELLGAS						
PV-151044	12/10/2014	REISSUE-CK81271578	01-0000-0-4308-112-0000-3600-007-000 NN				12.00
			TOTAL PAYMENT AMOUNT	12.00 *			12.00
016159/00	GARLAND, LESLI						
1506 PO-151287	12/15/2014	MILEAGE	1 01-6500-0-5210-102-5001-2700-002-000 NN F			16.47	16.47
			TOTAL PAYMENT AMOUNT	16.47 *			16.47

81 CENTER UNIFIED SCHOOL DIST.  
12-15-14

ACCOUNTS PAYABLE PRELIST  
BATCH: 0045 0-batch  
FUND : 01 GENERAL FUND

J9945 APY500 H.02.05 12/15/14 PAGE 4  
<< Open >>

Vendor/Addr	Remit name	Tax ID num	Deposit type	ABA num	Account num	Liq Amt	Net Amount
Req Reference	Date	Description	FD RESO P OBJE	SIT GOAL FUNC	RES DEP T9MP		
-----							
017718/00	GUIDING HANDS INC.						
244	PO-150683	12/15/2014	2491	1	01-6500-0-5800-102-5750-1180-002-000 NN P	10,106.62	10,106.62
244	PO-150683	12/15/2014	2515	1	01-6500-0-5800-102-5750-1180-002-000 NN P	270.00	270.00
244	PO-150683	12/15/2014	2527	1	01-6500-0-5800-102-5750-1180-002-000 NN P	400.00	400.00
TOTAL PAYMENT AMOUNT				10,776.62 *			10,776.62
017002/00	HOME DEPOT CREDIT SERVICES						
1147	PO-150981	12/15/2014	5020658	1	01-8150-0-4300-106-0000-8110-007-000 NN P	97.50	97.50
TOTAL PAYMENT AMOUNT				97.50 *			97.50
018990/00	INTERSTATE BATTERY SYSTEM						
1510	PO-151279	12/15/2014	100027847	1	01-0000-0-4300-472-0000-2700-014-000 NN F	757.84	757.84
TOTAL PAYMENT AMOUNT				757.84 *			757.84
010355/00	KAISER FOUNDATION HEALTH PLAN						
PV-151048	12/12/2014	JANUARY		01-0000-0-9552-000-0000-0000-000-000 NN		153,834.74	153,834.74
TOTAL PAYMENT AMOUNT				153,834.74 *			153,834.74
017899/00	LAWSON, BECKY						
1508	PO-151288	12/15/2014	REIMB	1	01-7405-0-5210-103-0000-2130-003-000 NN F	18.50	18.50
TOTAL PAYMENT AMOUNT				18.50 *			18.50
016969/00	LEWIS, GLORIA						
1522	PO-151293	12/15/2014	REIMB	1	01-0000-0-4300-240-0000-2700-011-000 NN F	8.04	8.04
TOTAL PAYMENT AMOUNT				8.04 *			8.04
017726/00	LOS ANGELES FREIGHTLINER						
1270	PO-151080	12/15/2014	bn61379	1	01-0000-0-4300-112-0000-3600-007-000 NN P	138.24	138.24
1270	PO-151080	12/15/2014	BN61505	1	01-0000-0-4300-112-0000-3600-007-000 NN P	294.45	294.45
TOTAL PAYMENT AMOUNT				432.69 *			432.69



81 CENTER UNIFIED SCHOOL DIST.  
12-15-14

ACCOUNTS PAYABLE PRELIST  
BATCH: 0045 0-batch  
FUND : 01 GENERAL FUND

J9945 APY500 H.02.05 12/15/14 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 RES DEP T9MP		
021914/00	LOY MATTISON ENTERPRISES						
417 PO-150362	12/15/2014	110114113014	1	01-0000-0-5902-106-0000-8110-007-000	NY P	1,076.25	1,076.25
TOTAL PAYMENT AMOUNT				1,076.25 *			1,076.25
021926/00	MATRE, KAREN						
1494 PO-151269	12/15/2014	REIMB	1	01-0000-0-4300-472-0000-2700-014-000	NN F	172.76	172.76
TOTAL PAYMENT AMOUNT				172.76 *			172.76
017315/00	NAPA AUTO PARTS - GENUINE AUTO						
69 PO-150040	12/15/2014	982177	1	01-0000-0-4300-112-0000-3600-007-000	NN P	24.84	24.84
69 PO-150040	12/15/2014	982999	1	01-0000-0-4300-112-0000-3600-007-000	NN P	17.45	17.45
69 PO-150040	12/15/2014	983848	1	01-0000-0-4300-112-0000-3600-007-000	NN P	97.96	97.96
69 PO-150040	12/15/2014	984354	1	01-0000-0-4300-112-0000-3600-007-000	NN P	55.21	55.21
TOTAL PAYMENT AMOUNT				195.46 *			195.46
016912/00	NATOMAS AUTOMOTIVE						
130 PO-150106	12/15/2014	17237	1	01-0000-0-5600-112-0000-3600-007-000	NN P	98.15	98.15
TOTAL PAYMENT AMOUNT				98.15 *			98.15
015787/00	O'REILLY AUTO PARTS						
1378 PO-151187	12/15/2014	3558-312790	1	01-0000-0-4300-112-0000-3600-007-000	NN P	13.63	13.63
1378 PO-151187	12/15/2014	312738-312758	1	01-0000-0-4300-112-0000-3600-007-000	NN P	7.55	7.55
1378 PO-151187	12/15/2014	312802-312885	1	01-0000-0-4300-112-0000-3600-007-000	NN P	0.00	0.00
1378 PO-151187	12/15/2014	312759	1	01-0000-0-4300-112-0000-3600-007-000	NN P	307.43	307.43
1378 PO-151187	12/15/2014	312489	1	01-0000-0-4300-112-0000-3600-007-000	NN P	53.09	53.09
1378 PO-151187	12/15/2014	312494	1	01-0000-0-4300-112-0000-3600-007-000	NN P	0.90	0.90
1378 PO-151187	12/15/2014	312769	1	01-0000-0-4300-112-0000-3600-007-000	NN P	12.03	12.03
1378 PO-151187	12/15/2014	312827	1	01-0000-0-4300-112-0000-3600-007-000	NN P	17.24	17.24
1378 PO-151187	12/15/2014	312519	1	01-0000-0-4300-112-0000-3600-007-000	NN P	9.91	9.91
1378 PO-151187	12/15/2014	312751	1	01-0000-0-4300-112-0000-3600-007-000	NN P	24.06	24.06
TOTAL PAYMENT AMOUNT				445.84 *			445.84
018516/00	PAR						
1441 PO-151232	12/15/2014	676205-1	1	01-5640-0-4300-601-9728-3120-017-000	YN F	472.39	472.39
TOTAL PAYMENT AMOUNT				437.40 *			437.40
TOTAL USE TAX AMOUNT				34.99			

81 CENTER UNIFIED SCHOOL DIST.  
12-15-14

ACCOUNTS PAYABLE PRELIST  
BATCH: 0045 0-batch  
FUND : 01 GENERAL FUND

J9945 APY500 H.02.05 12/15/14 PAGE 6  
<< Open >>

Vendor/Addr	Remit name	Description	Tax ID num	Deposit type	ABA num	Account num	Liq Amt	Net Amount
Req Reference	Date			FD RESO P	OBJE SIT	GOAL FUNC RES DEP T9MP		
016692/00		PERFORMANCE CHEVROLET						
1469	PO-151251	12/15/2014	550803	1	01-0000-0-4300-112-0000-3600-007-000	NN P	96.55	96.55
TOTAL PAYMENT AMOUNT							96.55 *	96.55
020480/00		PHILLIPS, MARCI						
1519	PO-151291	12/15/2014	MILEAGE	1	01-7405-0-5210-103-0000-2130-003-000	NN F	32.84	32.84
TOTAL PAYMENT AMOUNT							32.84 *	32.84
011345/00		PLACER LEARNING CENTER						
247	PO-150481	12/15/2014	NOV-14	1	01-6500-0-5800-102-5750-1180-002-000	NN P	4,776.80	4,776.80
TOTAL PAYMENT AMOUNT							4,776.80 *	4,776.80
014069/00		PLATT ELECTRIC SUPPLY INC						
46	PO-150032	12/15/2014	F103249	1	01-8150-0-4300-106-0000-8110-007-000	NN P	29.18	29.18
TOTAL PAYMENT AMOUNT							29.18 *	29.18
021194/00		PRUDENTIAL OVERALL SUPPLY INC						
133	PO-150070	12/15/2014	180201500	1	01-0000-0-5600-112-0000-3600-007-000	NN P	111.11	111.11
TOTAL PAYMENT AMOUNT							111.11 *	111.11
021803/00		REASON, LYN						
1524	PO-151295	12/15/2014	REIMB	1	01-0000-0-4300-240-0000-2700-011-000	NN F	19.48	19.48
TOTAL PAYMENT AMOUNT							19.48 *	19.48
022018/00		SACRAMENTO AUTOGLASS & MIRROR						
1516	PO-151284	12/15/2014	ISAC010452	1	01-0000-0-5600-112-0000-3600-007-000	NN F	50.00	50.00
TOTAL PAYMENT AMOUNT							50.00 *	50.00
020981/00		SAVE MART SUPERMARKETS						
485	PO-150422	12/15/2014	7489598143	1	01-6500-0-4300-102-5770-1110-002-000	NN P	35.59	35.59
TOTAL PAYMENT AMOUNT							35.59 *	35.59

J9945 APY500 H.02.05 12/15/14 PAGE 7  
 << Open >>

23

81 CENTER UNIFIED SCHOOL DIST.  
12-15-14

ACCOUNTS PAYABLE PRELIST  
BATCH: 0045 0-batch  
FUND : 01 GENERAL FUND

J9945 APY500 H.02.05 12/15/14 PAGE 8  
<< Open >>

Vendor/Addr	Remit name	Tax ID num	Deposit type	ABA num	Account num	Liq Amt	Net Amount
Req Reference	Date	Description	FD RESO P OBJE SIT GOAL FUNC RES DEP T9MP				
017453/00		THERAPY SHOPPE INC.					
1219 PO-151038	12/15/2014	189779	1 01-6500-0-4300-102-5750-1110-002-000 NN F			167.37	170.47
			TOTAL PAYMENT AMOUNT	170.47 *			170.47
010519/00		TIM'S MUSIC					
1446 PO-151234	12/15/2014	180731	1 01-6300-0-4300-472-1110-1000-014-000 NN F			1,319.20	1,319.20
			TOTAL PAYMENT AMOUNT	1,319.20 *			1,319.20
018567/00		TRULITE WSG LLC					
48 PO-150034	12/15/2014	742766	1 01-8150-0-4300-106-0000-8110-007-000 NN P			114.64	114.64
			TOTAL PAYMENT AMOUNT	114.64 *			114.64
010127/00		UNITED PARCEL SERVICE					
1493 PO-151268	12/15/2014	YW013494	1 01-8150-0-5901-106-0000-8110-007-000 NN P			21.29	21.29
			TOTAL PAYMENT AMOUNT	21.29 *			21.29
011190/00		UNIVERSAL SPECIALTIES INC					
123 PO-150102	12/15/2014	67223	1 01-8150-0-4300-106-0000-8110-007-000 NN P			89.12	89.12
			TOTAL PAYMENT AMOUNT	89.12 *			89.12
022179/00		US HEALTHWORKS					
1257 PO-151070	12/15/2014	2607217-CA	1 01-0000-0-5800-110-0000-7200-004-000 NN P			99.00	99.00
			TOTAL PAYMENT AMOUNT	99.00 *			99.00
016889/00		WATER RITE PRODUCTS INC.					
129 PO-150105	12/15/2014	569131	1 01-0000-0-4300-106-0000-8110-007-000 NN P			103.28	103.28
			TOTAL PAYMENT AMOUNT	103.28 *			103.28
022221/00		WESTERN HEALTH ADVANTAGE					
PV-151049	12/15/2014	January	01-0000-0-9552-000-0000-0000-000-000 NN				99,780.72
			TOTAL PAYMENT AMOUNT	99,780.72 *			99,780.72

81 CENTER UNIFIED SCHOOL DIST.  
12-15-14

ACCOUNTS PAYABLE PRELIST  
BATCH: 0045 0-batch  
FUND : 01 GENERAL FUND

J9945 APY500 H.02.05 12/15/14 PAGE 9  
<< Open >>

Vendor/Addr	Remit name		Tax ID num	Deposit type	ABA num	Account num		
Req Reference	Date	Description		FD RBSO P OBJE SIT GOAL FUNC RES DEP T9MP			Liq Amt	Net Amount
			TOTAL FUND	PAYMENT	307,301.42	**		307,301.42
			TOTAL USE TAX AMOUNT		34.99			

81 CENTER UNIFIED SCHOOL DIST.  
12-15-14

ACCOUNTS PAYABLE PRELIST  
BATCH: 0045 0-batch  
FUND : 13 CAFETERIA FUND

J9945 APY500 H.02.05 12/15/14 PAGE 10  
<< Open >>

Vendor/Addr	Remit name	Description	Tax ID num	Deposit type	ABA num	Account num	Liq Amt	Net Amount
Req Reference	Date			FD RESO P OBJE SIT GOAL FUNC RES DEP T9MP				
020098/00	BIG TRAY							
164 PO-150150	12/15/2014	762563		1 13-5310-0-4400-108-0000-3700-007-000 NN P			178.20	178.20
164 PO-150150	12/15/2014	762562		1 13-5310-0-4400-108-0000-3700-007-000 NN P			260.86	260.86
TOTAL PAYMENT AMOUNT				439.06 *				439.06
011205/00	CULTURE SHOCK YOGURT							
176 PO-150160	12/15/2014	2236		1 13-5310-0-4700-108-0000-3700-007-000 NN P			142.80	142.80
TOTAL PAYMENT AMOUNT				142.80 *				142.80
011602/00	DANIELSEN CO., THE							
155 PO-150141	12/15/2014	60589		2 13-5310-0-4300-108-0000-3700-007-000 NN P			8.00	8.00
155 PO-150141	12/15/2014	60589		1 13-5310-0-4700-108-0000-3700-007-000 NN P			3,370.18	3,370.18
TOTAL PAYMENT AMOUNT				3,378.18 *				3,378.18
017051/00	DAVIS, LAURA							
179 PO-150163	12/15/2014	OCT-NOV		1 13-5310-0-5210-108-0000-3700-007-000 NN P			66.47	66.47
TOTAL PAYMENT AMOUNT				66.47 *				66.47
021080/00	ED JONES FOOD SERVICE INC							
159 PO-150145	12/15/2014	174621		2 13-5310-0-4300-108-0000-3700-007-000 NN P			168.02	168.02
159 PO-150145	12/15/2014	174921		2 13-5310-0-4300-108-0000-3700-007-000 NN P			267.78	267.78
159 PO-150145	12/15/2014	174621		1 13-5310-0-4700-108-0000-3700-007-000 NN P			5,024.31	5,024.31
159 PO-150145	12/15/2014	174921		1 13-5310-0-4700-108-0000-3700-007-000 NN P			7,227.43	7,227.43
TOTAL PAYMENT AMOUNT				12,687.54 *				12,687.54
015381/00	GALVIN, ROSEMARIE							
1500 PO-151273	12/15/2014	REFUND		1 13-5310-0-8634-000-0000-0000-000-000 NN F			14.50	14.50
TOTAL PAYMENT AMOUNT				14.50 *				14.50
022364/00	HEARTLAND SCHOOL SOLUTIONS							
170 PO-150156	12/15/2014	HSS00000023345		1 13-5310-0-5300-108-0000-3700-007-000 NN P			314.55	314.55
TOTAL PAYMENT AMOUNT				314.55 *				314.55

81 CENTER UNIFIED SCHOOL DIST.  
12-15-14

ACCOUNTS PAYABLE PRELIST  
BATCH: 0045 0-batch  
FUND : 13 CAFETERIA FUND

J9945 APY500 H.02.05 12/15/14 PAGE 11  
<< Open >>

Vendor/Addr	Remit name	Description	Tax ID num	Deposit type	ABA num	Account num	Liq Amt	Net Amount
Req Reference	Date			FD RESO P OBJE SIT GOAL FUNC RES DEP T9MP				
022464/00	KASEY, LAURA							
178 PO-150162	12/15/2014	JUNE-DEC MILEAGE		1 13-5310-0-5210-108-0000-3700-007-000 NN P			89.20	89.20
1487 PO-151267	12/15/2014	REIMB		1 13-5310-0-4300-108-0000-3700-007-000 NN F			49.51	49.51
1487 PO-151267	12/15/2014	REIMB		2 13-5310-0-5200-108-0000-3700-007-000 NN F			42.00	42.00
TOTAL PAYMENT AMOUNT							180.71 *	180.71
016279/00	P&R PAPER SUPPLY							
175 PO-150159	12/15/2014	30012628-30013931		1 13-5310-0-4300-108-0000-3700-007-000 NN P			2,199.79	2,199.79
175 PO-150159	12/15/2014	30017329-00		1 13-5310-0-4300-108-0000-3700-007-000 NN P			506.99	506.99
TOTAL PAYMENT AMOUNT							2,706.78 *	2,706.78
015276/00	PREMIER FOOD SAFETY							
1489 PO-151264	12/15/2014	#1412090320 JENNIFER HAMMER		1 13-5310-0-5200-108-0000-3700-007-000 NN F			139.00	139.00
TOTAL PAYMENT AMOUNT							139.00 *	139.00
021194/00	PRUDENTIAL OVERALL SUPPLY INC							
163 PO-150149	12/15/2014	180201499		1 13-5310-0-5800-108-0000-3700-007-000 NN P			71.60	71.60
163 PO-150149	12/15/2014	180200906		1 13-5310-0-5800-108-0000-3700-007-000 NN P			71.60	71.60
TOTAL PAYMENT AMOUNT							143.20 *	143.20
010552/00	SAC VAL JANITORIAL							
1540 PO-151286	12/15/2014	10114828		1 13-5310-0-4300-108-0000-3700-007-000 NN P			184.99	184.99
1540 PO-151286	12/15/2014	10114830		1 13-5310-0-4300-108-0000-3700-007-000 NN F			369.96	369.96
TOTAL PAYMENT AMOUNT							554.95 *	554.95
011422/00	SYSICO OF SAN FRANCISCO							
158 PO-150144	12/15/2014	412091728		1 13-5310-0-4700-108-0000-3700-007-000 NN P			1,355.96	1,355.96
TOTAL PAYMENT AMOUNT							1,355.96 *	1,355.96
TOTAL FUND PAYMENT							22,123.70 **	22,123.70
TOTAL BATCH PAYMENT							329,425.12 ***	329,425.12
TOTAL USE TAX AMOUNT							34.99	
TOTAL DISTRICT PAYMENT							329,425.12 ****	329,425.12
TOTAL USE TAX AMOUNT							34.99	
TOTAL FOR ALL DISTRICTS:							329,425.12 ****	329,425.12
TOTAL USE TAX AMOUNT							34.99	

Number of warrants to be printed: 70. not counting voids due to stub overflows

# Center Joint Unified School District

**AGENDA REQUEST FOR:**

**Dept./Site:** Facilities & Operations Department

**To:** Board of Trustees

**Action Item** \_\_\_\_\_

**Date:** January 21, 2015

**Information Item** X

**From:** Craig Deason, Assist. Supt.

**# Attached Pages** 3

**Assist. Supt. Initials:** CD

**SUBJECT:** Conference Attendance

Twenty-eight staff members from Center Joint Unified School District will attend the Google in Education Roseville Festival February 7<sup>th</sup> and 8<sup>th</sup>, 2015. The festival will be held at the Roseville High School. This festival is produced by the EdTech Team.

A list of attendees and agenda are attached.



# FEB 7 & 8



EdTechTeam®   
Roseville Summit

**\$249 EARLY BIRD!  
GROUP RATES  
AVAILABLE!**

Featuring **Google for Education**

**ROSEVILLE HIGH SCHOOL**

[ca.gafesummit.com/roseville](http://ca.gafesummit.com/roseville)

ALL NEW SESSIONS! Also featuring Pre-Summit Workshops!

Deployment & Management of Google Apps

Google Apps Scripts

Google Apps for Education Certification

Chromebooks in Education

YouTube for Schools

Google Docs, Google Sites, Google Calendar, Gmail power tips, and... even more!

[www.gafesummit.com](http://www.gafesummit.com)

[www.gafesummit.com](http://www.gafesummit.com)

[www.gafesummit.com](http://www.gafesummit.com)

**CENTER JOINT UNIFIED SCHOOL DISTRICT**  
**TECHNOLOGY TEACHERS FOR THE GOOGLE CONFERENCE 2015**

<b><u>Center High School</u></b>	<b>Contact: Karen Matre</b>	<b><u>matre@centerusd.org</u></b>	
Bonnie Schiro	Site Computer Tech	<u><a href="mailto:schiro@centerusd.org">schiro@centerusd.org</a></u>	District Paid
Heather Jones	Site Technology Teacher Lead	<u><a href="mailto:hjones@centerusd.org">hjones@centerusd.org</a></u>	District Paid
Danielle Stout	Teacher	<u><a href="mailto:dstout@centerusd.org">dstout@centerusd.org</a></u>	District Paid
Lisa Caldwell	Teacher	<u><a href="mailto:lcaldwell@centerusd.org">lcaldwell@centerusd.org</a></u>	Site Paid
Curtis Hunter	Site Tech Leader	<u><a href="mailto:chunter@centerusd.org">chunter@centerusd.org</a></u>	Site Paid

<b><u>McClellan High School</u></b>	<b>Contact: Teri Shoup</b>	<b><u>tshoup@centerusd.org</u></b>	
Kim Baioni	Lead Technology Teacher	<u><a href="mailto:kbaioni@centerusd.org">kbaioni@centerusd.org</a></u>	District Paid
David French	Principal	<u><a href="mailto:davidlf@centerusd.org">davidlf@centerusd.org</a></u>	District Paid

**Wilson C. Riles Middle School**

	<b>Contact: Michele Koscheka</b>	<b><u>mkoscheka@centerusd.org</u></b>	
Ron Baioni	Technology Specialist	<u><a href="mailto:ronb@centerusd.org">ronb@centerusd.org</a></u>	District Paid
Jennifer Slay	Technology Teacher	<u><a href="mailto:jslay@centerusd.org">jslay@centerusd.org</a></u>	District Paid
John Telles	Teacher	<u><a href="mailto:itelles@centerusd.org">itelles@centerusd.org</a></u>	District Paid
Jennifer Law	Teacher	<u><a href="mailto:jlaw@centerusd.org">jlaw@centerusd.org</a></u>	Site Paid
Caryn Kennedy	Teacher	<u><a href="mailto:ckennedy@centerusd.org">ckennedy@centerusd.org</a></u>	Site Paid

**Dudley Elementary School**      **Contact: April Bishop**    **abishop@centerusd.org**

Venessa Mason	T-1 teacher	<u><a href="mailto:vmason@centerusd.org">vmason@centerusd.org</a></u>	District Paid
Sarah Wildman	Teacher	<u><a href="mailto:swildman@centerusd.org">swildman@centerusd.org</a></u>	Site Paid
Cynthia Piegaro	Teacher	<u><a href="mailto:cpiegaro@centerusd.org">cpiegaro@centerusd.org</a></u>	Site Paid
Robert Smith	Teacher	<u><a href="mailto:robsmith@centerusd.org">robsmith@centerusd.org</a></u>	Site Paid
Andrea Kasai	Teacher	<u><a href="mailto:andreakasai@centerusd.org">andreakasai@centerusd.org</a></u>	Site Paid

**North Country Elementary School**    **Contact: Arlene Ballesteros**    **aballesteros@centerusd.org**

Jason Farrel	Lead Tech Teacher	<u><a href="mailto:jfarrel@centerusd.org">jfarrel@centerusd.org</a></u>	District Paid
Michael Bennefeld	Technician	<u><a href="mailto:mbennefeld@centerusd.org">mbennefeld@centerusd.org</a></u>	District Paid
Erica Olmstead	4/5 Grade Teacher	<u><a href="mailto:eolmstead@centerusd.org">eolmstead@centerusd.org</a></u>	District Paid
Andrea Sockwell	3rd Grade Teacher	<u><a href="mailto:sockwell@centerusd.org">sockwell@centerusd.org</a></u>	Site Paid

**Oak Hill Elementary School**      **Contact: Chris Miyazaki**    **chrism@centerusd.org**

Patrick Muldoon	Tech Teacher	<u><a href="mailto:pmuldoon@centerusd.org">pmuldoon@centerusd.org</a></u>	District Paid
Claudia Buderer	Site Tech	<u><a href="mailto:cbuderer@centerusd.org">cbuderer@centerusd.org</a></u>	District Paid
Susan Erickson	Teacher	<u><a href="mailto:serickson@centerusd.org">serickson@centerusd.org</a></u>	District Paid
Linda Cassel	Teacher	<u><a href="mailto:lcassel@centerusd.org">lcassel@centerusd.org</a></u>	Site Paid

**Spinelli Elementary School**      **Contact: Angela Espinoza**    **aespinoza@centerusd.org**

Julie Opfer	Tech Teacher	<u><a href="mailto:jopfer@centerusd.org">jopfer@centerusd.org</a></u>	District Paid
Carin Jensen	5 <sup>th</sup> Grade Teacher	<u><a href="mailto:cjensen@centerusd.org">cjensen@centerusd.org</a></u>	District Paid
Jean Luigi	5/6 <sup>th</sup> Grade Teacher	<u><a href="mailto:jluigi@centerusd.org">jluigi@centerusd.org</a></u>	Site Paid

# Center Joint Unified School District

**AGENDA REQUEST FOR:**

**Dept./Site:** Facilities & Operations Department

**To:** Board of Trustees

**Action Item** \_\_\_\_\_

**Date:** January 21, 2015

**Information Item** X

**From:** Craig Deason, Assist. Supt.

**# Attached Pages** 1

**Assist. Supt. Initials:** CD

**SUBJECT:** Conference Attendance

Craig Deason and Carol Surryhne will be attending the C.A.S.H. 36th Annual Conference on School Facilities at the Sacramento Convention Center February 23 – 25, 2015.

Fees will be paid from department funds.

# Conference Brochure

## **CALIFORNIA'S COALITION FOR ADEQUATE SCHOOL HOUSING<sup>SM</sup>** **36<sup>th</sup> ANNUAL CONFERENCE ON SCHOOL FACILITIES**



February 23-25, 2015 • Sacramento Convention Center • [www.cashnet.org](http://www.cashnet.org)