

CENTER JOINT UNIFIED SCHOOL DISTRICT

www.centerusd.k12.ca.us

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

BOARD OF TRUSTEES REGULAR MEETING

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

Wednesday, February 18, 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
- X. ORGANIZATION REPORTS (3 minutes each) Info
 - 1. CUTA - Heather Woods, President
 - 2. CSEA - Marie Huggins, President

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 scheduled 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.

XI. REPORTS/PRESENTATIONS (8 minutes each)		Info
Curr & Instr	1. WASC / School Update - Doug Hughey	
Facilities & Op.	2. Safety Report - Craig Deason	
XII. COMMENTS FROM THE AUDIENCE REGARDING ITEMS NOT ON THE AGENDA		Public Comments Invited
<p><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></p>		
XIII. BOARD / SUPERINTENDENT REPORTS (10 minutes)		Info
XIV. CONSENT AGENDA (5 minutes)		Action
<p><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></p>		
Governance	1. Approve Adoption of Minutes from January 21, 2015 Regular Meeting	
Personnel	2. Approve Classified Personnel Transactions	
↓	3. Approve Certificated Personnel Transactions	
↓	4. Approve Memorandum of Understanding (MOU) Reassignment of Classified Work Hours	
Special Ed.	5. Ratify 2014/2015 Individual Service Agreements:	
	2014/15-189-194 American River Speech	
	2014/15-220 Aldar Academy	
Curr & Instr	6. Approve 2015/16 AVID Implementation Agreement	
↓	7. Ratify 2013/14 School Accountability Report Cards	
↓	8. Approve CJUSD Title III Year 2 Plan	
↓	9. Ratify SkoolLive Kiosk Contract: Center High School	
Facilities & Op.	10. Approve Safe School and Emergency Preparedness Plan - Spinelli	
↓	11. Approve RFP #2015-100 Consolidated Communications to Provide Telecommunication Service - Local Voice & Data Service	
↓	12. Approve RFP #2015-101 Consolidated Communications to Provide Telecommunication Service - Broadband/Ethernet Service	
Business	13. Approve Payroll Orders: July 2014 - January 2015	
↓	14. Approve Supplemental Agenda (Vendor Warrants): January 2105	
XV. BUSINESS ITEMS		
Governance	A. <u>2015 CSBA Delegate Assembly Election, Subregion 6-B</u>	Action
The Board as a whole may vote for up to five (5) candidates. The Board may cast no more than one vote for any one candidate.		
XVI. ADVANCE PLANNING		Info
a. <i>Future Meeting Dates:</i>		
i. <i>Regular Meeting: Wednesday, March 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>		
XVII. CONTINUATION OF CLOSED SESSION (Item IV)		Action
XVIII. ADJOURNMENT		Action

Center Joint Unified School District

AGENDA REQUEST FOR:

Dept./Site: Global Youth Charter School

Date: February 18, 2015

Action Item

To: Board of Trustees

Information Item X

From: Doug Hughey, Principal

Attached Pages

Administrator's Initials: DH

SUBJECT: WASC/School Update

Because of the upcoming WASC Self-Study on March 8th, Mr. Hughey believes this is a great opportunity for a student-led presentation on the overall picture of Global Youth. A student panel will be sharing the following topics: academics, athletics, staff/parent/community involvement, ARC connections.

RECOMMENDATION: information only.

Center Joint Unified School District

AGENDA REQUEST FOR:

Dept./Site: Facilities & Operations Department

To: Board of Trustees

Action Item ____

Date: February 18, 2015

Information Item ____

From: Craig Deason, Assist. Supt.

Attached Pages ____

Assist. Supt. Initials: CD

SUBJECT:

Safety Report

The following Safety Report includes information about safety plans, safety training, mitigation of safety issues, and safety needs.

Safety Update

February 18, 2015

Safety Plans

- Approved by March 15 yearly
- Template the same for all
- Site Specific Items
 - Yearly Safety Goals
 - School site committee approval
 - Incident Command Team (ICS)
 - Staff Resources
- Maps: Evacuation, Off Site Evacuation, Emergency Shut Offs, Staging Areas

Template Additions

- After Hours Crisis Procedures
- School Site as a Mass Care and Welfare Shelter
- Letters home
 - Updated Disaster Procedures
 - Snack Request Letter
- Minor semantic and grammar changes

Training

- All Administrators trained in ICS 100, 200, 700
- School Site Training
 - NIMMS / ICS
 - Lockdown
 - Triage
 - Bloodbourne Pathogens
 - Mandated Child Abuse Reporting
 - Arson Prevention
- School Site Drills
 - Fire drill - Monthly
 - Bomb drill - Semester
 - Intruder drill - Trimester
 - Earthquake - Trimester
 - District Disaster Drill

Mitigation of Safety Issues

- Site Vulnerability Assessments
 - Completed Yearly by April 23
 - Covers the following areas:
 - School Exterior
 - School Interior
 - Equipment and Hardware
 - Policies and Procedures
 - Planning

Safety Needs

- Fencing / Ballards
- Door Locks
- Door Peepholes
- Classroom Kits

Center Joint Unified School District

AGENDA REQUEST FOR:	
Dept./Site: Superintendent's Office	Action Item <u> X </u>
To: Board of Trustees	Information Item <u> </u>
Date: February 18, 2015	#Attached Pages <u> </u>
From: Scott A. Loehr, Superintendent	
Principal's Initials: <u> </u>	

SUBJECT: Adoption of Minutes

The minutes from the following meeting are being presented:

January 21, 2015 Regular Meeting

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

CONSENT AGENDA

CENTER JOINT UNIFIED SCHOOL DISTRICT

BOARD OF TRUSTEES REGULAR MEETING

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

Wednesday, January 21, 2015

MINUTES

OPEN SESSION - CALL TO ORDER - President Kelley called the meeting to order at 5:30 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 - 5:30 p.m.

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

FLAG SALUTE - led by Kelly Kelley

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

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

Student Readmission #12-13 TR - Recommendation approved.

Motion: Anderson
Second: Hunt

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

Student Readmission #13-14.14 - Recommendation approved.

Motion: Hunt
Second: Anderson

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

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

Motion: Wilson
Second: Pope

Vote: General Consent

STUDENT BOARD REPRESENTATIVE REPORTS

1. Center High School - Michelle Vu

- in December the Student Council held a program called Dear Santa to raise money to buy stuff for families.
- Operation Santa – Student Council and Leadership went to Oak Hill and Dudley; they spent time with the kids, did crafts, and gave them presents.
- this Friday is the Winter Homecoming rally; there will be skits. On Thursday will be the boys' homecoming game and the girls' game is on Friday night. There will also be a Bogus Ball on Friday night.
- coming up in February is Mr. CHS.
- in February there will be an ARC week – a week of acts of random kindness activities throughout the week.
- noted that the dance team won first place in hip hop and 3rd place in jazz at a competition.

2. McClellan High School - Gabriel Shorts

- during the 2A grading period the following students earned perfect attendance: C.R. Bailey, Allison Keener, and Devon Shelby.
- there were 24 students that earned honor roll recognition for Trimester 2A. Those students were given treats and rewards at the school-wide assembly today.
- MHS basketball team had their first game on Friday; it was their first win of the season.
- on Tuesday, January 13th McClellan hosted an Anti-bullying assembling sponsored by the River Cats.

3. Antelope View & Global Youth Charter Schools - Paloma Lopez was not available to report.

ORGANIZATION REPORTS

1. CUTA - Heather Woods, President, noted that Wilson C. Riles Girls Basketball is just starting, they just had their Spelling Bee, their Geography Bee is starting soon, and their play is next Thursday. Spinelli wanted to report that the Lions Club donated \$500 towards their Sly Park fund. There will be a fundraiser for the Sly Park trip at Panda Express on Monday, February 2nd from 11:30-8:30; you need to have a flyer. Dudley had Astronomy Night for 5th grade this week and it was quite fun. North Country is reporting that they are going to have a Great Kindness Challenge next week. They are also going to Alliance Redwoods soon so they are having a Spaghetti Feed fundraiser on January 29th. The Sac State credentialing program students are coming to help with PE at North Country. Oak Hill's 6th grade is about to go to Alliance Redwoods. They also wanted to report that a former Center Joint Unified School District student, County Sheriff Officer Cornelius Dutton, is working with their Green Berets program. Mark your calendars for the District Geography Bee, which is set for February 18th at Oak Hill. She noted that it was asked why there is no longer a District Spelling Bee. As far as union things, she is extremely positive about the Governor's proposal, but realizes it is a proposal, nothing in writing yet. She noted that she is watching it and is very hopeful that there will be great things in our future.

2. CSEA - Marie Huggins, President, noted that they are looking to the upcoming negotiations for a possibility of salary increases. She noted that they have made good progress with their new Labor Rep. There are also new officers: Jenny Clark is Vice President, Laura Kraft is the Chief Union Steward, and Michelle Churchill is the new Treasurer. She is looking forward to continued negotiations, and moving forward.

REPORTS/PRESENTATIONS

1. **Williams Uniform Complaint Quarterly Reporting** - David Grimes, Director of Personnel & Student Services, noted that there are no complaints to report.
2. **Discipline & Interventions Update** - David Grimes, Director of Personnel & Student Services, Gave an overview, covering student discipline, how it is handled at the school sties and within the district. Alyson Collier was introduced and she discussed bullying: what is bullying, steps to help potential targets, steps to work with potential bullies, bullying prevention. She shared with the board copies of the forms for reporting bullying, the investigation of the bullying, a student action plan for the perpetrator, & a student safety plan for the targeted student. Trustee Anderson and Trustee Kelley both commented on how they were impressed with the Healthy Play program. Trustee Wilson asked what they look for and how they intervene. Alyson noted that it all depends on what the circumstances were. Trustee Wilson noted that he believes there could be a better definition. Trustee Kelley noted that Healthy Play is fabulous, but wouldn't work for middle school. Alyson noted that Cheryl Williams does a wonderful job at the middle school. There was a question about the preventions and interventions. David Grimes stepped back up to the podium to give examples of the interventions that are used in the district. Trustee Kelley noted that she hopes that our numbers are not down because we are just not suspending, but that there are less suspendable offenses. Mrs. Woods noted that she believes that these numbers are true; administration is supporting the teachers and suspending students that should be suspended. Mr. Loehr noted that we don't sweep things under the rug to make things look better. Mr. Grimes noted that the implementation of the programs has helped reduce the types of behaviors that lead to suspensions.
3. **Center High School CTE Update** - Mike Jordan, Principal at Center High School, gave an update on the Career Technical Education program at Center High School. He noted that they are still running their Biomedical Sciences program, Project Lead the Way Engineering program, Pharmacy Technician program, the 911 Dispatcher Customer Service Call Center program, Geometry in Construction (which will start next year), and Media Communications Academy. Mr. Jordan noted that they received a grant that they will use for starting up their Geometry in Construction program and also used for their 3rd Project Lead the Way and Engineering classes. Mr. Jordan thanked Mr. Deason and his staff for clearing out the old auto shop, preparing for the Geometry in Construction class. Mr. Jordan noted that they have an opportunity to obtain a 2nd grant. Mr. Loehr thanked Mr. Jordan for securing grants for the school. He then introduced the MCA staff. Mr. Bisho shared a video of students in the district commenting on the video productions program. He then discussed the grant proposal and what they hope to upgrade for the MCA program. He noted that they are currently working with North Country, Oak Hill, Riles MS, and hope to soon be in agreements with ARC and Sierra College. The grant will provide \$132,000 over two years. He noted that there is also a district match. Trustee Kelley asked if we have \$192,370 available for the district match. It was noted that in the general fund, no; but in bond funds we have some available. Mr. Loehr noted that he sees it as a definite need, like an outdated textbook. He also noted that there are several options out there. Trustee Kelley inquired on the deadline for the grant. Mr. Jordan noted that it has already been submitted, but it looks very good. Trustee Pope asked if there will be any new computers in the near future for Mr. McInnes' yearbook/journalism class. Mr. Jordan noted that they are on a lease program right now. Trustee Wilson asked if they know what the "new technology" will be, which might give them a few more years of life out of them. Mr. Bisho noted that there is no way to know what the technology will be in 12 years.
4. **Bond Oversight Committee Annual Report** - Cecilia Casagrande, Bond Oversight Committee Secretary, reported that no bonds were sold and no activities occurred so there was nothing to report.

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

BOARD/SUPERINTENDENT REPORTS

Mrs. Pope

- thanked CHS and MHS, for their Single Plans.
- thanked MHS for their Safety Plan; noted that it was nice to see the additions to the report.
- noted that the CHS cheer coach stepped down last semester; thanked Digol JBeily and Mira Love for stepping up and taking over.
- noted that the MHS honor roll celebration was today.
- asked Mrs. Woods if the elementary teachers are still appreciating the collaboration time. Mrs. Woods noted that it is new, but overall there are positive comments.

Mrs. Anderson

- asked how the sites are addressing the need to use the restroom when the school is on lockdown.
- asked if there are any things that school sites wished they had in case of an emergency situation. Mr. Hughey noted that he wished they had fencing. Mr. Loehr noted that with the new law, they are currently looking for EpiPens, but to get them signed off by a doctor. Mr. French noted that it would be helpful during a lockdown to have doors that lock from the inside.

Mr. Wilson

- went on a field trip with Oak Hill to the Exploratorium.
- noted that he hoped everyone had a Merry Christmas.

Mr. Hunt

- visited the high school and middle school earlier in the month.

Mrs. Kelley

- had the opportunity to do a visit at Spinelli Elementary yesterday. Enjoyed seeing the common core math in the classrooms.
- wished everyone a Happy New Year.
- thanked David Grimes, Mr. Bishop and Mr. Jordan for getting those reports together.

Mr. Loehr

- noted that the Governor's budget release is very positive news but it is not at the level that we should be at.
- recognized Mrs. Lord for putting in for North Country to be an observation school through SCOE's teacher training program.
- noted that there was a \$5,000 donation to the CTE program from the WINN foundation; this will go toward the Geometry and Construction program.
- Stephanie Fidomski is receiving a \$2,000 scholarship from CFW.
- noted that SBAC testing is the spring; reminded the board not to compare with our previous test scores.
- noted that he is glad everyone is back safe and sound.

CONSENT AGENDA

1. Approved Adoption of Minutes from December 17, 2014 Regular Meeting
2. Approved Classified Personnel Transactions
3. Approved Certificated Personnel Transactions
4. Approved Resolution #6/2014-15: Naming of Authorized Person to Sign and Execute Any and All Documents Required By Department of Rehabilitation
5. Ratified 2014/2015 Individual Service Agreements:
 - 2014/15-195-219 Bright Futures
 - 2014/15-220-221 American River Speech

CONSENT AGENDA (continued)

6. Approved Field Trip: Future Business Leaders of America Northern Section Leadership Conference - CHS
7. Approved Field Trip: Media Communications Academy Two-Day Trip to Bay Area - CHS
8. Approved Single Plan for Student Achievement - MHS
9. Approved Single Plan for Student Achievement - CHS
10. Approved Safe School and Emergency Preparedness Plan - MHS
11. Approved Contract with CPM for Proposition 39 - California Clean Energy Jobs Act Planning & Implementation Services
12. Approved Certification of Corrective Actions for the 2013-14 Audit Findings
13. Approved Payroll Orders: July 2014 - December 2014
14. Approved Supplemental Agenda (Vendor Warrants): December 2014

Motion: Wilson
Second: Hunt

Vote: General Consent

INFORMATION ITEMS

1. Conference: "Google in Education Roseville Festival" - 28 staff members from CJUSD
2. Conference: "36th Annual C.A.S.H. Conference on School Facilities" - C. Deason & C. Surryhne (MOFAT)

ADVANCE PLANNING

- a. *Future Meeting Dates:*
 - 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*
- b. *Suggested Agenda Items: safety committee to present new additions to the safety plan in February or March; in the future a bonding options meeting with CFW; wishlists for safety items*

ADJOURNMENT – 7:33 p.m.

Motion: Hunt
Second: Wilson

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:	February 18, 2015	Information Item	<u> </u>
To:	Board of Trustees	# Attached Pages	<u>1</u>
From:	David Grimes,  Director of Personnel and Student Services		

Subject: Classified Personnel Transactions

Retirement

Roger Calhoun, Campus Monitor

New Hire

Shawna Christian, Cafeteria Worker
Ruvim Verhovetchi, Bus Driver
Dennis Stephens, Custodian

Recommendation: Approve Classified Personnel Transactions as Submitted

CONSENT AGENDA

Roger Calhoun has retired from his positions as Campus Monitor at McClellan and Center High School effective January 22, 2015.

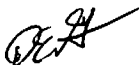
Shawna Christian has been hired as a Cafeteria Worker at Center High School effective January 26, 2015.

Ruvim Verhovetchi has been hired as a Bus Driver effective January 20, 2015.

Dennis Stephens has been hired as a Custodian at McClellan High School effective January 14, 2015.

Center Joint Unified School District

AGENDA REQUEST FOR:

Dept./Site:	Personnel Department	Action Item	<u>X</u>
Date:	February 18, 2015	Information Item	<u> </u>
To:	Board of Trustees	# Attached Pages	<u>1</u>
From:	 David Grimes, Director of Personnel and Student Services		

Subject: Certificated Personnel Transactions

Resignation

Sandy Mallory, Curriculum and Instruction

Retirements

Peter Graham, Center High School
Marie Robb, Center High School

Recommendation: Approve Certificated Personnel Transactions as Submitted

CONSENT AGENDA

Resignation

Sandy Mallory has submitted her intent to resign from her position as School Psychologist, Curriculum and Instruction, effective end of day on May 29, 2015.

Retirements

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

Marie Robb has submitted her intent to retire from her position as French Teacher, Center High School, effective end of day on May 29, 2015.

Center Unified School District

AGENDA REQUEST FOR:

Dept./Site: Personnel Department

Date: February 18, 2015

To: Board of Trustees

From: David Grimes, Director of Personnel/Student Services

Action Item X

Information Item

Attached Pages

**SUBJECT: MEMORANDUM OF UNDERSTANDING (MOU)
REASSIGNMENT OF CLASSIFIED WORK HOURS**

CJUSD and CSEA, Local Chapter #610, have agreed upon the attached MOUs regarding reassignment of classified work hours.

1. Campus Monitor/Office Assistant – CHS
2. Cafeteria Worker(s) – North Country , and District-Wide Nutrition Specialist

RECOMMENDATION: Approve Reassignment of Classified Work Hours

MEMORANDUM OF UNDERSTANDING
Between
CENTER JOINT UNIFIED SCHOOL DISTRICT
And

CALIFORNIA SCHOOL EMPLOYEES ASSOCIATION, LOCAL 610

A unit member filled a 6-hour Campus Monitor position at McClellan Continuation High School and a 2-hour Campus Monitor position at Center High School, for a total of 8 hours. That unit member retired from District employment on January 22, 2015. In reviewing the needs at each school, the District determined the 2-hour Campus Monitor position at Center High School is no longer a need. Rather, the school has a need for a 2-hour Office Assistant position.

Due to the current needs of the District, the parties mutually agree to the following:

1. The one (1) two-hour Campus Monitor position at Center High School is eliminated and replaced by one (1) two-hour Office Assistant position.
2. This agreement does not constitute a precedent for any future agreement.

For CSEA:

DATE: 1-28-15

BY: Marie Huggins
Marie Huggins
CSEA President, Chapter 610

DATE: 1/28/15

BY: Lindsey Jones
Lindsey Jones
CSEA Labor Relations Representative

For DISTRICT:

DATE: 1/28/15

BY: David Grimes
David Grimes
Director of Personnel

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

A unit member filled a 6-hour Cafeteria Worker position at North Country Elementary School. That unit member left District employment on December 19, 2014. In reviewing the needs at the school, the District determined the 6-hour Cafeteria Worker position does not adequately address staffing requirements. Rather, the school has a need for the 6-hour Cafeteria Worker position to be split into two (2) Cafeteria Worker positions (one at 3.5-hours and one at 2.5-hours). The District also has a need to add a Nutrition Specialist position to the classified unit to assist the District in complying with federal regulatory requirements to maintain federal nutrition funding.

Due to the current needs of the District, the parties mutually agree as follows.

1. The one (1) six-hour Cafeteria Worker position at North Country Elementary School is eliminated and replaced by two (2) Cafeteria Worker positions (one at 3.5-hours and one at 2.5-hours).
2. A new classified unit position of Nutrition Specialist is created set at Salary Range X. The work day/year is currently set at the twelve month classified schedule, eighteen (18) hours per a week (6 hours per a day, 3 days a week). A copy of the job description is attached to this MOU.
3. This agreement does not constitute a precedent for any future agreement.

For CSEA:

DATE: 1-28-15

BY: Marie Huggins
Marie Huggins
CSEA President, Chapter 610

DATE: 1/28/15

BY: Lindsey Jones
Lindsey Jones
CSEA Labor Relations Representative

For DISTRICT:

DATE: 1/28/15

BY: David Grimes
David Grimes
Director of Personnel

CENTER JOINT UNIFIED SCHOOL DISTRICT

JOB TITLE: **NUTRITION SPECIALIST**

DESCRIPTION OF BASIC RESPONSIBILITIES

Under direction of the Food Service Director; organize, create, coordinate and direct menu development and ordering and planning of meals for child nutrition programs, maximizing the usage of surplus commodities; serve as a technical resource in matters of production and recipe development; assist in the monitoring of nutritional compliance, standards and federal regulation; provide guidance and direction for staff; support district-wide nutrition health-education activities and promote the principals of good nutrition and healthy lifestyles.

Perform Nutrition Specialist activities including menu planning, menu certification, distribution of menus including inputting menus and nutritionals online, producing production records and sending menus, recipes and production records to Cafeteria Leads. Communicate with school nurses addressing students special dietary restrictions, to meet the needs of our students; distribute and process Medical statements to parents, school nurses, Nutrition Dept. and Cafeteria Leads.

SUPERVISOR: Food Service Director

TYPICAL DUTIES: (may include but not limited to the following)

1. Plan, coordinate, develop, review, and maintain multiple menus, recipes and their production records to ensure accuracy and compliance with Federal, State and County regulatory agencies (including a la carte offerings).
2. Assist in identifying needs, developing and implementing goals, objectives, policies and timelines for the Nutrition Services Department.
3. Coordinate clerical functions.
4. Communicate with school nurses to address students special dietary restrictions & allergies, to meet the needs of our students; distribute and process Medical statements to parents, school nurses, Nutrition Dept. and Cafeteria Leads.
5. Plan and conduct workshops and in-service training programs for food services personnel, teachers, and administrators; coordinate, initiate, and implement nutrition education programs to increase participation and acceptance of meals.
6. Maintain the food service program in the district through school visitations and workshops to insure that nutrition, food preparation, service, storage, records, and other controls are in accordance with District standards; assist in the monitoring of nutritional compliance, standards and federal regulation; schedule and monitor testing of food products and recipes for students and staff.
7. Demonstrate correct methods of food preparation, food service, and proper utilization of equipment; oversee record keeping, purchasing procedures, and follow district policies and procedures concerning food service department administration; assist in writing and updating food services policies and procedures for cafeteria personnel; write and distribute memorandums, bulletins and other communications for cafeteria personnel.
8. Review all Child Nutrition Bulletins from the State and keep staff informed of new regulations or changes in existing school breakfast and lunch policies and procedures.

9. Maintain positive community relations with groups and individuals involved with or affected by the school meal program.
10. Assist with the nutritional analysis of student menus; special diets for students with disabilities; and the development of standardized recipes; compile specification sheets and enter nutritional data into assigned software.
11. Stay current regarding trends and innovations in the field of food service.
12. Assist with product research and the coordination of student taste tests.
13. Develop, implement and maintain meal programs including, but not limited to the summer school and summer feeding program, preschool programs, after-school programs, theme weeks, emergency feeding, special events, student field trips and pizza parties.
14. Assist in the development, implementation and evaluation of a marketing plan for school meals and other food service programs to promote nutrition education and participation.
15. Assist in the coordination and conducting of trainings and workshops; attend and participate on committees.
16. Maintain an effective system for communicating and managing USDA food recalls that maximize student safety; report biological, physical and/or chemical contamination.
17. Assist in the development, implementation and evaluation of District Wellness Policy.
18. Any other duties as assigned by the director.

QUALIFICATIONS

Knowledge of:

1. School food service menu planning and analysis, meal components, menu and recipe development and production procedures.
2. Commodity purchasing, processing and procurement principles, practices and procedures.
3. Sources and types of food, supplies, materials and equipment used in a large school district food service operation.
4. Applicable State, Federal and County laws, rules, regulations and standards related to child nutrition programs and assigned activities.
5. Interpersonal skills using tact, patience and courtesy.
6. Sanitation and safety practices related to food safety and sanitation in all types of food preparation environments.
7. Inventory methods and practices.
8. Modern office equipment, computers and application software.

Ability to:

1. Understand the implementation and preparation functions of a standardized recipe.
2. Assist with nutritional compliance, applicable Federal and State regulations and nutrition standards.
3. Learn, interpret, apply and explain nutrition services policies and procedures, menu development and production records.
4. Meet schedules and timelines.
5. Plan, prioritize, organize and schedule work.
6. Make mathematic calculations with speed and accuracy.
7. Maintain records and prepare reports.

8. Communicate effectively both orally and in writing.
9. Establish and maintain cooperative and effective working relationships
10. Maintain current knowledge of laws, rules and regulations related to assigned activities.
11. Analyze situations accurately and adopt an effective course of action.
12. Observe health and safety regulations.
13. Work independently with little direction and constant interruptions.

EDUCATION & EXPERIENCE

High School Diploma or equivalent is required. Associate's Degree or higher, with coursework in Nutrition and/or Dietetics, from an accredited college or university is highly desirable. Experience in food service or institutional food management involving planning and preparation of food in large quantity. Administrative and National School Lunch Program experience preferred.

LICENSES, CERTIFICATIONS, BONDING AND/OR TESTING REQUIRED

CA Driver's License. Valid Food Manger Certification is preferred

WORKING CONDITIONS

Environment:

The work environment characteristics described here are representative of those that an employee must meet to successfully perform the essential functions of this job. This position will include primarily indoor office environment and some school site and warehouse environment.

Physical Abilities

The physical demands described here are representative of those that and employee must meet to successfully perform the essential functions of this job. The employee must be able to;

- Lift, carry, push and/or pull items up to 50lbs or less.
- Hear and speak to exchange information in person or on the telephone .
- See to read a variety of materials.
- Work with a video display terminal for prolonged periods.
- Possess dexterity of hands and fingers to operate equipment .
- Stand and walk.
- Bend at the waist, kneel or crouch.
- Sit or stand for extended periods of time.
- Climb a step stool or ladder and reach above the shoulders.

Hazards:

Temperatures associated with a warehouse and food distribution environment is possible.

Center Joint Unified School District

AGENDA REQUEST FOR:

Dept./Site: Special Education

Date: February 18, 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.

2014/15-189-194

American River Speech \$10,463.00

2014/15-220

Aldar Academy \$17,031.00

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

CONSENT AGENDA

Center Joint Unified School District

AGENDA REQUEST FOR:

Dept./Site: Instructional Services

Date: February 18, 2015

Action Item X

To: Board of Trustees

Information Item

From: Becky Lawson, K-12 Curriculum Coordinator

Attached Pages X

Initials: _____

SUBJECT: 2014/2015 AVID Implementation Agreement

Please ratify the AVID Implementation Agreement for AVID membership, materials and training by the AVID Center, a California non-profit corporation and Center Joint Unified School District during the 2014/15 school year; July 1, 2014 – June 30, 2015 fiscal year.

(Agreement and Pricing Schedule included)

RECOMMENDATION: CJUSD Board of Trustees to ratify 2014/15 AVID Implementation Agreement with AVID Center, CA and Center Joint Unified School District during the 2014/15 school year.

CONSENT AGENDA

AVID® STANDARD TERMS AND CONDITIONS

This AVID College Readiness System Services and Products Agreement ("Agreement") is entered into by and between AVID Center, a California non-profit corporation ("AVID Center") and the client named in the Quote(s) ("Client").

Article I. Definitions

- 1.1 AVID College Readiness System Services and Products Agreement ("Agreement"): The Agreement consisting of these AVID Standard Terms and Conditions, Quote(s), Exhibit (s), and any other applicable addenda.
- 1.2 AVID College Readiness System: The AVID College Readiness System consists of AVID Elementary, AVID Secondary, and AVID for Higher Education. Client may choose to implement (order) one or more these components of the AVID College Readiness System as indicated on Quote(s).
 - (a) AVID Elementary is a foundational component for elementary sites (grades K-8), designed as an embedded, sequential academic skills resource. It is intended for non-elective, multi-subject, multi-ability level classrooms.
 - (b) AVID Secondary consists of the AVID Elective class as the core and content area teachers using AVID strategies as school-wide implementation.
 - (c) AVID for Higher Education works with postsecondary institutions to support students with the goal of increasing academic success, persistence and completion rates.
- 1.3 AVID Materials: Any material, in any medium, printed or electronic, produced by AVID Center as a resource for Client's implementation of AVID Elementary, AVID Secondary, or AVID for Higher Education.
- 1.4 AVID Member Site: Any Client that implements (orders membership corresponding to) AVID Elementary and/or AVID Secondary, or AVID for Higher Education.
- 1.5 AVID Methodologies: Those methodologies that, when combined, form the core of AVID Elementary, AVID Secondary, or AVID for Higher Education.

- 1.6 **AVID Programs:** Other AVID offerings that are supplementary to AVID Elementary, AVID Secondary, or AVID for Higher Education. The specific AVID Programs are further defined in their corresponding Exhibit. This list is subject to change without notice: AVID Excel (AVID Secondary); AVID Roadtrip Nation Experience (AVID Secondary); AVID Summer Bridge (AVID Secondary); AVID Weekly (versions for each: AVID Elementary, AVID Secondary, AVID for Higher Education. AVID Elementary and AVID for Higher Education subscriptions are included as part of membership; AVID Secondary subscriptions are included in Middle Level and High School Libraries, if so ordered by Client).
- 1.7 **Exhibit:** The document with terms and conditions that relate specifically to a corresponding service or product ordered on the Quote(s).
- 1.8 **Payment Terms:** The terms of when payment is due; as listed on the Quote.
- 1.9 **Quote:** The order document that is fully incorporated into this Agreement by reference.

Article II. Period of Agreement

- 2.1 **Term:** The Term ("Term") of this Agreement shall be July 1, 2015 to June 30, 2016 unless earlier terminated as provided herein.

Article III. Licenses and Proprietary Rights

3.1 Copyright License:

Subject to Client's performance of all the provisions of this Agreement, AVID Center hereby grants to Client a non-transferable license, without the right to sublicense, to distribute, reproduce, and display the AVID Materials and the AVID Methodologies solely to implement AVID Elementary and/or AVID Secondary, or AVID for Higher Education as ordered on Quote(s), during the period listed in the corresponding Exhibit, and for no other purpose.

(a) Client may distribute, reproduce, and display the AVID Materials only to appropriate staff and students of the AVID Member Sites listed in Quote(s), for the sole purpose of implementing the specified AVID service or product at the AVID Member Sites and for no other purpose. Client will not permit any of the AVID Materials or AVID Methodologies to be used by anyone other than the AVID Member Sites.

(b) Further, Client will only distribute, display, photocopy, reproduce or otherwise duplicate, those AVID Materials and AVID Methodologies corresponding to the specific AVID service or product listed for each AVID Member Site in Quote(s). (For example, if Quote(s) specifies both AVID Elementary and AVID Secondary membership at ABC School Site, but only specifies AVID Elementary membership at XYZ School Site, Client will not distribute, display, photocopy, reproduce, duplicate, or otherwise make available the AVID Secondary Materials and Methodologies to XYZ School Site).

(c) Client and any AVID Member Sites will not distribute, display, photocopy, reproduce or otherwise duplicate, all or any part of the AVID Materials or AVID Methodologies to anyone other than the AVID Member Sites without AVID Center's prior written consent.

(d) Should Client wish to make any of the AVID Materials or AVID Methodologies accessible to its AVID Member Sites through the Internet, it will do so on a password-protected website, and it will ensure that only appropriate staff and students of the AVID Member Sites are allowed access to the website.

(e) Should Client wish to make electronic versions of any of the AVID Materials or AVID Methodologies available for download by its AVID Member Sites, it will ensure that only appropriate staff and students of the AVID Member Sites are allowed access to those materials, and it will require that those staff and students agree not to distribute, reproduce, display, or transfer those materials to anyone other than appropriate staff and students of the AVID Member Sites before downloading those materials.

(f) Client and any AVID Member Sites shall not modify or otherwise alter the AVID Materials or AVID Methodologies in any way, or create or distribute any derivative works of the AVID Methodologies or the AVID Materials in any way. Client also agrees not to use or adopt the AVID Methodologies or AVID Materials with respect to any educational or other program except solely to implement AVID under the provisions of this Agreement.

Client and any AVID Member Sites acknowledge that they do not have the right to sell, sublicense, transfer, or lease any of the AVID Materials or AVID Methodologies to any person or entity.

- 3.2 **Trademark License:** Subject to Client's performance of all the provisions of this Agreement, AVID Center hereby grants to Client during the Term a non-exclusive, non-transferable, indivisible license, without the right to sublicense, to use the AVID trademarks (collectively "AVID Trademarks"), (a) only as they are incorporated in the AVID Materials, and (b) only on advertising flyers and written promotional materials created by Client or the AVID Member Sites listed in Quote(s) in order to promote and implement AVID at those AVID Member Sites. Client agrees that it will use its best efforts to use the AVID Trademarks in a professional manner in order to preserve and enhance AVID Center's substantial goodwill associated with the AVID Trademarks. Client agrees that it or its AVID Member Sites will not use any of the AVID Trademarks as a corporate or business entity name, as a fictitious business name or as a trade name, and will not use any name in such capacity that is confusingly similar to the AVID Trademarks. Client further acknowledges and agrees that it and its AVID Member Sites cannot modify or otherwise alter any of the AVID Trademarks or use any other designs or logos in conjunction with its use of the AVID Trademarks. Client cannot use the AVID Trademarks for any educational or other program other than to implement AVID at the Member Sites listed in Quote(s) consistent with the above license. Client and its AVID Member Sites will always use the proprietary symbol ® immediately adjacent to the respective AVID Trademarks as noted above with respect to their use of the AVID Trademarks. If Client or its Member Sites desire to use or place the AVID Trademarks on any products, things, or other merchandising items in order to promote AVID, it must first seek and obtain permission from AVID Center by completing AVID Center's Request to Use AVID Center Trademark Form and complying with any of AVID Center's conditions for approval. Any such additional uses of the AVID Trademarks approved by AVID Center shall also be subject to the terms of this license and the other provisions of this Article III.
- 3.3 **Rights Reserved:** Notwithstanding anything to the contrary in this Agreement, all rights not specifically granted in this Agreement to Client shall be reserved and remain always with AVID Center.
- 3.4 **Proprietary Rights:** The parties agree that AVID Center shall solely own and have exclusive worldwide right, title and interest in and to the AVID Trademarks, AVID Materials and AVID Methodologies, to all modifications, enhancements and derivative works thereof, and to all United States and worldwide trademarks, service marks, trade names, trade dress, logos, copyrights, rights of authorship, moral rights, patents, know-how, trade secrets and all other intellectual and industrial property rights related thereto ("Intellectual Property Rights"). Client shall not challenge, contest or otherwise impair AVID Center's ownership of the AVID Trademarks, AVID Materials or AVID Methodologies, or any of AVID Center's applications or registrations thereof, or the validity or enforceability of AVID Center's Intellectual Property Rights related thereto. Client also agrees not to submit any applications or otherwise attempt to register for itself or others any of the AVID Trademarks, AVID Materials or AVID Methodologies.
- 3.5 **Enforcement:** The parties agree that except to the limited extent expressly set forth in Paragraphs 3.1 and 3.2 above, AVID Center will be irreparably harmed and money damages would be inadequate compensation to AVID Center in the event Client breaches any material provision of Article III. Accordingly, all of the provisions of this Agreement shall be specifically enforceable by injunctive and other relief against Client without the requirement to post a bond, in addition to any other remedies available to AVID Center, for Client's breach of any provision of this Agreement.

- 3.6 **Proprietary Notices:** Client agrees not to remove, alter or otherwise render illegible any trademark, copyright or other proprietary right notices or other identifying marks from the AVID Materials or any permitted copies thereof.
- 3.7 **Infringement:** Client agrees to notify AVID Center of any conduct or actions on the part of third parties of which it becomes aware that might be deemed an infringement or other violation of AVID Center's rights in the AVID Trademarks, AVID Materials or AVID Methodologies. In such event, AVID Center shall have the sole right to bring an action for infringement or other appropriate action with respect thereto. AVID Center shall exclusively control the prosecution and settlement of any such action. Client agrees to fully cooperate with AVID Center in any such action and provide AVID Center with all information and assistance reasonably requested by AVID Center.
- 3.8 **Compliance with Laws:** Client agrees that the AVID Trademarks, AVID Materials and AVID Methodologies will be used in accordance with all applicable laws and regulations and in compliance with any regulatory or governmental agency that has jurisdiction over Client and its educational programs.
- 3.9 **Sole Source:** AVID Center affirms that it is the sole source of the AVID College Readiness System to which competition is precluded due to the existence of a patent, copyright, secret process, or monopoly. AVID Center's sole source development includes intellectual property - copyrights and trademarks - in the AVID Materials, licensing for reproduction of student activity sheets associated with the curriculum, technical assistance, training to teachers and administrators, and coordination of the AVID College Readiness System through consultation, data collection and certification processes.

Article IV. Compensation

- 4.1 **Quotes--Invoicing and Payment:** During the Term of this Agreement, Client may request Quote(s) for AVID services and/or products. Client indicates its acceptance of a Quote by signing the respective Quote or issuing a Purchase Order in the amount of the Quote. Should Client issue Purchase Order(s) for such Quote(s), the terms and conditions of this Agreement shall control for all Purchase Orders; no terms and conditions on Purchase Orders will apply to any part of this Agreement. AVID Center will invoice Client according to the terms listed in the accepted Quote(s).

Article V. Status of Parties

5.1 Independent Contractors:

AVID Center and Client are independent contractors and their relationship is that of a licensor and licensee. This Agreement is not intended to create a relationship of employment, agency, partnership, joint venture, or similar arrangement between the parties. Neither party shall have any power or authority to bind or commit the other party in any respect, contractually or otherwise. In no event shall either party, or any of its respective officers, agents, or employees, be considered the officers, agents, or employees of the other party.

Article VI. Authority

6.1 AVID Center Warranty: AVID Center warrants that the person signing this Agreement is authorized to enter into this Agreement on behalf of the non-profit AVID Center and to bind AVID Center to perform all of its obligations under this Agreement.

6.2 Client Warranty: Client warrants that it has obtained all necessary approvals and taken all necessary steps to enter into this Agreement. The person signing on behalf of Client warrants that he or she has the authority to enter into this Agreement on behalf of Client and to bind Client to perform all of its obligations under this Agreement.

Article VII. Termination

7.1 Termination for Cause: Subject to the last sentence of this Paragraph 7.1, either party has the right to terminate this Agreement at any time if the other party is in material breach of any warranty, term, condition or covenant of this Agreement and (i) fails to cure that breach within thirty (30) days of receiving notice from the non-breaching party which specifies such material breach and demands cure thereof, or (ii) fails to provide the non-breaching party assurance that the breach will be cured within a longer period of time which is acceptable to the non-breaching party. In the case of a breach by Client that is not cured as described above, AVID Center shall have the right to terminate Client's right to conduct all or part of an AVID product or service at one or more specific AVID Member Sites, by giving written notice to Client of the sites so terminated, without terminating this Agreement with respect to the other products or services at the particular AVID Member Site and/or other AVID Member Site(s) subject to this Agreement. Any termination under this Paragraph 7.1 will become effective automatically upon expiration of the cure period in the absence of a cure or mutually agreed-upon resolution. Notwithstanding the foregoing, any material breach by Client, which is further defined as a breach of any of the provisions of Article III, shall be deemed non-curable and AVID Center shall have the right to immediately terminate this Agreement upon such material breach by Client.

7.2 Termination for Convenience: Notwithstanding Paragraph 7.1 above, either party may terminate this Agreement upon thirty (30) days prior written notice to the other party.

- 7.3 **Cessation of Use:** Upon termination or expiration of this Agreement: (a) the licenses in Article III shall automatically terminate and revert to AVID Center, (b) Client shall thereafter immediately discontinue AVID in all of its school sites, and cease using the AVID Materials, AVID Methodologies or the AVID Trademarks in any way, and (c) Client shall pay any unpaid balances to AVID Center and remain liable for its obligations or other actions that accrued or occurred prior to the termination date.
- 7.4 **Cumulative Remedies:** All rights and remedies conferred herein shall be cumulative and in addition to all of the rights and remedies available to each party at law, equity or otherwise. In addition, Sections 3.3, 3.4, 3.5, 3.6, 4.1, and all of the provisions of Articles VII and VIII shall survive the termination or expiration of this Agreement.

Article VIII. General Provisions

- 8.1 **Governing Law and Venue:** If any action at law or in equity is brought to enforce or interpret the provisions of this Agreement, then (i) if Client is the party initiating that action (e.g., as plaintiff), this Agreement shall be interpreted under California law, the action shall be submitted to the exclusive jurisdiction of the applicable court in San Diego, California, and venue for the action shall be San Diego, California; and (ii) if AVID is the party initiating the action (e.g., as plaintiff), this Agreement shall be interpreted under the law of the State in which Client is located, the action shall be submitted to the exclusive jurisdiction of the applicable court in the city and State where Client is located and venue for the action shall be that city and State.
- 8.2 **Entire Agreement:** All Quotes, Exhibits, and other addenda to this Agreement are fully incorporated herein. This Agreement, including all addenda, constitutes the entire agreement between the parties regarding this subject matter hereof and supersedes all prior oral or written agreements or understandings regarding this subject matter. This Agreement can only be amended by a written document signed by both parties.
- 8.3 **Limitation of Liability:** NEITHER PARTY SHALL BE LIABLE FOR ANY INDIRECT, SPECIAL, INCIDENTAL, CONSEQUENTIAL OR EXEMPLARY DAMAGES, WHETHER FORESEEABLE OR NOT, THAT ARE IN ANY WAY RELATED TO THIS AGREEMENT, THE BREACH THEREOF, THE USE OR THE INABILITY TO USE THE AVID COLLEGE READINESS SYSTEM SERVICES AND PRODUCTS, THE RESULTS GENERATED FROM THE USE OF THE AVID COLLEGE READINESS SYSTEM SERVICES AND PRODUCTS, LOSS OF GOODWILL OR PROFITS AND/OR FROM ANY OTHER CAUSE WHATSOEVER.
- 8.4 **Force Majeure:** Neither party shall have any liability to the other hereunder by reason of any delay or failure to perform any obligation or covenant if the delay or failure to perform is occasioned by force majeure, meaning any act of God, storm, fire, casualty, unanticipated work stoppage, strike, lockout, labor dispute, civil disturbance, riot, war, national emergency, act of Government, act of public enemy, or other cause of similar or dissimilar nature beyond its control.
- 8.5 **Severability:** If any provision of this Agreement is judicially determined to be invalid, void or unenforceable, the remaining provisions shall remain in full force and effect.

- 8.6 **Attorney Fees:** In the event a dispute arises regarding this Agreement and a legal proceeding is brought by either party, each party shall be responsible for paying their own attorney fees regardless of the outcome or resolution of the dispute.
- 8.7 **Assignment:** Client acknowledges that the favorable terms of this Agreement were granted solely to Client, and that the substitution of any party by Client would destroy the intent of the parties. Accordingly, Client shall have no right to assign, delegate, transfer or otherwise encumber this Agreement or any portion thereof without AVID Center's prior written consent, which can be withheld in its sole discretion.
- 8.8 **Notice:** All notices, requests or other communications under this Agreement shall be in writing, and shall be sent to the designated representatives of the parties at the addresses set forth below in Quote(s), and shall be deemed to have been duly given on the date of service if sent by facsimile or electronic mail, or on the day following service if sent by overnight air courier service with next day delivery and with written confirmation of delivery, or five (5) days after mailing if sent by first class, registered or certified mail, return receipt requested. Each party is required to notify the other party in the above manner of any change of address.
- 8.9 **Counterparts:** This Agreement may be executed in several counterparts that together shall be originals and constitute one and the same instrument.
- 8.10 **Waiver:** The failure of a party to enforce any of its rights hereunder or at law or in equity shall not be deemed a waiver or a continuing waiver of any of its rights or remedies against the other party, unless such waiver is in writing and signed by the party to be charged.
- 8.11 **Facsimile and Electronic Signatures:** The parties hereto (i) each agree to permit the use, from time to time and where appropriate under the circumstances, of signatures sent via facsimile or electronically in a .pdf file or other digital format in order to expedite the transaction(s) contemplated by this Agreement; (ii) each intend to be bound by its respective signature sent by that party via facsimile or electronically in a .pdf file or other digital format; (iii) are each aware that the other, and the other's agents and employees, will rely on signature pages sent via facsimile or electronically in a .pdf file or other digital format; and (iv) each acknowledge such reliance and waive any defenses to the enforcement of this Agreement or of other documents effecting the transactions contemplated by this Agreement based on the signature page being a facsimile, .pdf copy or other digital format. The parties covenant to each other that each time they send a signature page via facsimile or electronically in a .pdf file or other digital format; they will in a timely manner send the other party the countersigned signature page(s).

IN WITNESS WHEREOF, the parties have executed this Agreement on the dates below their signatures, but such dates shall not alter the Term of this Agreement as specified herein:

AVID Center,
a California Non-Profit Corporation 501(c)(3)

Center Joint Unified School District
CA

Signature: AVID Center Authorized

Signature: Client Authorized

Printed or Typed Name

Scott A. Loehr

Printed or Typed Name

Title

Superintendent

Title of Designee

Date

2/3/15

Date

AVID Center
9246 Lightwave Avenue, Suite 200
San Diego, CA 92123
Employer ID # 33-0522594



AVID Center HQ
 9246 Lightwave Ave
 Suite 200
 San Diego, CA 92123
 Phone: (858) 380-4800
 Fax: 1-800-915-6897

Quote: Center Joint Unified School District

To	From
Center Joint Unified School District	Shonnel Oson
Scott Loehr	9246 Lightwave Ave
8408 Watt Ave.	San Diego, CA 92026
Antelope, CA 95843	E-mail: soson@avidcenter.org

Summary

Total Amount:	\$7,170.00	Quote ID:	QUO-03498-H9T3L6
Shipping Method:	FedEx	Date:	2/2/2015
Payment Terms:	Net 30		
Total Number of Sites:	2	Number of Combo Sites:	
Number of New Sites:		Number of Elementary Sites:	
Number of Existing Sites:	2	Number of Secondary Sites:	2
Number of SI:		Number of Elementary Libraries:	
Number of Memberships:	2	Number of Secondary Libraries:	
Number of AVID Weekly:	2		

Details

Site	Product ID	Product	Quantity	Price	Sub Total
Site: Center High School					
Program Level: Secondary	MEMBERSHIP AVID	Membership Fees Secondary	1.00	\$3,585.00	\$3,585.00
	SECONDARY				
Site: Wilson C. Riles Middle School					
Program Level: Secondary	MEMBERSHIP AVID	Membership Fees Secondary	1.00	\$3,585.00	\$3,585.00
	SECONDARY				

Pre Freight Amount	\$7,170.00
Total Tax	\$0.00
Total	\$7,170.00

By signing below, Client hereby agrees to purchase all items listed on this Quote, subject to and in accordance with the AVID Standard Terms and Conditions, this Quote, and any Exhibits attached hereto, all of which comprise the AVID College Readiness System Services and Products Agreement.

☐ Purchase Order is not required.

If Client checks the box above, Client hereby confirms that the Client does not require a Purchase Order for payment of any related invoice(s); in which case AVID Center will proceed to the fulfill services and/or products and invoice Client according to this approved Quote.

If Client does ~~not~~ check the box above, Client agrees to provide AVID Center with a valid Purchase Order in a timely manner, in which case AVID Center will not invoice Client until Client provides and AVID Center receives a valid copy of the Purchase Order; AVID Center will not fulfill any services or products until such Purchase Order is received.



 Client Signature

Superintendent

 Title

2/3/15

 Date

Exhibit to the AVID College Readiness System Services and Products Agreement for AVID Secondary Membership

As per AVID Secondary Membership being listed on an approved Quote, this Exhibit to the AVID College Readiness System Services and Products Agreement for AVID Secondary Membership ("AVID Secondary Membership Exhibit") is hereby fully incorporated into the Agreement by and between AVID Center and the Client named on the Quote. The following terms and conditions are in addition to the Standard Terms and Conditions; in the event of a conflict between the Standard Terms and Conditions and this Exhibit, the terms and conditions of this Exhibit shall apply.

Article I. AVID Membership Benefits

1.1 AVID Membership: "AVID Members" or "AVID Member Sites" are those school sites listed on the Quote as implementing one or more AVID program—Secondary, or Elementary/Secondary. Annual membership runs concurrently with the Term of this Exhibit.

1.2 AVID College Readiness System and Materials: Client is entitled to implement the applicable AVID program(s) only at the AVID Member Sites listed on the Quote, and to use the licensed AVID trademarks, libraries, and student materials for the AVID Member Sites' AVID College Readiness System pursuant to the provisions of this Exhibit and the Standard Terms and Conditions.

1.3 AVID Center Support for Secondary: AVID Center agrees to provide support to Client for its Secondary AVID Member Sites through the District Director Secondary and in conjunction with AVID Center's national and/or divisional offices. Membership for Client and AVID Member Sites implementing the Secondary Program includes support from AVID Center's national and/or divisional offices in the following ways:

- Access to training for the AVID site team(s) and AVID elective teacher(s) through AVID Summer Institute;
- Access to training for the District Director Secondary through the two-year AVID District Leadership Training (ADL), divisional/state meetings and Summer Institute;
- Access to other quality continuing professional learning trainings or services such as AVID Path to Schoolwide Trainings, AVID Weekly, AVID Roadtrip Nation Experience, and others;
- Access to the resources available through the password-protected MyAVID portal website;
- Coordination with Client's District Director Secondary to collect, report, and analyze data from Client and AVID Member Sites;
- Review the quality of implementation through the Certification process;
- Access to ongoing AVID College Readiness System development through various divisional workshops and online offerings;
- Permission to use the AVID Trademarks as described in the Standard Terms and Conditions;
- An AVID Year in Review and ACCESS academic journals for Client and each AVID Member Site listed on the Quote as implementing the Secondary Program; and
- Assistance in disseminating information about AVID to potential new AVID middle school and high school sites within Client.

1.4 AVID Reports: AVID Center agrees to provide Client with access to reports on AVID data collected by Client.

1.5 AVID Summer Institute: AVID Center agrees to provide Client and its listed AVID Member Sites access to AVID Summer Institute. Client and its listed AVID Member Sites may attend strands at AVID Summer Institutes including the Implementation strands appropriate for their level of implementation (i.e. Elementary and/or Secondary). Planning districts and sites are restricted from attending any of the Implementation strands offered but can attend all other strands offered for their program level.

1.6 Licensing Benefits: Membership includes a license to use the AVID Trademarks to promote the AVID Member Sites' implementation of the AVID College Readiness System, to use and implement the AVID Methodologies, and to copy the student activity sheets from the AVID Materials for educational purposes relating to AVID, all pursuant to the provisions of this Exhibit. Licensing runs concurrently with the Term of this Exhibit.

1.7 Annual Membership/License Fee: Client agrees to pay AVID Center an annual membership/license fee based on the total number of AVID Member Sites in Client's AVID program according to the pricing schedule set forth on the Quote.

Article II. Term of Exhibit

2.1 Term: The parties agree that this Exhibit shall be in effect from July 1, 2015 to June 30, 2016 unless earlier terminated as provided for in the Standard Terms and Conditions ("Term").

Article III. Client Responsibilities

3.1 AVID Secondary Methodology: Client agrees to implement AVID according to AVID guidelines and teaching methodologies (collectively "AVID Methodologies") set forth in the AVID publications, guidebooks, and materials (collectively "AVID Materials") or otherwise established by AVID Center, as the same may be modified and/or updated by AVID from time to time at AVID's discretion. Client will implement the AVID Methodologies in the AVID elective class and in academic subject area classes. Client will not materially deviate from the AVID Methodologies without the prior written consent of the Chief Executive Officer of AVID Center. Client is responsible for each of its AVID Member Sites' compliance with this Exhibit.

3.2 AVID Secondary Student Selection: Client agrees to select students for AVID in accordance with the selection criteria established in the AVID Eleven Essentials. AVID Eleven Essentials may be modified and/or updated by AVID from time to time at AVID's sole discretion. Any modifications or updates will be made available to the Client and its AVID Member Sites via the MyAVID portal.

3.3 AVID Secondary Staff Training: Client agrees to provide, at its expense, ongoing training for site coordinators and AVID site teams at AVID Member Sites.

3.4 AVID Summer Institute: Client agrees to ensure that each secondary site in their initial year of implementing AVID Secondary will send a minimum of eight (8) participants (unless AVID agrees to a lesser number on the Quote) to an AVID Summer Institute. The AVID District Director Secondary attends at no additional cost and shall not be included in the minimum number of participants required per site team. AVID Center recommends sending a site team that includes the principal, counselor, AVID coordinator, and core subject area teachers. AVID Center recommends AVID Member Sites implementing the second year of the Secondary program send teams of at least five (5) members and encourages AVID Member Sites to continue to send teams to its Summer Institute in subsequent years to maintain and enhance the quality of AVID at their sites. The AVID Summer Institute registration pricing is listed on the Quote. Client understands that travel, lodging, per diem costs and any other costs are not included in the price of the registration.

3.5 Professional Learning: Client agrees to conduct AVID professional learning for its AVID Member Sites based on AVID's national model of providing site coordinator workshops and site team conferences. Agenda for professional learning sessions will be based on school needs, on AVID's national model for coordinator workshops, on topics and agendas provided in training materials, and on the content areas related to educational reform initiatives in public schools in Client's state.

3.6 Data Collection: On at least an annual basis, according to the timeline established by AVID Center, Client shall collect data pertaining to student demographics, course enrollment, site characteristics and related outcomes specified by AVID Center and provide that data to AVID Center via their secure web portal. Client shall also submit such individual student academic and disciplinary data concerning AVID participants as AVID Center may specify. AVID Center's data collection process conforms to the privacy protections specified in the federal Family Educational Rights and Privacy Act (FERPA). AVID Center will maintain as confidential any personally identifiable student information or information that is privileged or confidential under federal or state law and that is conspicuously marked by Client as "privileged" or "confidential" before Client delivers to AVID Center. AVID Center will destroy all individual student data when it is no longer needed for reporting purposes. Client reserves the right to withhold, revise, and/or edit certain confidential data such as student names, Social Security numbers and any other information the disclosure of which would violate FERPA. AVID Center agrees not to use any of the data collected under this Section 3.6 in a manner that would violate, or cause Client to violate, any applicable provision of FERPA.

Center Joint Unified School District

AGENDA REQUEST FOR:

Dept./Site: Instructional Services

Date: February 18, 2015

To: Board of Trustees

From: Becky Lawson
Coordinator of Curriculum
Initials: BL

Action Item X

Information Item

Attached Pages

SUBJECT: School Accountability Report Cards

Please ratify the following School Accountability Report Cards (SARCs) reported for the 2013/14 school year, published during the 2014/15 school year.

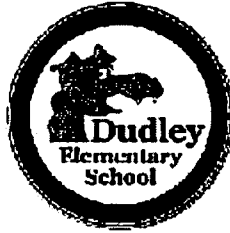
Dudley Elementary
North Country Elementary
Spinelli Elementary
Oak Hill Elementary
Wilson C. Riles Middle School
Center High School
McClellan High School
Antelope View Charter School
Global Youth Charter High School

RECOMMENDATION: CJUSD Board of Trustees to ratify 2013/14 School Accountability Report Cards (SARCs) in the 2014/15 school year.

CONSENT AGENDA

Center Joint Unified School District Dudley Elementary School

Grades K through 6
Steve Jackson, Principal
sjackson@centerusd.org



8000 Aztec Way
Antelope, CA 95843-4486
PH: (916) 338-6470 FAX: (916) 338-6472
www.centerusd.k12.ca.us/cusd/dudley

2013-14 School Accountability Report Card *Published January 2015*

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

Website Address
www.centerusd.org

2014-15 Board of Trustees

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Director of Fiscal Services

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

Principal's Message

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

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

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

Mission Statement

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

School Profile

Dudley Elementary School is located in the northern region of Antelope and serves students in grades kindergarten through six following a traditional calendar. At the beginning of the 2013-14 school year, 722 students were enrolled, including 9.8% in special education, 18.8% qualifying for English Language Learner support, and 65.2% qualifying for free or reduced price lunch.

Student Enrollment by Ethnicity / Grade Level 2013-14			
Ethnic Group	%	Grade Level	#
African-Amer.	6.90%	Kindergarten	89
Amer. Indian or Alaskan Native	1.10%	Grade 1	104
Asian	6.20%	Grade 2	109
Filipino	2.20%	Grade 3	95
Hisp. or Latino	23.30%	Grade 4	117
Pacific Islander	0.80%	Grade 5	96
Caucasian	47.40%	Grade 6	112
Multi-Racial	5.70%		
Total Enrollment			722

Student Achievement

Standardized State Assessments

Students at Dudley Elementary School participate in California's STAR examination each year. The mandatory STAR Program (Standardized Testing and Reporting) is a set of assessments that evaluates student proficiency in core subject areas and compares student results with other students in the state who took the same test. The STAR is comprised of a series of four components: the California Standards Tests (CST), the California Alternative Performance Assessment (CAPA), the California Modified Assessment (CMA), and Standards-based Tests in Spanish (STS). The STAR tables in this report illustrate the percentage of students achieving Proficient and Advanced levels of proficiency through fiscal year 2012-13. Beginning in 2013-14, students at Dudley Elementary School participated in the new statewide student assessment system program identified as CAASPP, California Assessment of Student Performance and Progress. For the 2013-14 school year, the CAASPP reports results for the CAPA science test given in grades five, eight and ten only.

Results are shown only for subgroups with ten students or more taking the exam. Detailed results by grade level for each student group can be obtained from the California Department of Education's website <http://star.cde.ca.gov>.

STAR Results - All Students Percentage of Students Scoring at Proficient & Advanced Levels									
	Dudley Elementary School			District			California		
	10-11	11-12	12-13	10-11	11-12	12-13	10-11	11-12	12-13
English Language Arts	57	62	56	53	58	54	54	56	55
Mathematics	63	56	54	49	52	51	49	50	50
Social Science				46	47	50	48	49	49

Note: STAR Program was last administered in 2012-13. Percentages are not calculated when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

California Assessment of Student Performance and Progress / Standardized Testing and Reporting Results for All Students in Science -- Three-Year Comparison									
	Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards)								
	Dudley Elementary School			District			California		
	11-12	12-13	13-14	11-12	12-13	13-14	11-12	12-13	13-14
Science (grades 5, 8, and 10)	48	42	51	55	59	56	60	59	60

California Assessment of Student Performance and Progress Results by Student Group in Science (School Year 2013-14)	
Group	Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards)
All Students (District)	56
All Students (School)	51
Male	45
Female	57
African-Amer.	
Amer. Indian or Alaskan Native	
Asian	
Filipino	
Hisp. or Latino	38
Pacific Islander	
Caucasian	58
Multi-Racial	
English Learners	
Economically Disadvantaged	49
Migrant Educ.	
Students with Disabilities	

Note: Science assessments include California Standards Tests (CSTs), California Modified Assessment (CMA), and California Alternate Performance Assessment (CAPA) for students in grades 5, 8 and 10. Scores are not shown when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Physical Fitness

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

Physical Fitness Test Percentage of Students Meeting California Fitness Standards 2013-14			
Grade Tested	Number of Standards Met:		
	Four of Six	Five of Six	Six of Six
Fifth	24.2	26.3	29.5

Note: Percentages are not calculated when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Academic Performance Index

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

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

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

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

Academic Performance Index (API) Three Year Rank Comparison			
	2011	2012	2013
Statewide Rank	6	6	5
Similar Schools Rank	5	6	4

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

Note: For 2014 and subsequent years, the statewide and similar schools ranks will no longer be produced.

Academic Performance Index (API) Three Year Performance Comparison			
Results	Increase/Decrease in API Score		
	2010-11	2011-12	2012-13
Schoolwide - All Students	-24	0	-22
Ethnic Subgroups			
African-Amer.	*	*	*
Amer. Indian or Alaskan Native	*	*	*
Asian	*	*	*
Filipino	*	*	*
Hisp. or Latino	-43	15	-63
Multi-Racial	*	*	*
Pacific Islander	*	*	*
Caucasian	-11	6	-19
Other Subgroups			
Students with Disabilities	*	*	*
Economically Disadvantaged	-29	-7	-13
English Learners	-37	16	-34

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

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

Note: "ND" means that no data were available to the CDE or LEA to report. "B" means the school did not have a valid API Base and there is no Growth or target information. "C" means the school had significant demographic changes and there is no Growth or target information.

Adequate Yearly Progress

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

On March 7, 2014, the U.S. Department of Education approved California's testing waiver allowing flexibility in making AYP determinations for elementary and middle schools and unified school districts participating in the Smarter Balanced Field Test. CDE will not produce a 2014 AYP report for these qualifying schools and districts. High schools and high school districts will receive a 2014 AYP report based on achievement results from the grade ten California High School Exit Examination (CAHSEE) and California Alternate Performance Assessment (CAPA) as well as the cohort graduation rate.

The AYP table in this report illustrates the school's progress in meeting 2013-14 AYP target rates for applicable schools. More information on AYP can be found on the California Department of Education's (CDE) website www.cde.ca.gov/nclb/ and the U.S. Dept. of Ed. website www.ed.gov/nclb/accountability/.

Adequate Yearly Progress (AYP) Results Reported by Indicator & Compared to District Performance 2013-14		
Did the school and district meet or exceed 2014 AYP performance criteria in each of the areas listed below?		
AYP Indicator	DES	CJUSD
Overall Results	*	*
Participation Rate		
English Language Arts	*	*
Mathematics	*	*
Percent Proficient		
English Language Arts	*	*
Mathematics	*	*
Met API Criteria	*	*
Graduation Rate	N/A	*

A "*" means that the school or LEA did not receive a 2014 AYP Report. For 2014, only schools and LEAs identified as a "high school" or "high school LEA" are in receipt of AYP Reports.

No Child Left Behind (NCLB)

The No Child Left Behind (NCLB) Act is part of the Federal Title I funding program designed to support additional staffing and programs to meet the needs of low-income, low achieving students, and other designated students with special needs. Schools may apply, based upon their student demographics, for one of two types of Title I funding: Title I Schoolwide or Title I Targeted Assistance. Title I Schoolwide schools use federal funds for schoolwide improvement of student achievement. Title I Targeted Assistance schools use federal funds to help those students who meet specific program criteria. In 2013-14, Dudley Elementary School qualified for Schoolwide Title I funding and is subject to comply with Title I program participation requirements.

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

Title I Program Improvement (PI) Status 2014-15		
	DES	CJUSD
PI Status	In PI	In PI
First Year of PI	2013-2014	2011-2012
Year in PI	Year 1	Year 3
No. of Schools Currently in PI		4
% of Schools Currently in PI		44.4%

Note: Cells with N/A values do not require data.

"DW" (Determination Waiver) indicates that the PI status of the school was carried over from the prior year in accordance with the flexibility granted through the federal waiver process.

Local Control Accountability Plan (LCAP)

As part of the new Local Control Funding Formula, school districts are required to develop, adopt, and annually update a three-year Local Control and Accountability Plan (LCAP). The following components of this SARC address some of the priorities identified in the District's LCAP:

Conditions of Learning – State Priority 1: Covered in *Teacher Assignment*, including the Teacher Credentials & Misassignments & NCLB Compliance charts; *Instructional Materials*, including the Textbooks chart; and *School Facilities & Maintenance*, including the Campus Description and School Facility Good Repair Status charts.

Pupil Achievement – State Priority 4: Covered in *Standardized State Assessments*, including the STAR Results and CAASPP charts; *Academic Performance Index*, including API chart; and *College Preparation & Work Readiness*, including the CTE Program Participation and UC/CSU charts.

Other Pupil Outcomes – State Priority 8: Covered in *California High School Exit Exam*, including the CAHSEE charts; and *Physical Fitness*, including the Physical Fitness Test chart.

Parental Involvement – State Priority 3: Covered in *Parent Involvement*.

Pupil Engagement – State Priority 5: Covered in *Dropouts* and in *Graduation Requirements*, including Dropout & Graduation Rates and Completion of High School Graduation Requirements charts.

School Climate – State Priority 6: Covered in *Discipline & Climate for Learning*, including Suspension & Expulsion chart; and *School Site Safety Plan*.

Parent Involvement

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

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

Opportunities to Volunteer

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

Committees

English Learner Advisory Council
Parent Teacher Association
School Site Council

School Activities

Back to School Night
Family Night
Movie Night
Open House
Student Performances
Ice Cream Social
Grade Level Family Night

School Facilities & Maintenance

The district takes great efforts to ensure that all schools are clean, safe, and functional through proper facilities maintenance and campus supervision. Dudley Elementary School's original facilities were built in 1959; ongoing maintenance and campus improvements ensure facilities remain up to date and provide adequate space for students and staff. District maintenance and site custodial staff ensure that the repairs necessary to keep the school in good condition are completed in a timely manner. A work order process is used by school and district staff to communicate non-routine maintenance requests. Emergency repairs are given the highest priority. In the last 12 months, the following improvements have been completed:

- Installation of LCD projectors in the classrooms
- Seal coat and stripe parking lot
- Replacement of roof on portable building
- Installation of new carpet in selected classrooms
- Repairing and reconfiguration of sidewalks
- Installation of Common Core technology equipment (bond project)
- Installation of wireless LAN system equipment (bond project)
- Seal and stripe play area hardcourt (bond project)
- Replace urinals with waterless (2014-15)
- Replace sidewalk at A7 - ADA (2014-15)

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

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

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

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

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

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

Deferred Maintenance

Dudley Elementary School participates in the State School Deferred Maintenance Program, which provides dollar-for-dollar matching funds to assist school districts with major repairs or replacement of existing school building components. Deferred maintenance projects generally include roofing, plumbing, heating, air conditioning, electrical systems, interior/exterior painting, and floor systems. During the 2013-14 school year, Dudley Elementary School received \$11,701 in deferred maintenance funds for the repair and/or maintenance of roofing, plumbing, heating/air conditioning systems and other system.

Facilities Inspection

The district's maintenance department inspects Dudley Elementary School on an annual basis in accordance with Education Code §17592.72(c)(1). Dudley Elementary School uses a school site inspection survey to identify unsafe or hazardous conditions and facility improvement needs. The most recent school inspection took place on Wednesday, September 24, 2014. Deficiencies noted in the school inspection survey were corrected immediately by the district's maintenance department. During fiscal year 2013-14, all restrooms were fully functional and available for student use.

School Facility Good Repair Status Most Recent Inspection: Wednesday, September 24, 2014			
Item Inspected	Repair Status		
	Good	Fair	Poor
1. Gas Leaks	✓		
2. Mechanical Systems	✓		
3. Windows/ Doors/ Gates (Interior and Exterior)		✓	
4. Interior Surfaces (Walls, Floors, & Ceilings)	✓		
5. Hazardous Materials (Interior & Exterior)	✓		
6. Structural Damage	✓		
7. Fire Safety	✓		
8. Electrical (Interior & Exterior)	✓		
9. Pest/ Vermin Infestation	✓		
10. Drinking Fountains (Interior & Exterior)	✓		
11. Restroom	✓		
12. Sewer	✓		
13. Playgrounds/ School Grounds	✓		
14. Roofs	✓		
15. Overall Cleanliness	✓		

Repair Needed and Action Taken or Planned	
Section Number	Comment
(3)	Administration - Windows (2) cracked; Cafeteria/MP - Upper windows (3) have BB holes; Room 10 - Windows (2) have BB holes or cracks; Room A6 - Window cracked; Room A7 - Sidewalk handrail missing; Room B1, C5 & Room M1 (CDC) - Window has BB hole; Room B4 - Upper window has BB hole front and back; Room 9 - Library - Window has BB holes (1 upper); Room C3 & C4 - Upper 2 windows have BB holes; Room M3 - Old knob door handle
(4)	Room C1 - Furtex needs replacing in two spots; Room C4 - Hole in wall needs cover; Room T3 - Hole in vertex & ceiling panels cracked
(6)	Room C6 - Lower corner bricks moving & some old holes in brick; Room M9 - Conduit hanging; Room T4 - Dry rot around back window
(7)	Cafeteria/MPR - Exit light burned out

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

Rating Description

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

Campus Supervision

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

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

School Site Safety Plan

The Comprehensive School Site Safety Plan was developed for Dudley Elementary School in collaboration with local agencies and the district office to fulfill Senate Bill 187 requirements. Components of this plan include child abuse reporting procedures, teacher notification of dangerous pupil procedures, disaster response procedures, procedures for safe arrival and departure from school, sexual harassment policy, and dress code policy. The school's most recent school safety plan was reviewed by school staff in December 2014 and will be updated in March 2015.

Classroom Environment

Discipline & Climate for Learning

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

Suspensions & Expulsions			
	11-12	12-13	13-14
	DES		
# of Students Suspended	36	36	16
# of Students Expelled	0	0	0
	CJUSD		
# of Students Suspended	450	462	367
# of Students Expelled	0	1	1
	California		
# of Students Suspended	366629	329370	279383
# of Students Expelled	9553	8266	6611

Chart provides an unduplicated count of students involved in one or more incidents during the academic year who were subsequently suspended or expelled from school.

Class Size

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

Class Size Distribution Self-Contained Classes				
Grade	2011-12			
	Avg. Class Size	Number of Classrooms		
		1-20	21-32	33+
K	28.3		4	
1	28.7		3	
2	30.3		4	
3	25.3	1	3	
4	30.0		3	1
5	29.0		3	
6	32.3		2	1
Grade	2012-13			
	Avg. Class Size	Number of Classrooms		
		1-20	21-32	33+
K	31.0		3	
1	21.0	2	3	
2	23.0	1	3	
3	23.0	1	4	
4	27.0	1	3	
5	28.0	1	3	
6	32.0		3	
Grade	2013-14			
	Avg. Class Size	Number of Classrooms		
		1-20	21-32	33+
K	30.0		3	
1	21.0	2	3	
2	22.0	2	3	
3	24.0	1	3	
4	23.0	2	3	
5	24.0	1	3	
6	28.0		4	

*Number of classes indicates how many classes fall into each size category (a range of total students per classroom).

Curriculum & Instruction

Staff Development

All training and curriculum development activities at Dudley Elementary School revolve around the California Common Core State Standards. During the 2013-14 school year, Dudley Elementary School held staff development training devoted to:

- Common Core State Standards Implementation
- Healthy Play and Second Steps (Conflict Mediation Programs)
- Marzano's Academic Vocabulary
- Math Collaboration
- Safety Training
- Student Engagement Strategies

Decisions concerning selection of staff development activities are performed by the principal and the school parent group using tools such as teacher input and data analysis to determine the areas in which additional teacher training may enhance classroom instruction and increase student achievement levels. Dudley Elementary School supports ongoing professional growth throughout the year on minimum days. Teachers meet in grade level teams to conduct data analysis to identify areas of need.

Teaching staff are provided the opportunity to participate in district-sponsored staff development workshops or training session as 1) a supplement to site-based staff development, 2) for reinforcement of or follow-up on previous training, or 3) follow-up training for newly implemented programs/curricula.

During the 2013-14 school year, Dudley Elementary School's teachers attended the following events hosted by the Center Joint Unified School District:

- Common Core State Standards in Reading and Writing
- Common Core State Standards in Mathematics
- Common Core State Standards Instructional Shifts

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

Staff Development Days Three-Year Trend		
2011-12	2012-13	2013-14
1	2	2

Instructional Materials

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

On Wednesday, September 17, 2014, the Center Joint Unified School District's Board of Trustees held a public hearing to certify the extent to which textbooks and instructional materials have been provided to students. The Board of Trustees adopted Resolution #1/2014-15 which certifies as required by Education Code §60119 (1) that textbooks and instructional materials were provided to all students, including English learners, in the district to the extent that each pupil has a textbook or instructional materials, or both, to use in class and to take home, and (2) sufficient textbooks and instructional materials were provided to each student, including English learners, that are aligned to the academic content standards and consistent with the cycles and content of the curriculum frameworks in math, science, history-social science, and English/language arts.

In addition to core subject areas, districts are required to disclose in their SARCs the sufficiency of instructional materials used for their visual/performing arts curricula. During the 2014-15 school year, Center Joint Unified School District provided each student, including English learners, enrolled in a visual/performing arts class with a textbook or instructional materials to use in class and to take home. These materials complied with the state's content standards and curriculum frameworks.

Textbooks		
Adoption Year	Publisher & Series	Pupils Lacking Textbooks
English Language Arts		
2002	Open Court, <i>Open Court Reading</i>	0 %
English/Language Arts with ELD Materials		
2008	Pearson Prentice Hall, <i>Pearson Literature CA Reading and Language</i>	0 %
History-Social Science		
2007	Houghton Mifflin, <i>Houghton Mifflin History-Social Science</i>	0 %
2007	McDougal Littell, <i>World History: Ancient Civilizations</i>	0 %
Mathematics		
2014	CPM Educational Program, <i>Core Connections</i>	0 %
2014	McGraw Hill, <i>My Math</i>	0 %
Science		
2008	Harcourt School Publishers, <i>California Science</i>	0 %
2008	Pearson Prentice Hall, <i>Prentice Hall California Science Explorer: Focus on Earth, Life, and Physical Science</i>	0 %

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

Professional Staff

Counseling & Support Staff

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

Counselors & Support Personnel (Nonteaching Professional Staff) 2013-14		
	No. of Staff	FTE
Academic Counselor	0	0
Health Clerk	2	•
Child Aide	1	0.4
Counselor	1	0.8
Library Technician	1	1.0
Nurse	1	•
Occupational Therapist	1	0.2
Psychologist	1	0.5
Speech Therapist	1	1.0

* as needed

Note: One Full Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50% of full time.

Teacher Assignment

During the 2013-14 school year, Dudley Elementary School had 30 teachers who met all credential requirements in accordance with state guidelines. The Federal No Child Left Behind Act requires that all teachers in core subject areas meet certain requirements in order to be considered as "NCLB Compliant." Minimum qualifications include: possession of a bachelor's degree, possession of an appropriate California teaching

credential, and demonstrated competence in core academic subjects. In the table below, which identifies the number of classrooms taught by NCLB-compliant and non-compliant teachers, high poverty schools are those schools in the highest quartile for student participation defined by the free and reduced price meal program. Low poverty schools are those schools that are in the lowest quartile of program participation.

Percentage of Core Classes 2013-14		
	Taught by NCLB-Compliant Teachers	Taught by non-NCLB-Compliant Teachers
Dudley Elementary School	100.0 %	0.0 %
District Totals		
All Schools	98.0 %	2.0 %
High-Poverty	98.0 %	2.0 %
Low-Poverty	0.0 %	0.0 %

Note: High-poverty schools are defined as those schools with student eligibility of approximately 40% or more in the free and reduced price meals program. Low-poverty schools are those with student eligibility of approximately 39% or less in the free and reduced price meals programs.

Teacher Credentials & Assignments				
	DES			CJUSD
	12-13	13-14	14-15	14-15
Total Teachers	27	30	29	204
Teachers with full credentials	27	30	29	204
Teachers without full credentials	0	0	0	0
Teachers teaching outside subject area	0	0	0	0
Total teacher misassignments	0	0	0	0
Teacher misassignments for English learners	0	0	0	0
Teacher vacancies	0	0	0	0

Note: "Misassignments" refers to the number of positions filled by teachers who lack legal authorization to teach that grade level, subject area, student group, etc.

*Total teacher misassignments includes the number of misassignments of teachers of English learners.

District Expenditures

Salary & Budget Comparison

State law requires comparative salary and budget information to be reported to the general public. For comparison purposes, the State Department of Education has provided average salary data from school districts having similar average daily attendance throughout the state. (Note: 2012-13 salary comparison data was the most recent data available at the time this report was published.)

Salary Comparison 2012-13		
	CJUSD	State Average of Districts in Same Category
Beginning Teacher Salary	\$36,124	\$38,920
Mid-Range Teacher Salary	\$59,523	\$59,803
Highest Teacher Salary	\$76,086	\$78,096
Superintendent Salary	\$150,000	\$151,912
Average Principal Salaries:		
Elementary School	\$92,847	\$95,836
Percentage of Budget:		
Teacher Salaries	42%	37%
Administrative Salaries	5%	6%

For detailed information on salaries, see the CDE Certificated Salaries & Benefits Web page at <http://www.cde.ca.gov/ds/fd/cs/>.

Expenditures Per Student

For the 2012-13 school year, Center Joint Unified School District spent an average of \$7,587 of total general funds to educate each student (based on 2012-13 audited financial statements and in accordance with calculations defined in Education Code §41372). The table in this report 1) compares the school's per pupil expenditures from unrestricted (basic) and restricted (supplemental) sources with other schools in the district and throughout the state, and 2) compares the average teacher salary at the school site with average teacher salaries at the district and state levels. Detailed information regarding salaries can be found at the CDE website at www.cde.ca.gov/ds/fd/ec/ and www.cde.ca.gov/ds/fd/cs/. (The figures shown in the table below reflect the direct cost of educational services, per ADA, excluding food services, facilities acquisition and construction, and certain other expenditures.)

In addition to general fund state funding, Center Joint Unified School District receives state and federal categorical funding for special programs. For the 2012-13 school year, the district received categorical, special education, and support programs funds for:

- Class Size Reduction, Grades K-3 (optional)
- Department of Rehabilitation
- Economic Impact Aid (EIA)
- Education Protection Account
- Lottery: Instructional Materials
- Medi-Cal Billing Option
- Other Local: Locally defined
- Partnership Academies Program
- Special Education
- State Lottery
- Title I
- Title II
- Title III
- Title X, McKinney-Vento Homeless Assistance
- Tobacco-Use Prevention Education
- Transportation
- Transportation: Special Education
- Vocational Programs

Public Internet Access Location

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

Address: 4235 Antelope Road, Antelope

Phone Number: (916) 264-2920

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

Number of Computers Available: 21

Disclosure

The statistical information disclosed in this report is obtained from the California Department of Education and the Center Joint Unified School District. At the time of publication, this report met all SARC-related state and federal requirements, using the most current data available. Data to prepare the instructional materials section were acquired in September 2014. Data to prepare the school facilities section were acquired in October 2014.

Expense of Education Per Pupil 2012-13					
	Dollars Spent per Student				
			% Diff. School & Dist.	State Avg., Dist. Same Size & Type	% Diff. School & State
	DES	CJUSD			
ADA*	692	N/A	N/A	N/A	N/A
Total**	\$4,565	N/A	N/A	N/A	N/A
Restr.†	\$838	N/A	N/A	N/A	N/A
Unrestr.††	\$3,727	\$4,237	87.96	\$4,690	79.46
Avg. Teacher Salary	\$70,867	\$69,570	101.86	\$63,037	112.42

* Average Daily Attendance

** Total Restricted and Unrestricted \$ per student

† Restricted (Supplemental) \$ per student

†† Unrestricted (Basic) \$ per student

Note: Cells with N/A values do not require data.

SARC Data

DataQuest

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

Center Joint Unified School District North Country Elementary School

Grades TK through 6
Kathleen Lord, Principal
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2013-14 School Accountability Report Card *Published January 2015*

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

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www.centerusd.org

2014-15 Board of Trustees

Kelly Kelley
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District Administration

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David Grimes
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Jeanne Bess
Director of Fiscal Services

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Principal's Message

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

North Country is a community. There is no one person or group who can take credit for the success of our school. The ingredient that remains constant is quality people with a genuine concern for students. The staff is committed to teaching all students the Seven Habits of Highly Effective People guiding them in respecting themselves and others. We are beginning the implementation of common core standards throughout the curriculum while integrating project-based learning activities in each subject area.

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

Mission Statement

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

VISION STATEMENT:

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

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

School Profile

North Country Elementary School is located in the northern region of Antelope and serves students in grades transitional kindergarten through six following a traditional calendar. At the beginning of the 2013-14 school year, 622 students were enrolled, including 10% in special education, 26.4% qualifying for English Language Learner support, and 67% qualifying for free or reduced price lunch.

Student Enrollment by Ethnicity / Grade Level 2013-14			
Ethnic Group	%	Grade Level	#
African-Amer.	7.90%	Transitional Kindergarten	0
Amer. Indian or Alaskan Native	0.30%	Kindergarten	124
Asian	5.00%	Grade 1	87
Filipino	2.30%	Grade 2	105
Hisp. or Latino	29.10%	Grade 3	70
Pacific Islander	1.00%	Grade 4	81
Caucasian	44.40%	Grade 5	70
Multi-Racial	9.80%	Grade 6	85
Total Enrollment			622

Student Achievement

Standardized State Assessments

Students at North Country Elementary School participate in California's STAR examination each year. The mandatory STAR Program (Standardized Testing and Reporting) is a set of assessments that evaluates student proficiency in core subject areas and compares student results with other students in the state who took the same test. The STAR is comprised of a series of four components: the California Standards Tests (CST), the California Alternative Performance Assessment (CAPA), the California Modified Assessment (CMA), and Standards-based Tests in Spanish (STS). The STAR tables in this report illustrate the percentage of students achieving Proficient and Advanced levels of proficiency through fiscal year 2012-13. Beginning in 2013-14, students at North Country Elementary School participated in the new statewide student assessment system program identified as CAASPP, California Assessment of Student Performance and Progress. For the 2013-14 school year, the CAASPP reports results for the CAPA science test given in grades five, eight and ten only.

Results are shown only for subgroups with ten students or more taking the exam. Detailed results by grade level for each student group can be obtained from the California Department of Education's website <http://star.cde.ca.gov>.

STAR Results - All Students Percentage of Students Scoring at Proficient & Advanced Levels									
	North Country Elementary School			District			California		
	10-11	11-12	12-13	10-11	11-12	12-13	10-11	11-12	12-13
English Language Arts	58	63	56	53	58	54	54	56	55
Mathematics	64	60	56	49	52	51	49	50	50
Social Science				46	47	50	48	49	49

Note: STAR Program was last administered in 2012-13. Percentages are not calculated when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

California Assessment of Student Performance and Progress / Standardized Testing and Reporting Results for All Students in Science -- Three-Year Comparison									
	Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards)								
	North Country Elementary School			District			California		
	11-12	12-13	13-14	11-12	12-13	13-14	11-12	12-13	13-14
Science (grades 5, 8, and 10)	44	57	47	55	59	56	60	59	60

California Assessment of Student Performance and Progress Results by Student Group in Science (School Year 2013-14)

Group	Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards)
All Students (District)	56
All Students (School)	47
Male	36
Female	58
African-Amer.	
Amer. Indian or Alaskan Native	
Asian	
Filipino	
Hisp. or Latino	29
Pacific Islander	
Caucasian	47
Multi-Racial	
English Learners	
Economically Disadvantaged	44
Migrant Educ.	
Students with Disabilities	

Note: Science assessments include California Standards Tests (CSTs), California Modified Assessment (CMA), and California Alternate Performance Assessment (CAPA) for students in grades 5, 8 and 10. Scores are not shown when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Physical Fitness

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

Physical Fitness Test Percentage of Students Meeting California Fitness Standards 2013-14			
Grade Tested	Number of Standards Met:		
	Four of Six	Five of Six	Six of Six
Fifth	13.2	30.9	33.8

Note: Percentages are not calculated when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Academic Performance Index

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

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

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

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

Academic Performance Index (API) Three Year Rank Comparison			
	2011	2012	2013
Statewide Rank	6	6	6
Similar Schools Rank	7	9	8

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

Note: For 2014 and subsequent years, the statewide and similar schools ranks will no longer be produced.

Academic Performance Index (API) Three Year Performance Comparison			
Results	Increase/Decrease in API Score		
	2010-11	2011-12	2012-13
Schoolwide - All Students	-29	13	-19
Ethnic Subgroups			
African-Amer.	*	*	*
Amer. Indian or Alaskan Native	*	*	*
Asian	*	*	*
Filipino	*	*	*
Hisp. or Latino	-24	-23	-37
Multi-Racial	*	*	*
Pacific Islander	*	*	*
Caucasian	-31	25	-13
Other Subgroups			
Students with Disabilities	*	*	*
Economically Disadvantaged	-34	19	-12
English Learners	-27	7	22

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

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

Note: "ND" means that no data were available to the CDE or LEA to report. "B" means the school did not have a valid API Base and there is no Growth or target information. "C" means the school had significant demographic changes and there is no Growth or target information.

Adequate Yearly Progress

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

On March 7, 2014, the U.S. Department of Education approved California's testing waiver allowing flexibility in making AYP determinations for elementary and middle schools and unified school districts participating in the Smarter Balanced Field Test. CDE will not produce a 2014 AYP report for these qualifying schools and districts. High schools and high school districts will receive a 2014 AYP report based on achievement results from the grade ten California High School Exit Examination (CAHSEE) and California Alternate Performance Assessment (CAPA) as well as the cohort graduation rate.

The AYP table in this report illustrates the school's progress in meeting 2013-14 AYP target rates for applicable schools. More information on AYP can be found on the California Department of Education's (CDE) website www.cde.ca.gov/nclb/ and the U.S. Dept. of Ed. website www.ed.gov/nclb/accountability/.

Adequate Yearly Progress (AYP) Results Reported by Indicator & Compared to District Performance 2013-14		
Did the school and district meet or exceed 2014 AYP performance criteria in each of the areas listed below?		
AYP Indicator	NCES	CJUSD
Overall Results	*	*
Participation Rate		
English Language Arts	*	*
Mathematics	*	*
Percent Proficient		
English Language Arts	*	*
Mathematics	*	*
Met API Criteria	*	*
Graduation Rate	N/A	*

A "*" means that the school or LEA did not receive a 2014 AYP Report. For 2014, only schools and LEAs identified as a "high school" or "high school LEA" are in receipt of AYP Reports.

No Child Left Behind (NCLB)

The No Child Left Behind (NCLB) Act is part of the Federal Title I funding program designed to support additional staffing and programs to meet the needs of low-income, low achieving students, and other designated students with special needs. Schools may apply, based upon their student demographics, for one of two types of Title I funding: Title I Schoolwide or Title I Targeted Assistance. Title I Schoolwide schools use federal funds for schoolwide improvement of student achievement. Title I Targeted Assistance schools use federal funds to help those students who meet specific program criteria. In 2013-14, North Country Elementary School qualified for Schoolwide Title I funding and is subject to comply with Title I program participation requirements.

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

Title I Program Improvement (PI) Status 2014-15		
PI Status	NCES	CJUSD
	In PI	In PI
First Year of PI	2012-2013	2011-2012
Year in PI	Year 2	Year 3
No. of Schools Currently in PI		4
% of Schools Currently in PI		44.4%

Note: Cells with N/A values do not require data.

*DW (Determination Waiver) indicates that the PI status of the school was carried over from the prior year in accordance with the flexibility granted through the federal waiver process.

Local Control Accountability Plan (LCAP)

As part of the new Local Control Funding Formula, school districts are required to develop, adopt, and annually update a three-year Local Control and Accountability Plan (LCAP). The following components of this SARC address some of the priorities identified in the District's LCAP:

Conditions of Learning – State Priority 1: Covered in *Teacher Assignment*, including the Teacher Credentials & Misassignments & NCLB Compliance charts; *Instructional Materials*, including the Textbooks chart; and *School Facilities & Maintenance*, including the Campus Description and School Facility Good Repair Status charts.

Pupil Achievement – State Priority 4: Covered in *Standardized State Assessments*, including the STAR Results and CAASPP charts; *Academic Performance Index*, including API chart; and *College Preparation & Work Readiness*, including the CTE Program Participation and UC/CSU charts.

Other Pupil Outcomes – State Priority 8: Covered in *California High School Exit Exam*, including the CAHSEE charts; and *Physical Fitness*, including the Physical Fitness Test chart.

Parental Involvement – State Priority 3: Covered in *Parent Involvement*.

Pupil Engagement – State Priority 5: Covered in *Dropouts* and in *Graduation Requirements*, including Dropout & Graduation Rates and Completion of High School Graduation Requirements charts.

School Climate – State Priority 6: Covered in *Discipline & Climate for Learning*, including Suspension & Expulsion chart; and *School Site Safety Plan*.

Parent Involvement

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

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

Opportunities to Volunteer

Chaperone Field Trips
Classroom Helper
Library Assistant
Student Store
PTO Sponsored School Events

Committees

English Learner Advisory Council
Parent Teacher Organization
School Site Council

School Activities

Science Night
Spelling Bee
Harvest Festival/Silent Auction
Geography Bee
Title I Information Sessions
Open House/Family Dinner
Jog-A-Thon
Leader in Me Parent Night
Santas Breakfast

School Facilities & Maintenance

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

- Installation of linoleum in nurses' room
- Replacement of linoleum in Pine 1 and 2 restrooms
- ADA improvements, asphalt repairs, and seal-coat parking lot
- Replacement of heat pump Sequoia #3
- Upgrade of WiFi throughout campus (2014-15)
- Installation of projectors and speakers in event classroom (2014-15)
- Repair siding (2014-15)
- Painting of exterior (2014-15)
- Replacement of window in Pine 2 (2014-15)
- Replacement of kitchen freezer and refrigerator (2014-15)
- Installation of Common Core technology equipment (bond project)
- Installation of wireless LAN system equipment (bond project)

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

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

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

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

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

Campus Description	
Year Built	1990
Acreage	10
Square Footage	-
Quantity	
Permanent Classrooms	19
Portable Classrooms	13
Restrooms (sets)	2
Staff Work Room(s)	1
Multipurpose Room/Cafeteria	1
Library	1
Outdoor Covered Patio	1
Playgrounds	1
Staff Lounge	1

Deferred Maintenance

North Country Elementary School participates in the State School Deferred Maintenance Program, which provides dollar-for-dollar matching funds to assist school districts with major repairs or replacement of existing school building components. Deferred maintenance projects generally include roofing, plumbing, heating, air conditioning, electrical systems, interior/exterior painting, and floor systems. During the 2013-14 school year, North Country Elementary School received \$19,055 in deferred maintenance funds for the repair and/or maintenance of plumbing, heating/air conditioning systems, floor systems and other systems.

Facilities Inspection

The district's maintenance department inspects North Country Elementary School on an annual basis in accordance with Education Code §17592.72(c)(1). North Country Elementary School uses a school site inspection survey to identify unsafe or hazardous conditions and facility improvement needs. The most recent school inspection took place on Wednesday, August 20, 2014. Deficiencies noted in the school inspection survey were corrected immediately by the district's maintenance department. During fiscal year 2013-14, all restrooms were fully functional and available for student use.

School Facility Good Repair Status Most Recent Inspection: Wednesday, August 20, 2014			
Item Inspected	Repair Status		
	Good	Fair	Poor
1. Gas Leaks	✓		
2. Mechanical Systems	✓		
3. Windows/ Doors/ Gates (Interior and Exterior)		✓	
4. Interior Surfaces (Walls, Floors, & Ceilings)		✓	
5. Hazardous Materials (Interior & Exterior)	✓		
6. Structural Damage		✓	
7. Fire Safety	✓		
8. Electrical (Interior & Exterior)	✓		
9. Pest/ Vermin Infestation	✓		
10. Drinking Fountains (Interior & Exterior)	✓		
11. Restroom	✓		
12. Sewer	✓		
13. Playgrounds/ School Grounds	✓		
14. Roofs	✓		
15. Overall Cleanliness	✓		

Repair Needed and Action Taken or Planned	
Section Number	Comment
(3)	Willow 1 - Door closer needs replacing; Cottonwood 1 - Old mortise handle; Cedar 1 - Door sprung; Laurel 1 - Old style door handle worn out; CDC - Center door closer needs work; Birch - Closer needs work; Laurel 2 - Door needs adjustment; Pine 2 - Window cracked (BB hole) & windows ruined by sprinklers; Cypress 3 & Willow 3 - BB hole in window; Cottonwood 3 - Door has holes from old closer; Willow RR - Door handles starting to wear out
(4)	Aspen 1 - Sheetrock cracked; Cedar 1 - Bad ceiling tiles & light out; Birch - Ceiling tiles stained; Willow Workroom - Patched wall needs paint & messy; Sequoia Workroom - Missing clock & messy; Cottonwood 2 - Front wall dirty; Cottonwood 2 & 3 - Cracked sheetrock by window; Kitchen - Linoleum worn
(6)	Administration - Outside soffit lights missing covers; Willow 1, Cypress 1 & 2 - Soffit cover missing; Willow RR - Hole in ground by foundation back wall; Kitchen - Light cover storeroom broken & pre-rinse worn out
(8)	Cypress 3, 5, Pine 2 & Willow 2 - Soffit light cover missing; Cypress 3 - Photo eye for night lights broken; Sequoia 2 - Soffit light broken & Photo eye; MP - Lights burned out
(10)	Aspen 1 - Vandalized fountain

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

Rating Description

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

Campus Supervision

School administration and teaching staff place a high priority on providing adequate adult supervision on campus before, during, and after school. As students arrive on campus each morning, teachers are strategically assigned to designated entrance areas and the playground. During recess, teachers and instructional assistants supervise playground activity. Noon duty assistants monitor lunch time activity in the cafeteria and on the playground. At the end of the day when students are dismissed, teachers monitor student behavior to ensure a safe and orderly departure. North Country Elementary School is a closed campus. During school hours, all visitors must sign in at the school's office and wear identification badges while on school grounds.

School Site Safety Plan

The Comprehensive School Site Safety Plan was developed for North Country Elementary School in collaboration with local agencies and the district office to fulfill Senate Bill 187 requirements. Components of this plan include child abuse reporting procedures, teacher notification of dangerous pupil procedures, disaster response procedures, procedures for safe arrival and departure from school, sexual harassment policy, and dress code policy. The school's most recent school safety plan was reviewed, updated, and discussed with school staff in October 2014.

Classroom Environment

Discipline & Climate for Learning

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

Suspensions & Expulsions			
	11-12	12-13	13-14
	NCES		
# of Students Suspended	39	30	27
# of Students Expelled	0	0	0
	CJUSD		
# of Students Suspended	450	482	367
# of Students Expelled	0	1	1
	California		
# of Students Suspended	366629	329370	279383
# of Students Expelled	9553	8266	6611

Chart provides an unduplicated count of students involved in one or more incidents during the academic year who were subsequently suspended or expelled from school.

Class Size

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

Class Size Distribution Self-Contained Classes				
Grade	2011-12			
	Avg. Class Size	Number of Classrooms		
		1-20	21-32	33+
K	29.0	1	2	1
1	31.3		3	
2	30.5		2	
3	28.7		3	
4	24.5	1	3	
5	34.0			2
6	34.5			2
Grade	2012-13			
	Avg. Class Size	Number of Classrooms		
		1-20	21-32	33+
K	30.0		4	
1	32.0		3	
2	33.0		1	1
3	24.0	1		2
4	18.0	2	2	
5	19.0	2	2	
6	22.0	1	1	
Grade	2013-14			
	Avg. Class Size	Number of Classrooms		
		1-20	21-32	33+
K	21.0	2	4	
1	15.0	3	3	
2	26.0	1	3	
3	23.0	1	2	
4	21.0	2	2	
5	18.0	2	2	
6	21.0	2	2	

**Number of classes indicates how many classes fall into each size category (a range of total students per classroom).*

Curriculum & Instruction

Staff Development

All training and curriculum development activities at North Country Elementary School revolve around the California Common Core State Standards. During the 2013-14 school year, North Country Elementary School held staff development training devoted to:

- Common Core State Standards in ELA, Writing, and Math
- Leader in Me Model

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

During the 2013-14 school year, North Country Elementary School's teachers attended the following events hosted by the Center Joint Unified School District:

- Common Core State Standards in Reading and Writing
- Common Core State Standards in Mathematics
- Common Core State Standards Instructional Shifts

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

Staff Development Days Three-Year Trend		
2011-12	2012-13	2013-14
1	2	2

Instructional Materials

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

On Wednesday, September 17, 2014, the Center Joint Unified School District's Board of Trustees held a public hearing to certify the extent to which textbooks and instructional materials have been provided to students. The Board of Trustees adopted Resolution #1/2014-15 which certifies as required by Education Code §60119 (1) that textbooks and instructional materials were provided to all students, including English learners, in the district to the extent that each pupil has a textbook or instructional materials, or both, to use in class and to take home, and (2)

sufficient textbooks and instructional materials were provided to each student, including English learners, that are aligned to the academic content standards and consistent with the cycles and content of the curriculum frameworks in math, science, history-social science, and English/language arts.

In addition to core subject areas, districts are required to disclose in their SARC the sufficiency of instructional materials used for their visual/performing arts curricula. During the 2014-15 school year, Center Joint Unified School District provided each student, including English learners, enrolled in a visual/performing arts class with a textbook or instructional materials to use in class and to take home. These materials complied with the state's content standards and curriculum frameworks.

Textbooks		
Adoption Year	Publisher & Series	Pupils Lacking Textbooks
English Language Arts		
2002	Open Court, <i>Open Court Reading</i>	0 %
English/Language Arts with ELD Materials		
2008	Pearson Prentice Hall, <i>Pearson Literature CA Reading and Language</i>	0 %
History-Social Science		
2007	Houghton Mifflin, <i>Houghton Mifflin History-Social Science</i>	0 %
2007	McDougal Littell, <i>World History: Ancient Civilizations</i>	0 %
Mathematics		
2014	CPM Educational Program, <i>Core Connections</i>	0 %
2014	McGraw Hill, <i>My Math</i>	0 %
Science		
2008	Harcourt School Publishers, <i>California Science</i>	0 %
2008	Pearson Prentice Hall, <i>Prentice Hall California Science Explorer: Focus on Earth, Life, and Physical Science</i>	0 %

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

Professional Staff

Counseling & Support Staff

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

Counselors & Support Personnel (Nonteaching Professional Staff) 2013-14		
	No. of Staff	FTE
Academic Counselor	0	0
Computer Technician	1	0.5
Health Clerk	1	•
Library Technician	1	1.0
Nurse	1	•
Psychologist	1	0.6
Speech Therapist	1	0.5

* as needed

Note: One Full Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50% of full time.

Teacher Assignment

During the 2013-14 school year, North Country Elementary School had 25 teachers who met all credential requirements in accordance with state guidelines. The Federal No Child Left Behind Act requires that all teachers in core subject areas meet certain requirements in order to be considered as "NCLB Compliant." Minimum qualifications include: possession of a bachelor's degree, possession of an appropriate California teaching credential, and demonstrated competence in core academic subjects. In the table below, which identifies the number of classrooms taught by NCLB-compliant and non-compliant teachers, high poverty schools are those schools in the highest quartile for student participation defined by the free and reduced price meal program. Low poverty schools are those schools that are in the lowest quartile of program participation.

Percentage of Core Classes 2013-14		
	Taught by NCLB-Compliant Teachers	Taught by non-NCLB-Compliant Teachers
North Country Elementary School	100.0 %	0.0 %
District Totals		
All Schools	98.0 %	2.0 %
High-Poverty	98.0 %	2.0 %
Low-Poverty	0.0 %	0.0 %

Note: High-poverty schools are defined as those schools with student eligibility of approximately 40% or more in the free and reduced price meals program. Low-poverty schools are those with student eligibility of approximately 39% or less in the free and reduced price meals programs.

Teacher Credentials & Assignments				
	NCES			CJUSD
	12-13	13-14	14-15	14-15
Total Teachers	21	25	28	204
Teachers with full credentials	21	25	28	204
Teachers without full credentials	0	0	0	0
Teachers teaching outside subject area	0	0	0	0
Total teacher misassignments	0	0	0	0
Teacher misassignments for English learners	0	0	0	0
Teacher vacancies	0	0	0	0

Note: "Misassignments" refers to the number of positions filled by teachers who lack legal authorization to teach that grade level, subject area, student group, etc.

*Total teacher misassignments includes the number of misassignments of teachers of English learners.

District Expenditures

Salary & Budget Comparison

State law requires comparative salary and budget information to be reported to the general public. For comparison purposes, the State Department of Education has provided average salary data from school districts having similar average daily attendance throughout the state. (Note: 2012-13 salary comparison data was the most recent data available at the time this report was published.)

Salary Comparison 2012-13		
	CJUSD	State Average of Districts in Same Category
Beginning Teacher Salary	\$36,124	\$38,920
Mid-Range Teacher Salary	\$59,523	\$59,803
Highest Teacher Salary	\$76,086	\$78,096
Superintendent Salary	\$150,000	\$151,912
Average Principal Salaries:		
Elementary School	\$92,847	\$95,836
Percentage of Budget:		
Teacher Salaries	42%	37%
Administrative Salaries	5%	6%

For detailed information on salaries, see the CDE Certificated Salaries & Benefits Web page at <http://www.cde.ca.gov/ds/fd/cs/>.

Expenditures Per Student

For the 2012-13 school year, Center Joint Unified School District spent an average of \$7,587 of total general funds to educate each student (based on 2012-13 audited financial statements and in accordance with calculations defined in Education Code §41372). The table in this report 1) compares the school's per pupil expenditures from unrestricted (basic) and restricted (supplemental) sources with other schools in the district and throughout the state, and 2) compares the average teacher salary at the school site with average teacher salaries at the district and state levels. Detailed information regarding salaries can be found at the CDE website at www.cde.ca.gov/ds/fd/ec/ and www.cde.ca.gov/ds/fd/cs/. (The figures shown in the table below reflect the direct cost of educational services, per ADA, excluding food services, facilities acquisition and construction, and certain other expenditures.)

In addition to general fund state funding, Center Joint Unified School District receives state and federal categorical funding for special programs. For the 2012-13 school year, the district received categorical, special education, and support programs funds for:

- Class Size Reduction, Grades K-3 (optional)
- Department of Rehabilitation
- Economic Impact Aid (EIA)
- Education Protection Account
- Lottery: Instructional Materials
- Medi-Cal Billing Option
- Other Local: Locally defined
- Partnership Academies Program
- Special Education
- State Lottery
- Title I
- Title II
- Title III
- Title X, McKinney-Vento Homeless Assistance
- Tobacco-Use Prevention Education
- Transportation
- Transportation: Special Education
- Vocational Programs

Expense of Education Per Pupil 2012-13					
	Dollars Spent per Student				
			% Diff. School & Dist.	State Avg., Dist. Same Size & Type	% Diff. School & State
	NCES	CJUSD			
ADA*	546	N/A	N/A	N/A	N/A
Total**	\$4,914	N/A	N/A	N/A	N/A
Restr.†	\$1,045	N/A	N/A	N/A	N/A
Unrestr.††	\$3,868	\$4,237	91.31	\$4,690	82.48
Avg. Teacher Salary	\$76,218	\$69,570	109.56	\$63,037	120.91

* Average Daily Attendance

** Total Restricted and Unrestricted \$ per student

† Restricted (Supplemental) \$ per student

†† Unrestricted (Basic) \$ per student

Note: Cells with N/A values do not require data.

SARC Data

DataQuest

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

Public Internet Access Location

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

Address: 4235 Antelope Road, Antelope

Phone Number: (916) 264-2920

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

Number of Computers Available: 21

Disclosure

The statistical information disclosed in this report is obtained from the California Department of Education and the Center Joint Unified School District. At the time of publication, this report met all SARC-related state and federal requirements, using the most current data available. Data to prepare the instructional materials section were acquired in September 2014. Data to prepare the school facilities section were acquired in October 2014.

Center Joint Unified School District Spinelli Elementary School

Grades K through 6
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2013-14 School Accountability Report Card *Published January 2015*

Center Joint Unified School District
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2014-15 Board of Trustees

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Director of Fiscal Services

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Student Achievement
Parent Involvement
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Principal's Message

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

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

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

Mission Statement

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

GOALS:

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

School Profile

Spinelli Elementary School is located in the northern region of Antelope and serves students in grades kindergarten through six following a traditional calendar. At the beginning of the 2013-14 school year, 326 students were enrolled, including 26.1% in special education, 23.3% qualifying for English Language Learner support, and 80.1% qualifying for free or reduced price lunch.

Student Enrollment by Ethnicity / Grade Level 2013-14			
Ethnic Group	%	Grade Level	#
African-Amer.	8.90%	Kindergarten	44
Amer. Indian or Alaskan Native	0.60%	Grade 1	35
Asian	13.80%	Grade 2	37
Filipino	0.90%	Grade 3	46
Hisp. or Latino	25.50%	Grade 4	52
Pacific Islander	0.90%	Grade 5	48
Caucasian	42.00%	Grade 6	64
Multi-Racial	7.40%		
Total Enrollment			326

Student Achievement

Standardized State Assessments

Students at Spinelli Elementary School participate in California's STAR examination each year. The mandatory STAR Program (Standardized Testing and Reporting) is a set of assessments that evaluates student proficiency in core subject areas and compares student results with other students in the state who took the same test. The STAR is comprised of a series of four components: the California Standards Tests (CST), the California Alternative Performance Assessment (CAPA), the California Modified Assessment (CMA), and Standards-based Tests in Spanish (STS). The STAR tables in this report illustrate the percentage of students achieving Proficient and Advanced levels of proficiency through fiscal year 2012-13. Beginning in 2013-14, students at Spinelli Elementary School participated in the new statewide student assessment system program identified as CAASPP, California Assessment of Student Performance and Progress. For the 2013-14 school year, the CAASPP reports results for the CAPA science test given in grades five, eight and ten only.

Results are shown only for subgroups with ten students or more taking the exam. Detailed results by grade level for each student group can be obtained from the California Department of Education's website <http://star.cde.ca.gov>.

STAR Results - All Students Percentage of Students Scoring at Proficient & Advanced Levels									
	Spinelli Elementary School			District			California		
	10-11	11-12	12-13	10-11	11-12	12-13	10-11	11-12	12-13
English Language Arts	56	54	53	53	58	54	54	56	55
Mathematics	69	60	58	49	52	51	49	50	50
Social Science				46	47	50	48	49	49

Note: STAR Program was last administered in 2012-13. Percentages are not calculated when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

California Assessment of Student Performance and Progress / Standardized Testing and Reporting Results for All Students in Science -- Three-Year Comparison									
	Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards)								
	Spinelli Elementary School			District			California		
	11-12	12-13	13-14	11-12	12-13	13-14	11-12	12-13	13-14
Science (grades 5, 8, and 10)	42	55	50	55	59	56	60	59	60

California Assessment of Student Performance and Progress Results by Student Group in Science (School Year 2013-14)	
Group	Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards)
All Students (District)	56
All Students (School)	50
Male	58
Female	36
African-Amer.	
Amer. Indian or Alaskan Native	
Asian	
Filipino	
Hisp. or Latino	36
Pacific Islander	
Caucasian	50
Multi-Racial	
English Learners	
Economically Disadvantaged	44
Migrant Educ.	
Students with Disabilities	

Note: Science assessments include California Standards Tests (CSTs), California Modified Assessment (CMA), and California Alternate Performance Assessment (CAPA) for students in grades 5, 8 and 10. Scores are not shown when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Physical Fitness

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

Physical Fitness Test Percentage of Students Meeting California Fitness Standards 2013-14			
Grade Tested	Number of Standards Met:		
	Four of Six	Five of Six	Six of Six
Fifth	12.2	14.3	8.5

Note: Percentages are not calculated when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Academic Performance Index

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

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

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

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

Academic Performance Index (API) Three Year Rank Comparison			
	2011	2012	2013
Statewide Rank	7	5	5
Similar Schools Rank	10	8	8

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

Note: For 2014 and subsequent years, the statewide and similar schools ranks will no longer be produced.

Academic Performance Index (API) Three Year Performance Comparison			
Results	Increase/Decrease in API Score		
	2010-11	2011-12	2012-13
Schoolwide - All Students	9	-33	-1
Ethnic Subgroups			
African-Amer.	*	*	*
Amer. Indian or Alaskan Native	*	*	*
Asian	*	*	*
Filipino	*	*	*
Hisp. or Latino	*	0	-6
Multi-Racial	*	*	*
Pacific Islander	*	*	*
Caucasian	3	-43	0
Other Subgroups			
Students with Disabilities	*	*	-17
Economically Disadvantaged	4	-31	7
English Learners	26	-28	-4

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

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

Note: "N/D" means that no data were available to the CDE or LEA to report. "B" means the school did not have a valid API Base and there is no Growth or target information. "C" means the school had significant demographic changes and there is no Growth or target information.

Adequate Yearly Progress

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

On March 7, 2014, the U.S. Department of Education approved California's testing waiver allowing flexibility in making AYP determinations for elementary and middle schools and unified school districts participating in the Smarter Balanced Field Test. CDE will not produce a 2014 AYP report for these qualifying schools and districts. High schools and high school districts will receive a 2014 AYP report based on achievement results from the grade ten California High School Exit Examination (CAHSEE) and California Alternate Performance Assessment (CAPA) as well as the cohort graduation rate.

The AYP table in this report illustrates the school's progress in meeting 2013-14 AYP target rates for applicable schools. More information on AYP can be found on the California Department of Education's (CDE) website www.cde.ca.gov/nclb/ and the U.S. Dept. of Ed. website www.ed.gov/nclb/accountability/.

Adequate Yearly Progress (AYP) Results Reported by Indicator & Compared to District Performance 2013-14		
Did the school and district meet or exceed 2014 AYP performance criteria in each of the areas listed below?		
AYP Indicator	SES	CJUSD
Overall Results	*	*
Participation Rate		
English Language Arts	*	*
Mathematics	*	*
Percent Proficient		
English Language Arts	*	*
Mathematics	*	*
Met API Criteria	*	*
Graduation Rate	N/A	*

A "*" means that the school or LEA did not receive a 2014 AYP Report. For 2014, only schools and LEAs identified as a "high school" or "high school LEA" are in receipt of AYP Reports.

No Child Left Behind (NCLB)

The No Child Left Behind (NCLB) Act is part of the Federal Title I funding program designed to support additional staffing and programs to meet the needs of low-income, low achieving students, and other designated students with special needs. Schools may apply, based upon their student demographics, for one of two types of Title I funding: Title I Schoolwide or Title I Targeted Assistance. Title I Schoolwide schools use federal funds for schoolwide improvement of student achievement. Title I Targeted Assistance schools use federal funds to help those students who meet specific program criteria. In 2013-14, Spinelli Elementary School qualified for Schoolwide Title I funding and is subject to comply with Title I program participation requirements.

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

Title I Program Improvement (PI) Status 2014-15		
PI Status	SES	CJUSD
	In PI	In PI
First Year of PI	2011-2012	2011-2012
Year in PI	Year 3	Year 3
No. of Schools Currently in PI		4
% of Schools Currently in PI		44.4%

Note: Cells with N/A values do not require data.

"DW" (Determination Waiver) indicates that the PI status of the school was carried over from the prior year in accordance with the flexibility granted through the federal waiver process.

Local Control Accountability Plan (LCAP)

As part of the new Local Control Funding Formula, school districts are required to develop, adopt, and annually update a three-year Local Control and Accountability Plan (LCAP). The following components of this SARC address some of the priorities identified in the District's LCAP:

Conditions of Learning – State Priority 1: Covered in *Teacher Assignment*, including the Teacher Credentials & Misassignments & NCLB Compliance charts; *Instructional Materials*, including the Textbooks chart; and *School Facilities & Maintenance*, including the Campus Description and School Facility Good Repair Status charts.

Pupil Achievement – State Priority 4: Covered in *Standardized State Assessments*, including the STAR Results and CAASPP charts; *Academic Performance Index*, including API chart; and *College Preparation & Work Readiness*, including the CTE Program Participation and UC/CSU charts.

Other Pupil Outcomes – State Priority 8: Covered in *California High School Exit Exam*, including the CAHSEE charts; and *Physical Fitness*, including the Physical Fitness Test chart.

Parental Involvement – State Priority 3: Covered in *Parent Involvement*.

Pupil Engagement – State Priority 5: Covered in *Dropouts* and in *Graduation Requirements*, including Dropout & Graduation Rates and Completion of High School Graduation Requirements charts.

School Climate – State Priority 6: Covered in *Discipline & Climate for Learning*, including Suspension & Expulsion chart; and *School Site Safety Plan*.

Parent Involvement

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

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

Opportunities to Volunteer

Chaperone Field Trips
Classroom Helper
Fundraising Activities

Committees

English Learner Advisory Council
School Site Council

School Activities

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

School Facilities & Maintenance

The district takes great efforts to ensure that all schools are clean, safe, and functional through proper facilities maintenance and campus supervision. Spinelli Elementary School's original facilities were built in 1965; ongoing maintenance and campus improvements ensure facilities remain up to date and provide adequate space for students and staff. District maintenance and site custodial staff ensure that the repairs necessary to keep the school in good condition are completed in a timely manner. A work order process is used by school and district staff to communicate non-routine maintenance requests. Emergency repairs are given the highest priority. In the last 12 months, the following improvements have been completed:

- Installation of occupancy sensors in portables
- Replacement of sidewalk in front of portables 13-17
- Seal-coat and stripe playground
- Painting trim
- Seal and stripe play area hardcourt (bond project)
- Installation of Common Core technology equipment (bond project)
- Installation of wireless LAN system equipment (bond project)
- Installation of WiFi (2014-15)
- Addition of chromebooks in two classrooms (2014-15)
- Installation of interactive white boards and projector systems in 12 classrooms (2014-15)

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

- Classroom cleaning
- Groundskeeping
- Lunch area setup/cleanup
- Office area cleaning
- Restroom cleaning
- Trash removal
- Kitchen cleaning

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

Campus Description	
Year Built	1965
Acreage	-
Square Footage	-
Quantity	
Permanent Classrooms	18
Portable Classrooms	19
Restrooms (sets)	3
Multipurpose Room/Cafeteria	1
Library	1
Computer Labs	2
Outdoor Covered Patio	1
Playgrounds	4
Staff Lounge	1
Staff Work room	1

Deferred Maintenance

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

maintenance projects generally include roofing, plumbing, heating, air conditioning, electrical systems, interior/exterior painting, and floor systems. During the 2013-14 school year, Spinelli Elementary School received \$12,739 in deferred maintenance funds for the repair and/or maintenance of plumbing and heating/air conditioning systems.

Facilities Inspection

The district's maintenance department inspects Spinelli Elementary School on an annual basis in accordance with Education Code §17592.72(c)(1). Spinelli Elementary School uses a school site inspection survey to identify unsafe or hazardous conditions and facility improvement needs. The most recent school inspection took place on Wednesday, August 27, 2014. Deficiencies noted in the school inspection survey were corrected immediately by the district's maintenance department. During fiscal year 2013-14, all restrooms were fully functional and available for student use.

School Facility Good Repair Status Most Recent Inspection: Wednesday, August 27, 2014			
Item Inspected	Repair Status		
	Good	Fair	Poor
1. Gas Leaks	✓		
2. Mechanical Systems	✓		
3. Windows/ Doors/ Gates (Interior and Exterior)		✓	
4. Interior Surfaces (Walls, Floors, & Ceilings)	✓		
5. Hazardous Materials (Interior & Exterior)	✓		
6. Structural Damage	✓		
7. Fire Safety	✓		
8. Electrical (Interior & Exterior)	✓		
9. Pest/ Vermin Infestation	✓		
10. Drinking Fountains (Interior & Exterior)	✓		
11. Restroom	✓		
12. Sewer	✓		
13. Playgrounds/ School Grounds	✓		
14. Roofs	✓		
15. Overall Cleanliness	✓		

Repair Needed and Action Taken or Planned	
Section Number	Comment
(2)	Library & Room 5 - HVAC broken
(3)	MPR - Storeroom door air louver broken loose; Room 9 - Front window has BB hole & door is dragging; Room 13 - Door has holes; Room 32 - Handle is old; Room 33 - Door needs adjusting-storeroom; Room 35 - Window has BB hole; Room 37 - Door lock needs to be replaced & door is dragging; Room 13, 14 - Door number missing
(4)	MPR - Hole in wall where old clock was before; Room 15 - Ceiling tiles; Room 18 (Adult RR) - Ceiling tiles missing
(6)	Room 12 - Ceiling tiles are bad; CDC-3 - Ramp is rusted; Room 19 - Cinder blocks ajar; Room 25 - Mortar missing front brick; Room 28 - Outside wall under window cinder blocks moved; Office Playground - Cracks in asphalt
(8)	Room 22 - Soffit tight out
(14)	Room 16 - Storeroom
(15)	Room 31 - Computer storeroom & messy clutter

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

Rating Description

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

Campus Supervision

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

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

School Site Safety Plan

The Comprehensive School Site Safety Plan was developed for Spinelli Elementary School in collaboration with local agencies and the district office to fulfill Senate Bill 187 requirements. Components of this plan include child abuse reporting procedures, teacher notification of dangerous pupil procedures, disaster response procedures, procedures for safe arrival and departure from school, sexual harassment policy, and dress code policy. The school's most recent school safety plan will be reviewed, updated, and discussed with school staff in October 2014.

Classroom Environment

Discipline & Climate for Learning

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

Suspensions & Expulsions			
	11-12	12-13	13-14
	SES		
# of Students Suspended	23	24	8
# of Students Expelled	0	0	0
	CJUSD		
# of Students Suspended	450	462	367
# of Students Expelled	0	1	1
	California		
# of Students Suspended	366629	329370	279383
# of Students Expelled	9553	8266	6611
Chart provides an unduplicated count of students involved in one or more incidents during the academic year who were subsequently suspended or expelled from school.			

Class Size

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

Class Size Distribution Self-Contained Classes				
Grade	2011-12			
	Avg. Class Size	Number of Classrooms		
		1-20	21-32	33+
K	10.3	3	1	
1	22.7	1	2	
2	20.3	2	1	
3	32.0		1	1
4	16.7	2	1	
5	30.5		2	
6	22.0	1	1	
Grade	2012-13			
	Avg. Class Size	Number of Classrooms		
		1-20	21-32	33+
K	10.0	3	1	
1	11.0	2	1	
2	15.0	3	1	
3	11.0	4	1	
4	11.0	4	1	
5	11.0	5	1	
6	13.0	3	1	
Grade	2013-14			
	Avg. Class Size	Number of Classrooms		
		1-20	21-32	33+
K	15.0	2	1	
1	12.0	2	1	
2	12.0	2	1	
3	12.0	4		
4	10.0	4	1	
5	10.0	4	1	
6	13.0	4	1	

*Number of classes indicates how many classes fall into each size category (a range of total students per classroom).

Curriculum & Instruction

Staff Development

All training and curriculum development activities at Spinelli Elementary School revolve around the California Common Core State Standards. During the 2013-14 school year, Spinelli Elementary School held staff development training devoted to:

- Build Academic Vocabulary
- Depth and Complexity
- High Quality First Instruction Training
- Safe School Disaster Training
- Step Up to Writing
- Writing Standards in ELA and Math

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

analysis to identify areas of need. Teaching staff are provided the opportunity to participate in district-sponsored staff development workshops or training session as 1) a supplement to site-based staff development, 2) for reinforcement of or follow-up on previous training, or 3) follow-up training for newly implemented programs/curricula.

During the 2013-14 school year, Spinelli Elementary School's teachers attended the following events hosted by the Center Joint Unified School District:

- Common Core State Standards in Reading and Writing
- Common Core State Standards in Mathematics
- Common Core State Standards Instructional Shifts

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

Staff Development Days Three-Year Trend		
2011-12	2012-13	2013-14
1	2	2

Instructional Materials

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

On Wednesday, September 17, 2014, the Center Joint Unified School District's Board of Trustees held a public hearing to certify the extent to which textbooks and instructional materials have been provided to students. The Board of Trustees adopted Resolution #1/2014-15 which certifies as required by Education Code §60119 (1) that textbooks and instructional materials were provided to all students, including English learners, in the district to the extent that each pupil has a textbook or instructional materials, or both, to use in class and to take home, and (2) sufficient textbooks and instructional materials were provided to each student, including English learners, that are aligned to the academic content standards and consistent with the cycles and content of the curriculum frameworks in math, science, history-social science, and English/language arts.

In addition to core subject areas, districts are required to disclose in their SARCs the sufficiency of instructional materials used for their visual/performing arts curricula. During the 2014-15 school year, Center Joint Unified School District provided each student, including English learners, enrolled in a visual/performing arts class with a textbook or instructional materials to use in class and to take home. These materials complied with the state's content standards and curriculum frameworks.

Textbooks		
Adoption Year	Publisher & Series	Pupils Lacking Textbooks
English Language Arts		
2002	Open Court, <i>Open Court Reading</i>	0 %
English/Language Arts with ELD Materials		
2008	Pearson Prentice Hall, <i>Pearson Literature CA Reading and Language</i>	0 %
History-Social Science		
2007	Houghton Mifflin, <i>Houghton Mifflin History-Social Science</i>	0 %
2007	McDougal Littell, <i>World History: Ancient Civilizations</i>	0 %
Mathematics		
2014	CPM Educational Program, <i>Core Connections</i>	0 %
2014	McGraw Hill, <i>My Math</i>	0 %
Science		
2008	Harcourt School Publishers, <i>California Science</i>	0 %
2008	Pearson Prentice Hall, <i>Prentice Hall California Science Explorer: Focus on Earth, Life, and Physical Science</i>	0 %

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

Professional Staff

Counseling & Support Staff

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

Counselors & Support Personnel (Nonteaching Professional Staff) 2013-14		
	No. of Staff	FTE
Academic Counselor	0	0
Speech Therapist	3	2.1
Health Aide	1	*
Library Technician	1	0.7
Nurse	1	*
Psychologist	1	0.4

* as needed

Note: One Full Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50% of full time.

Teacher Assignment

During the 2013-14 school year, Spinelli Elementary School had 17 teachers who met all credential requirements in accordance with state guidelines. The Federal No Child Left Behind Act requires that all teachers in core subject areas meet certain requirements in order to be considered as "NCLB Compliant." Minimum qualifications include: possession of a bachelor's degree, possession of an appropriate California teaching credential, and demonstrated competence in core academic subjects. In the table below, which identifies the number of classrooms taught by NCLB-compliant and non-compliant teachers, high poverty schools are those schools in the highest

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

Percentage of Core Classes 2013-14		
	Taught by NCLB-Compliant Teachers	Taught by non-NCLB-Compliant Teachers
Spinelli Elementary School	100.0 %	0.0 %
District Totals		
All Schools	98.0 %	2.0 %
High-Poverty	98.0 %	2.0 %
Low-Poverty	0.0 %	0.0 %

Note: High-poverty schools are defined as those schools with student eligibility of approximately 40% or more in the free and reduced price meals program. Low-poverty schools are those with student eligibility of approximately 39% or less in the free and reduced price meals programs.

Teacher Credentials & Assignments				
	SES			CJUSD
	12-13	13-14	14-15	14-15
Total Teachers	18	17	16	204
Teachers with full credentials	18	17	16	204
Teachers without full credentials	0	0	0	0
Teachers teaching outside subject area	0	0	0	0
Total teacher misassignments	0	0	0	0
Teacher misassignments for English learners	0	0	0	0
Teacher vacancies	0	0	0	0

Note: "Misassignments" refers to the number of positions filled by teachers who lack legal authorization to teach that grade level, subject area, student group, etc.

*Total teacher misassignments includes the number of misassignments of teachers of English learners.

District Expenditures

Salary & Budget Comparison

State law requires comparative salary and budget information to be reported to the general public. For comparison purposes, the State Department of Education has provided average salary data from school districts having similar average daily attendance throughout the state. (Note: 2012-13 salary comparison data was the most recent data available at the time this report was published.)

Salary Comparison 2012-13		
	CJUSD	State Average of Districts in Same Category
Beginning Teacher Salary	\$36,124	\$38,920
Mid-Range Teacher Salary	\$59,523	\$59,803
Highest Teacher Salary	\$76,086	\$78,096
Superintendent Salary	\$150,000	\$151,912
Average Principal Salaries:		
Elementary School	\$92,847	\$95,836
Percentage of Budget:		
Teacher Salaries	42%	37%
Administrative Salaries	5%	6%

For detailed information on salaries, see the CDE Certificated Salaries & Benefits Web page at <http://www.cde.ca.gov/ds/fd/cs/>.

Expenditures Per Student

For the 2012-13 school year, Center Joint Unified School District spent an average of \$7,587 of total general funds to educate each student (based on 2012-13 audited financial statements

and in accordance with calculations defined in Education Code §41372). The table in this report 1) compares the school's per pupil expenditures from unrestricted (basic) and restricted (supplemental) sources with other schools in the district and throughout the state, and 2) compares the average teacher salary at the school site with average teacher salaries at the district and state levels. Detailed information regarding salaries can be found at the CDE website at www.cde.ca.gov/ds/fd/ec/ and www.cde.ca.gov/ds/fd/cs/. (The figures shown in the table below reflect the direct cost of educational services, per ADA, excluding food services, facilities acquisition and construction, and certain other expenditures.)

In addition to general fund state funding, Center Joint Unified School District receives state and federal categorical funding for special programs. For the 2012-13 school year, the district received categorical, special education, and support programs funds for:

- Class Size Reduction, Grades K-3 (optional)
- Department of Rehabilitation
- Economic Impact Aid (EIA)
- Education Protection Account
- Lottery: Instructional Materials
- Medi-Cal Billing Option
- Other Local: Locally defined
- Partnership Academies Program
- Special Education
- State Lottery
- Title I
- Title II
- Title III
- Title X, McKinney-Vento Homeless Assistance
- Tobacco-Use Prevention Education
- Transportation
- Transportation: Special Education
- Vocational Programs

Public Internet Access Location

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

Address: 4235 Antelope Road, Antelope

Phone Number: (916) 264-2920

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

Number of Computers Available: 21

Disclosure

The statistical information disclosed in this report is obtained from the California Department of Education and the Center Joint Unified School District. At the time of publication, this report met all SARC-related state and federal requirements, using the most current data available. Data to prepare the instructional materials section were acquired in September 2014. Data to prepare the school facilities section were acquired in October 2014.

Expense of Education Per Pupil 2012-13					
	Dollars Spent per Student				
	SES	CJUSD	% Diff. School & Dist.	State Avg., Dist. Same Size & Type	% Diff. School & State
ADA*	344	N/A	N/A	N/A	N/A
Total**	\$8,931	N/A	N/A	N/A	N/A
Restr.†	\$4,760	N/A	N/A	N/A	N/A
Unrestr.††	\$4,172	\$4,237	98.48	\$4,690	88.95
Avg. Teacher Salary	\$68,200	\$69,570	98.03	\$63,037	108.19

* Average Daily Attendance

** Total Restricted and Unrestricted \$ per student

† Restricted (Supplemental) \$ per student

†† Unrestricted (Basic) \$ per student

Note: Cells with N/A values do not require data.

SARC Data

DataQuest

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

Center Joint Unified School District Oak Hill Elementary School

Grades K through 6
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2013-14 School Accountability Report Card *Published January 2015*

Center Joint Unified School District
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Website Address
www.centerusd.org

**2014-15
Board of Trustees**
Kelly Kelley
Delrae M. Pope
Jeremy Hunt
Nancy Anderson
Donald E. Wilson

District Administration

Scott Loehr
Superintendent
Craig Deason
Assistant Superintendent

David Grimes
Director of Personnel/Student Services

Jeanne Bess
Director of Fiscal Services

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Principal's Message

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

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

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

Mission Statement

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

School Profile

Oak Hill Elementary School is located in the northern region of Antelope and serves students in grades kindergarten through six following a traditional calendar. At the beginning of the 2013-14 school year, 761 students were enrolled, including 5.6% in special education, 22.3% qualifying for English Language Learner support, and 53.3% qualifying for free or reduced price lunch.

Student Enrollment by Ethnicity / Grade Level 2013-14			
Ethnic Group	%	Grade Level	#
African-Amer.	10.60%	Kindergarten	96
Amer. Indian or Alaskan Native	0.40%	Grade 1	120
Asian	5.40%	Grade 2	119
Filipino	3.40%	Grade 3	125
Hisp. or Latino	17.80%	Grade 4	99
Pacific Islander	1.20%	Grade 5	111
Caucasian	54.60%	Grade 6	91
Multi-Racial	6.00%		
Total Enrollment			761

Student Achievement

Standardized State Assessments

Students at Oak Hill Elementary School participate in California's STAR examination each year. The mandatory STAR Program (Standardized Testing and Reporting) is a set of assessments that evaluates student proficiency in core subject areas and compares student results with other students in the state who took the same test. The STAR is comprised of a series of four components: the California Standards Tests (CST), the California Alternative Performance Assessment (CAPA), the California Modified Assessment (CMA), and Standards-based Tests in Spanish (STS). The STAR tables in this report illustrate the percentage of students achieving Proficient and Advanced levels of proficiency through fiscal year 2012-13. Beginning in 2013-14, students at Oak Hill Elementary School participated in the new statewide student assessment system program identified as CAASPP, California Assessment of Student Performance and Progress. For the 2013-14 school year, the CAASPP reports results for the CAPA science test given in grades five, eight and ten only.

Results are shown only for subgroups with ten students or more taking the exam. Detailed results by grade level for each student group can be obtained from the California Department of Education's website <http://star.cde.ca.gov>.

STAR Results - All Students Percentage of Students Scoring at Proficient & Advanced Levels									
	Oak Hill Elementary School			District			California		
	10-11	11-12	12-13	10-11	11-12	12-13	10-11	11-12	12-13
English Language Arts	63	66	55	53	58	54	54	56	55
Mathematics	66	62	63	49	52	51	49	50	50
Social Science				46	47	50	48	49	49

Note: STAR Program was last administered in 2012-13. Percentages are not calculated when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

California Assessment of Student Performance and Progress / Standardized Testing and Reporting Results for All Students in Science -- Three-Year Comparison									
	Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards)								
	Oak Hill Elementary School			District			California		
	11-12	12-13	13-14	11-12	12-13	13-14	11-12	12-13	13-14
Science (grades 5, 8, and 10)	51	64	56	55	59	56	60	59	60

California Assessment of Student Performance and Progress Results by Student Group in Science (School Year 2013-14)	
Group	Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards)
All Students (District)	56
All Students (School)	56
Male	57
Female	55
African-Amer.	57
Amer. Indian or Alaskan Native	
Asian	
Filipino	
Hisp. or Latino	45
Pacific Islander	
Caucasian	61
Multi-Racial	
English Learners	8
Economically Disadvantaged	56
Migrant Educ.	
Students with Disabilities	

Note: Science assessments include California Standards Tests (CSTs), California Modified Assessment (CMA), and California Alternate Performance Assessment (CAPA) for students in grades 5, 8 and 10. Scores are not shown when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Physical Fitness

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

Physical Fitness Test Percentage of Students Meeting California Fitness Standards 2013-14			
Grade Tested	Number of Standards Met:		
	Four of Six	Five of Six	Six of Six
Fifth	23.1	22.2	41.9

Note: Percentages are not calculated when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Academic Performance Index

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

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

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

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

Academic Performance Index (API) Three Year Rank Comparison			
	2011	2012	2013
Statewide Rank	7	7	6
Similar Schools Rank	9	7	5

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

Note: For 2014 and subsequent years, the statewide and similar schools ranks will no longer be produced.

Academic Performance Index (API) Three Year Performance Comparison			
Results	Increase/Decrease in API Score		
	2010-11	2011-12	2012-13
Schoolwide - All Students	1	-7	-24
Ethnic Subgroups			
African-Amer.	24	12	*
Amer. Indian or Alaskan Native	*	*	*
Asian	*	*	*
Filipino	*	*	*
Hisp. or Latino	*	*	*
Multi-Racial	*	*	*
Pacific Islander	*	*	*
Caucasian	8	-18	-17
Other Subgroups			
Students with Disabilities	*	*	*
Economically Disadvantaged	3	-5	-28
English Learners	9	-11	-32

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

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

Note: "N/D" means that no data were available to the CDE or LEA to report. "B" means the school did not have a valid API Base and there is no Growth or target information. "C" means the school had significant demographic changes and there is no Growth or target information.

Adequate Yearly Progress

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

On March 7, 2014, the U.S. Department of Education approved California's testing waiver allowing flexibility in making AYP determinations for elementary and middle schools and unified school districts participating in the Smarter Balanced Field Test. CDE will not produce a 2014 AYP report for these qualifying schools and districts. High schools and high school districts will receive a 2014 AYP report based on achievement results from the grade ten California High School Exit Examination (CAHSEE) and California Alternate Performance Assessment (CAPA) as well as the cohort graduation rate.

The AYP table in this report illustrates the school's progress in meeting 2013-14 AYP target rates for applicable schools. More information on AYP can be found on the California Department of Education's (CDE) website www.cde.ca.gov/nclb/ and the U.S. Dept. of Ed. website www.ed.gov/nclb/accountability/.

Adequate Yearly Progress (AYP) Results Reported by Indicator & Compared to District Performance 2013-14		
Did the school and district meet or exceed 2014 AYP performance criteria in each of the areas listed below?		
AYP Indicator	OHES	CJUSD
Overall Results	*	*
Participation Rate		
English Language Arts	*	*
Mathematics	*	*
Percent Proficient		
English Language Arts	*	*
Mathematics	*	*
Met API Criteria	*	*
Graduation Rate	N/A	*

A "*" means that the school or LEA did not receive a 2014 AYP Report. For 2014, only schools and LEAs identified as a "high school" or "high school LEA" are in receipt of AYP Reports.

No Child Left Behind (NCLB)

The No Child Left Behind (NCLB) Act is part of the Federal Title I funding program designed to support additional staffing and programs to meet the needs of low-income, low achieving students, and other designated students with special needs. Schools may apply, based upon their student demographics, for one of two types of Title I funding: Title I Schoolwide or Title I Targeted Assistance. Title I Schoolwide schools use federal funds for schoolwide improvement of student achievement. Title I Targeted Assistance schools use federal funds to help those students who meet specific program criteria. In 2013-14, Oak Hill Elementary School did not participate in the Title I program and is therefore not required to comply with program mandates.

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

Title I Program Improvement (PI) Status 2014-15		
	OHES	CJUSD
PI Status	Not in PI	In PI
First Year of PI	N/A	2011-2012
Year in PI	N/A	Year 3
No. of Schools Currently in PI		4
% of Schools Currently in PI		44.4%

Note: Cells with N/A values do not require data.

"DW" (Determination Waiver) indicates that the PI status of the school was carried over from the prior year in accordance with the flexibility granted through the federal waiver process.

Local Control Accountability Plan (LCAP)

As part of the new Local Control Funding Formula, school districts are required to develop, adopt, and annually update a three-year Local Control and Accountability Plan (LCAP). The following components of this SARC address some of the priorities identified in the District's LCAP:

Conditions of Learning – State Priority 1: Covered in *Teacher Assignment*, including the *Teacher Credentials & Misassignments & NCLB Compliance charts*; *Instructional Materials*, including the *Textbooks chart*; and *School Facilities & Maintenance*, including the *Campus Description and School Facility Good Repair Status charts*.

Pupil Achievement – State Priority 4: Covered in *Standardized State Assessments*, including the STAR Results and CAASPP charts; *Academic Performance Index*, including API chart; and *College Preparation & Work Readiness*, including the CTE Program Participation and UC/CSU charts.

Other Pupil Outcomes – State Priority 8: Covered in *California High School Exit Exam*, including the CAHSEE charts; and *Physical Fitness*, including the Physical Fitness Test chart.

Parental Involvement – State Priority 3: Covered in *Parent Involvement*.

Pupil Engagement – State Priority 5: Covered in *Dropouts* and in *Graduation Requirements*, including Dropout & Graduation Rates and Completion of High School Graduation Requirements charts.

School Climate – State Priority 6: Covered in *Discipline & Climate for Learning*, including Suspension & Expulsion chart; and *School Site Safety Plan*.

Parent Involvement

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

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

Opportunities to Volunteer

Chaperone Field Trips
Fundraising Activities
Monthly Parent Information Nights
Room Parent
Tutoring

Committees

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

School Activities

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

School Facilities & Maintenance

The district takes great efforts to ensure that all schools are clean, safe, and functional through proper facilities maintenance and campus supervision. Oak Hill Elementary School's original facilities were built in 1994; ongoing maintenance and campus improvements ensure facilities remain up to date and provide adequate space for students and staff. District maintenance and site custodial staff ensure that the repairs necessary to keep the school in good condition are completed in a timely manner. A work order process is used by school and district staff to communicate non-routine maintenance requests. Emergency repairs are given the highest priority. In the last 12 months, the following improvements have been completed:

- Addition of a garden
- Replacement of carpet in administrative building
- Replacement of HVAC in multipurpose room
- Addition of chrome carts with chrome books
- Installation of wireless LAN system equipment (bond project)
- Parking lot paving repair (bond project)
- Painting the front of six portables (bond project)
- Installation of Common Core technology equipment (bond project)
- Replacement of concrete to eliminate tripping hazard (2014-15)
- Replacement of carpet tule 1, 2 and 4 (2014-15)
- Replacement of outside eating area cover (2014-15)

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

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

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

- Classroom cleaning
- Common use area cleaning
- Restroom cleaning

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

Campus Description	
Year Built	1994
Acreage	-
Square Footage	-
Quantity	
Permanent Classrooms	14
Portable Classrooms	21
Restrooms (sets)	3
Auditorium	1
Multipurpose Room/Cafeteria	1
Resource Room(s)	1
Library	1
Computer Lab	1
Conference Rooms	2
Outdoor Meal Area	1
Playgrounds	2
Staff Lounge	1
Staff Workroom	1

Deferred Maintenance

Oak Hill Elementary School participates in the State School Deferred Maintenance Program, which provides dollar-for-dollar matching funds to assist school districts with major repairs or replacement of existing school building components. Deferred maintenance projects generally include roofing, plumbing, heating, air conditioning, electrical systems, interior/exterior painting, and floor systems. During the 2013-14 school year, Oak Hill Elementary School received \$24,535 in deferred maintenance funds for the repair and/or maintenance of plumbing, heating/air conditioning systems and floor systems.

Facilities Inspection

The district's maintenance department inspects Oak Hill Elementary School on an annual basis in accordance with Education Code §17592.72(c)(1). Oak Hill Elementary School uses a school site inspection survey to identify unsafe or hazardous conditions and facility improvement needs. The most recent school inspection took place on Wednesday, August 20, 2014. Deficiencies noted in the school inspection survey were corrected immediately by the district's maintenance department. During fiscal year 2013-14, all restrooms were fully functional and available for student use.

School Facility Good Repair Status Most Recent Inspection: Wednesday, August 20, 2014			
Item Inspected	Repair Status		
	Good	Fair	Poor
1. Gas Leaks	✓		
2. Mechanical Systems	✓		
3. Windows/ Doors/ Gates (Interior and Exterior)	✓		
4. Interior Surfaces (Walls, Floors, & Ceilings)	✓		
5. Hazardous Materials (Interior & Exterior)	✓		
6. Structural Damage	✓		
7. Fire Safety	✓		
8. Electrical (Interior & Exterior)	✓		
9. Pest/ Vermin Infestation	✓		
10. Drinking Fountains (Interior & Exterior)	✓		
11. Restroom	✓		
12. Sewer	✓		
13. Playgrounds/ School Grounds	✓		
14. Roofs	✓		
15. Overall Cleanliness	✓		

Repair Needed and Action Taken or Planned	
Section Number	Comment
(3)	Shasta - Rain stains on exterior; Drakes Bay - Door handle (1) and threshold need adjusting; Ceiling tiles (2) missing; Blinds torn; Mission 1 - Closer shot; Mission 2 - Door closer slams; Tule Lake 1 - Door board; Tule Lake 4 - Ramp edge settled, trip hazard; Computer Lab - Interior door handle doesn't spring
(4)	Emerald Bay - Ceiling tiles stained & building stained with paint; Monterey Bay - Light cover is missing; Shasta - Ceiling tile missing in workroom; signs faded and missing; old carpet; building has water stains; San Francisco Bay - Sign missing by square room; camera missing by round room; door windows are papered over; Mission 1, 2, 3, 4, 5, 6 and Tule 0 - Old carpet; Abalone Cove - Ceiling tile broken; Tule Lake 2 - Light covers (3) missing
(6)	Lake Tahoe - Rain gutter leaking; Mission Bay - Ceiling tiles hanging; Oyster Cove - Sheetrock scraped
(7)	Bodega Bay - Workroom light switch is behind file cabinet; Trinidad Bay - Too much paper on walls; MP - Stairs to stage blocked by cooler; Back stairwell filled with storage
(11)	San Francisco Bay - Girls restroom light covers missing; Boys restroom sign is missing.
(15)	Bodega Bay - Cluttered badly; Tule Lake 3 - Storeroom clutter

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

Rating Description

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

Campus Supervision

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

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

School Site Safety Plan

The Comprehensive School Site Safety Plan was developed for Oak Hill Elementary School in collaboration with local agencies and the district office to fulfill Senate Bill 187 requirements. Components of this plan include child abuse reporting procedures, teacher notification of dangerous pupil procedures, disaster response procedures, procedures for safe arrival and departure from school, sexual harassment policy, and dress code policy. The school's most recent school safety plan was reviewed and updated in February 2014 and discussed with school staff in March 2014.

Classroom Environment

Discipline & Climate for Learning

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

Suspensions & Expulsions			
	11-12	12-13	13-14
	OHES		
# of Students Suspended	32	31	25
# of Students Expelled	0	0	0
	CJUSD		
	11-12	12-13	13-14
# of Students Suspended	450	462	367
# of Students Expelled	0	1	1
	California		
	11-12	12-13	13-14
# of Students Suspended	366629	329370	279383
# of Students Expelled	9553	8266	6611

Chart provides an unduplicated count of students involved in one or more incidents during the academic year who were subsequently suspended or expelled from school.

Class Size

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

Class Size Distribution Self-Contained Classes				
Grade	2011-12			
	Avg. Class Size	Number of Classrooms		
		1-20	21-32	33+
K	30.8		4	
1	31.8		4	1
2	31.8		4	
3	30.8		4	
4	30.3		2	1
5	32.0		3	1
6	27.0	1	3	
Grade	2012-13			
	Avg. Class Size	Number of Classrooms		
		1-20	21-32	33+
K	27.0	1	3	
1	29.0	1	3	
2	28.0	1	4	
3	27.0	1	3	
4	25.0	2		3
5	24.0	2	1	1
6	23.0	2	3	
Grade	2013-14			
	Avg. Class Size	Number of Classrooms		
		1-20	21-32	33+
K	24.0	1	3	
1	24.0	1	4	
2	30.0		4	
3	31.0		4	
4	25.0	1	3	
5	28.0	1	3	
6	30.0		3	

*Number of classes indicates how many classes fall into each size category (a range of total students per classroom).

Curriculum & Instruction

Staff Development

All training and curriculum development activities at Oak Hill Elementary School revolve around the California Common Core State Standards. During the 2013-14 school year, Oak Hill Elementary School held staff development training devoted to:

- Collaboration Teams
- Data Analysis
- Differentiated Instruction
- Instructional Strategies
- Safety Training
- Teaching Strategies for Writing

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

During the 2013-14 school year, Oak Hill Elementary School's teachers attended the following events hosted by the Center Joint Unified School District:

- Common Core State Standards in Reading and Writing
- Common Core State Standards in Mathematics
- Common Core State Standards Instructional Shifts

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

Staff Development Days Three-Year Trend		
2011-12	2012-13	2013-14
1	2	2

Instructional Materials

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

On Wednesday, September 17, 2014, the Center Joint Unified School District's Board of Trustees held a public hearing to certify the extent to which textbooks and instructional materials have been provided to students. The Board of Trustees adopted Resolution #1/2014-15 which certifies as required by Education Code §60119 (1) that textbooks and instructional materials were provided to all students, including English learners, in the district to the extent that each pupil has a textbook or instructional materials, or both, to use in class and to take home, and (2) sufficient textbooks and instructional materials were provided to each student, including English learners, that are aligned to the academic content standards and consistent with the cycles and content of the curriculum frameworks in math, science, history-social science, and English/language arts.

In addition to core subject areas, districts are required to disclose in their SARCs the sufficiency of instructional materials used for their visual/performing arts curricula. During the 2014-15 school year, Center Joint Unified School District provided each student, including English learners, enrolled in a visual/performing arts class with a textbook or instructional materials to use in class and to take home. These materials complied with the state's content standards and curriculum frameworks.

Textbooks		
Adoption Year	Publisher & Series	Pupils Lacking Textbooks
English Language Arts		
2002	Open Court, <i>Open Court Reading</i>	0 %
English/Language Arts with ELD Materials		
2008	Pearson Prentice Hall, <i>Pearson Literature CA Reading and Language</i>	0 %
History-Social Science		
2007	Houghton Mifflin, <i>Houghton Mifflin History-Social Science</i>	0 %
2007	McDougal Littell, <i>World History: Ancient Civilizations</i>	0 %
Mathematics		
2014	CPM Educational Program, <i>Core Connections</i>	0 %
2014	McGraw Hill, <i>My Math</i>	0 %
Science		
2008	Harcourt School Publishers, <i>California Science</i>	0 %
2008	Pearson Prentice Hall, <i>Prentice Hall California Science Explorer: Focus on Earth, Life, and Physical Science</i>	0 %

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

Professional Staff

Counseling & Support Staff

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

Counselors & Support Personnel (Nonteaching Professional Staff) 2013-14		
	No. of Staff	FTE
Academic Counselor	0	0
Library Technician	2	1.5
Computer Lab Technician	1	0.5
Counselor	1	0.2
Health Clerk	1	*
Nurse	1	*
Occupational Therapist	1	*
Psychologist	1	0.4
Speech & Language Pathologist Assistant	1	0.5
Speech Therapist	1	0.5

* as needed

Note: One Full Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50% of full time.

Teacher Assignment

During the 2013-14 school year, Oak Hill Elementary School had 27 teachers who met all credential requirements in accordance with state guidelines. The Federal No Child Left Behind Act requires that all teachers in core subject areas meet certain requirements in order to be considered as "NCLB Compliant." Minimum qualifications include: possession of a bachelor's degree, possession of an appropriate California teaching credential, and demonstrated competence in core academic subjects. In the table below, which

identifies the number of classrooms taught by NCLB-compliant and non-compliant teachers, high poverty schools are those schools in the highest quartile for student participation defined by the free and reduced price meal program. Low poverty schools are those schools that are in the lowest quartile of program participation.

Percentage of Core Classes 2013-14		
	Taught by NCLB-Compliant Teachers	Taught by non-NCLB-Compliant Teachers
Oak Hill Elementary School	100.0 %	0.0 %
District Totals		
All Schools	98.0 %	2.0 %
High-Poverty	98.0 %	2.0 %
Low-Poverty	0.0 %	0.0 %

Note: High-poverty schools are defined as those schools with student eligibility of approximately 40% or more in the free and reduced price meals program. Low-poverty schools are those with student eligibility of approximately 39% or less in the free and reduced price meals programs.

Teacher Credentials & Assignments				
	OHES			CJUSD
	12-13	13-14	14-15	14-15
Total Teachers	28	27	30	204
Teachers with full credentials	28	27	30	204
Teachers without full credentials	0	0	0	0
Teachers teaching outside subject area	0	0	0	0
Total teacher misassignments	0	0	0	0
Teacher misassignments for English learners	0	0	0	0
Teacher vacancies	0	0	0	0

Note: "Misassignments" refers to the number of positions filled by teachers who lack legal authorization to teach that grade level, subject area, student group, etc.

*Total teacher misassignments includes the number of misassignments of teachers of English learners.

District Expenditures

Salary & Budget Comparison

State law requires comparative salary and budget information to be reported to the general public. For comparison purposes, the State Department of Education has provided average salary data from school districts having similar average daily attendance throughout the state. (Note: 2012-13 salary comparison data was the most recent data available at the time this report was published.)

Salary Comparison 2012-13		
	CJUSD	State Average of Districts in Same Category
Beginning Teacher Salary	\$36,124	\$38,920
Mid-Range Teacher Salary	\$59,523	\$59,803
Highest Teacher Salary	\$76,086	\$78,096
Superintendent Salary	\$150,000	\$151,912
Average Principal Salaries:		
Elementary School	\$92,847	\$95,836
Percentage of Budget:		
Teacher Salaries	42%	37%
Administrative Salaries	5%	6%

For detailed information on salaries, see the CDE Certificated Salaries & Benefits Web page at <http://www.cde.ca.gov/ds/ft/cs/>.

Expenditures Per Student

For the 2012-13 school year, Center Joint Unified School District spent an average of \$7,587 of total general funds to educate each student (based on 2012-13 audited financial statements and in accordance with calculations defined in Education Code §41372). The table in this report 1) compares the school's per pupil expenditures from unrestricted (basic) and restricted (supplemental) sources with other schools in the district and throughout the state, and 2) compares the average teacher salary at the school site with average teacher salaries at the district and state levels. Detailed information regarding salaries can be found at the CDE website at www.cde.ca.gov/ds/fd/ec/ and www.cde.ca.gov/ds/fd/cs/. (The figures shown in the table below reflect the direct cost of educational services, per ADA, excluding food services, facilities acquisition and construction, and certain other expenditures.)

In addition to general fund state funding, Center Joint Unified School District receives state and federal categorical funding for special programs. For the 2012-13 school year, the district received categorical, special education, and support programs funds for:

- Class Size Reduction, Grades K-3 (optional)
- Department of Rehabilitation
- Economic Impact Aid (EIA)
- Education Protection Account
- Lottery: Instructional Materials
- Medi-Cal Billing Option
- Other Local: Locally defined
- Partnership Academies Program
- Special Education
- State Lottery
- Title I, Title II, and Title III
- Title X, McKinney-Vento Homeless Assistance
- Tobacco-Use Prevention Education
- Transportation
- Transportation: Special Education
- Vocational Programs

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

Disclosure

The statistical information disclosed in this report is obtained from the California Department of Education and the Center Joint Unified School District. At the time of publication, this report met all SARC-related state and federal requirements, using the most current data available. Data to prepare the instructional materials section were acquired in September 2014. Data to prepare the school facilities section were acquired in October 2014.

Expense of Education Per Pupil 2012-13					
	Dollars Spent per Student				
	OHES	CJUSD	% Diff. School & Dist.	State Avg., Dist. Same Size & Type	% Diff. School & State
ADA*	765	N/A	N/A	N/A	N/A
Total**	\$4,246	N/A	N/A	N/A	N/A
Restr.†	\$682	N/A	N/A	N/A	N/A
Unrestr.††	\$3,565	\$4,237	84.14	\$4,690	76.00
Avg. Teacher Salary	\$72,333	\$69,570	103.97	\$63,037	114.75

* Average Daily Attendance

** Total Restricted and Unrestricted \$ per student

† Restricted (Supplemental) \$ per student

†† Unrestricted (Basic) \$ per student

Note: Cells with N/A values do not require data.

SARC Data

DataQuest

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

Public Internet Access Location

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

Center Joint Unified School District Wilson C. Riles Middle School

Grades 7 through 8
Joyce Frisch, Principal
joyce@centerusd.org



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2013-14 School Accountability Report Card *Published January 2015*

Center Joint Unified School District
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(916) 338-6400

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2014-15
Board of Trustees
Kelly Kelley
Delrae M. Pope
Jeremy Hunt
Nancy Anderson
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District Administration

Scott Loehr
Superintendent

Craig Deason
Assistant Superintendent

David Grimes
Director of Personnel/Student Services

Jeanne Bess
Director of Fiscal Services

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School Profile
Student Achievement
Parent Involvement
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Curriculum & Instruction
Professional Staff
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SARC Data

Principal's Message

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

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

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

Mission Statement

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

School Profile

Wilson C. Riles Middle School is located in the northern region of Roseville and serves students in grades seven through eight following a traditional calendar. At the beginning of the 2013-14 school year, 660 students were enrolled, including 13.8% in special education, 7.8% qualifying for English Language Learner support, and 70.8% qualifying for free or reduced price lunch.

Student Enrollment by Ethnicity / Grade Level 2013-14			
Ethnic Group	%	Grade Level	#
African-Amer.	12.60%	Grade 7	347
Amer. Indian or Alaskan Native	1.00%	Grade 8	313
Asian	6.70%		
Filipino	3.00%		
Hisp. or Latino	23.20%		
Pacific Islander	0.90%		
Caucasian	50.10%		
Multi-Racial	2.40%		
Total Enrollment			660

Student Achievement

Standardized State Assessments

Students at Wilson C. Riles Middle School participate in California's STAR examination each year. The mandatory STAR Program (Standardized Testing and Reporting) is a set of assessments that evaluates student proficiency in core subject areas and compares student results with other students in the state who took the same test. The STAR is comprised of a series of four components: the California Standards Tests (CST), the California Alternative Performance Assessment (CAPA), the California Modified Assessment (CMA), and Standards-based Tests in Spanish (STS). The STAR tables in this report illustrate the percentage of students achieving Proficient and Advanced levels of proficiency through fiscal year 2012-13. Beginning in 2013-14, students at Wilson C. Riles Middle School participated in the new statewide student assessment system program identified as CAASPP, California Assessment of Student Performance and Progress. For the 2013-14 school year, the CAASPP reports results for the CAPA science test given in grades five, eight and ten only.

Results are shown only for subgroups with ten students or more taking the exam. Detailed results by grade level for each student group can be obtained from the California Department of Education's website <http://star.cde.ca.gov>.

STAR Results - All Students Percentage of Students Scoring at Proficient & Advanced Levels									
	Wilson C. Riles Middle School			District			California		
	10-11	11-12	12-13	10-11	11-12	12-13	10-11	11-12	12-13
English Language Arts	54	57	58	53	58	54	54	56	55
Mathematics	40	47	51	49	52	51	49	50	50
Social Science	47	53	68	46	47	50	48	49	49

Note: STAR Program was last administered in 2012-13. Percentages are not calculated when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

California Assessment of Student Performance and Progress / Standardized Testing and Reporting Results for All Students in Science -- Three-Year Comparison									
	Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards)								
	Wilson C. Riles Middle School			District			California		
	11-12	12-13	13-14	11-12	12-13	13-14	11-12	12-13	13-14
Science (grades 5, 8, and 10)	68	78	75	55	59	56	60	59	60

California Assessment of Student Performance and Progress Results by Student Group in Science (School Year 2013-14)	
Group	Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards)
All Students (District)	56
All Students (School)	75
Male	80
Female	71
African-Amer.	74
Amer. Indian or Alaskan Native	
Asian	83
Filipino	
Hisp. or Latino	73
Pacific Islander	
Caucasian	75
Multi-Racial	
English Learners	56
Economically Disadvantaged	74
Migrant Educ.	
Students with Disabilities	53

Note: Science assessments include California Standards Tests (CSTs), California Modified Assessment (CMA), and California Alternate Performance Assessment (CAPA) for students in grades 5, 8 and 10. Scores are not shown when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Physical Fitness

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

Physical Fitness Test Percentage of Students Meeting California Fitness Standards 2013-14			
Grade Tested	Number of Standards Met:		
	Four of Six	Five of Six	Six of Six
Seventh	20.3	23.8	13

Note: Percentages are not calculated when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Academic Performance Index

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

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

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

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

Academic Performance Index (API) Three Year Rank Comparison			
	2011	2012	2013
Statewide Rank	5	6	7
Similar Schools Rank	6	7	8

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

Note: For 2014 and subsequent years, the statewide and similar schools ranks will no longer be produced.

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

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

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

Note: "ND" means that no data were available to the CDE or LEA to report. "B" means the school did not have a valid API Base and there is no Growth or target information. "C" means the school had significant demographic changes and there is no Growth or target information.

Adequate Yearly Progress

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

On March 7, 2014, the U.S. Department of Education approved California's testing waiver allowing flexibility in making AYP determinations for elementary and middle schools and unified school districts participating in the Smarter Balanced Field Test. CDE will not produce a 2014 AYP report for these qualifying schools and districts. High schools and high school districts will receive a 2014 AYP report based on achievement results from the grade ten California High School Exit Examination (CAHSEE) and California Alternate Performance Assessment (CAPA) as well as the cohort graduation rate.

The AYP table in this report illustrates the school's progress in meeting 2013-14 AYP target rates for applicable schools. More information on AYP can be found on the California Department of Education's (CDE) website www.cde.ca.gov/nclb/ and the U.S. Dept. of Ed. website www.ed.gov/nclb/accountability/.

Adequate Yearly Progress (AYP) Results Reported by Indicator & Compared to District Performance 2013-14		
Did the school and district meet or exceed 2014 AYP performance criteria in each of the areas listed below?		
AYP Indicator	WCRIM	CJUSD
Overall Results	•	•
Participation Rate		
English Language Arts	•	•
Mathematics	•	•
Percent Proficient		
English Language Arts	•	•
Mathematics	•	•
Met API Criteria	•	•
Graduation Rate	N/A	•

A *** means that the school or LEA did not receive a 2014 AYP Report. For 2014, only schools and LEAs identified as a "high school" or "high school LEA" are in receipt of AYP Reports.

No Child Left Behind (NCLB)

The No Child Left Behind (NCLB) Act is part of the Federal Title I funding program designed to support additional staffing and programs to meet the needs of low-income, low achieving students, and other designated students with special needs. Schools may apply, based upon their student demographics, for one of two types of Title I funding: Title I Schoolwide or Title I Targeted Assistance. Title I Schoolwide schools use federal funds for schoolwide improvement of student achievement. Title I Targeted Assistance schools use federal funds to help those students who meet specific program criteria. In 2013-14, Wilson C. Riles Middle School qualified for Schoolwide Title I funding and is subject to comply with Title I program participation requirements.

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

Title I Program Improvement (PI) Status 2014-15		
	WCRIM	CJUSD
PI Status	In PI	In PI
First Year of PI	2011-2012	2011-2012
Year in PI	Year 3	Year 3
No. of Schools Currently in PI		4
% of Schools Currently in PI		44.4%

Note: Cells with N/A values do not require data.

*DW (Determination Waiver) indicates that the PI status of the school was carried over from the prior year in accordance with the flexibility granted through the federal waiver process.

Local Control Accountability Plan (LCAP)

As part of the new Local Control Funding Formula, school districts are required to develop, adopt, and annually update a three-year Local Control and Accountability Plan (LCAP). The following components of this SARC address some of the priorities identified in the District's LCAP:

Conditions of Learning – State Priority 1: Covered in *Teacher Assignment*, including the Teacher Credentials & Misassignments & NCLB Compliance charts; *Instructional Materials*, including the Textbooks chart; and *School Facilities & Maintenance*, including the Campus Description and School Facility Good Repair Status charts.

Pupil Achievement – State Priority 4: Covered in *Standardized State Assessments*, including the STAR Results and CAASPP charts; *Academic Performance Index*, including API chart; and *College Preparation & Work Readiness*, including the CTE Program Participation and UC/CSU charts.

Other Pupil Outcomes – State Priority 8: Covered in *California High School Exit Exam*, including the CAHSEE charts; and *Physical Fitness*, including the Physical Fitness Test chart.

Parental Involvement – State Priority 3: Covered in *Parent Involvement*.

Pupil Engagement – State Priority 5: Covered in *Dropouts* and in *Graduation Requirements*, including Dropout & Graduation Rates and Completion of High School Graduation Requirements charts.

School Climate – State Priority 6: Covered in *Discipline & Climate for Learning*, including Suspension & Expulsion chart; and *School Site Safety Plan*.

Parent Involvement

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

Parents stay informed on upcoming events and school activities through automated telephone messages, email, flyers, parent conferences, progress reports, the school marquee, the school website, and Homelink. Contact the school office at (916) 787-8100 for more information on how to become involved in your child's learning environment.

Opportunities to Volunteer

Chaperone Field Trips
Fundraising Activities
After School Tutoring
Library Volunteer
Office Volunteer
Book Fairs
PTA Events

Committees

English Learner Advisory Council
Parent Teacher Association
School Site Council
PBIS Committee

School Activities

Athletic Events
Back to School Night
Canned Food Drive
8th Grade Dance at Sacramento State
Fall/Spring Drama Performances
Fall/Spring Music Performances

Fundraising Activities
Honor Roll Breakfast
Movie Night
Open House
Pennies for Patients
Performing Arts Nights
PTA Family Nights
PTA Jog-A-Thon
Riles Open Tours
Staff Appreciation
Student Performances

School Facilities & Maintenance

The district takes great efforts to ensure that all schools are clean, safe, and functional through proper facilities maintenance and campus supervision. Wilson C. Riles Middle School's original facilities were built in 2005; ongoing maintenance and campus improvements ensure facilities remain up to date and provide adequate space for students and staff. District maintenance and site custodial staff ensure that the repairs necessary to keep the school in good condition are completed in a timely manner. A work order process is used by school and district staff to communicate non-routine maintenance requests. Emergency repairs are given the highest priority. In the last 12 months, the following improvements have been completed:

- Touch-up paint (bond project)
- Installation of common core technology equipment (bond project)
- Installation of wireless LAN system equipment (bond project)
- Resurfacing of gym floor (2014-15)
- Replacement of transformers at 3005 (2014-15)

Every morning before school begins, the custodian inspects facilities for safety hazards or other conditions that need attention prior to students and staff entering school grounds. Two day custodians and two evening custodians are assigned to Wilson C. Riles Middle School. The day custodians are responsible for:

- Classroom cleaning
- Lunch area setup/cleanup
- Office area cleaning
- Restroom cleaning
- Common use area cleaning
- On call as needed

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

- Classroom cleaning
- Common use area cleaning
- Restroom cleaning
- Kitchen cleaning
- Library cleaning
- Multipurpose room cleaning
- Gym cleaning

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

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

Deferred Maintenance

Wilson C. Riles Middle School participates in the State School Deferred Maintenance Program, which provides dollar-for-dollar matching funds to assist school districts with major repairs or replacement of existing school building components. Deferred maintenance projects generally include roofing, plumbing, heating, air conditioning, electrical systems, interior/exterior painting, and floor systems. During the 2013-14 school year, Wilson C. Riles Middle School did not qualify to receive deferred maintenance funds for campus repairs and/or improvements.

Facilities Inspection

The district's maintenance department inspects Wilson C. Riles Middle School on an annual basis in accordance with Education Code §17592.72(c)(1). Wilson C. Riles Middle School uses a school site inspection survey to identify unsafe or hazardous conditions and facility improvement needs. The most recent school inspection took place on Wednesday, September 24, 2014. Deficiencies noted in the school inspection survey were corrected immediately by the district's maintenance department. During fiscal year 2013-14, all restrooms were fully functional and available for student use.

School Facility Good Repair Status Most Recent Inspection: Wednesday, September 24, 2014			
Item Inspected	Repair Status		
	Good	Fair	Poor
1. Gas Leaks	✓		
2. Mechanical Systems	✓		
3. Windows/ Doors/ Gates (Interior and Exterior)		✓	
4. Interior Surfaces (Walls, Floors, & Ceilings)		✓	
5. Hazardous Materials (Interior & Exterior)	✓		
6. Structural Damage	✓		
7. Fire Safety		✓	
8. Electrical (Interior & Exterior)		✓	
9. Pest/ Vermin Infestation	✓		
10. Drinking Fountains (Interior & Exterior)	✓		
11. Restroom	✓		
12. Sewer	✓		
13. Playgrounds/ School Grounds	✓		
14. Roofs	✓		
15. Overall Cleanliness	✓		

Repair Needed and Action Taken or Planned	
Section Number	Comment
(7)	400 Building - Book rooms very cluttered
(8)	Administration - Burglar alarm needs tune-up; 300 Building - West transformer humming

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

Rating Description

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

Campus Supervision

School administration and teaching staff place a high priority on providing adequate adult supervision on campus before, during, and after school. As students arrive on campus each morning, administrators, teachers, and the campus monitor patrol the campus, entrance areas, and designated common areas. Administrators, the campus monitor, and noon duty supervisors monitor lunch time activity in the cafeteria and common student activity areas. At the end of the day when students are dismissed, administrators, teachers, and the campus monitor supervise student behavior and ensure students either leave campus or travel to after-school activities in a safe and orderly manner.

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

School Site Safety Plan

The Comprehensive School Site Safety Plan was developed for Wilson C. Riles Middle School in collaboration with local agencies and the district office to fulfill Senate Bill 187 requirements. Components of this plan include child abuse reporting procedures, teacher notification of dangerous pupil procedures, disaster response procedures, procedures for safe arrival and departure from school, sexual harassment policy, and

dress code policy. The school's most recent school safety plan was reviewed, updated, and discussed with school staff in January 2014.

Classroom Environment

Discipline & Climate for Learning

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

Suspensions & Expulsions			
	11-12	12-13	13-14
WCRM			
# of Students Suspended	104	100	120
# of Students Expelled	0	1	1
CJUSD			
# of Students Suspended	450	462	367
# of Students Expelled	0	1	1
California			
# of Students Suspended	366629	329370	279383
# of Students Expelled	9553	8266	6611

Chart provides an unduplicated count of students involved in one or more incidents during the academic year who were subsequently suspended or expelled from school.

Teaching Load

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

Teaching Load Distribution Departmentalized Instruction				
2011-12				
Subject	Avg. Class Size	Number of Classrooms		
		1-22	23-32	33+
English	22.9	17	12	8
Mathematics	24.3	13	12	10
Science	28.8	3	19	3
Social Science	31.1	3	8	15
2012-13				
Subject	Avg. Class Size	Number of Classrooms		
		1-22	23-32	33+
English	24.0	15	11	8
Mathematics	24.0	13	13	6
Science	28.0	2	23	
Social Science	29.0	3	13	8
2013-14				
Subject	Avg. Class Size	Number of Classrooms		
		1-22	23-32	33+
English	23.0	15	13	6
Mathematics	25.0	10	13	6
Science	26.0	3	22	
Social Science	28.0	2	17	4

**Number of classes indicates how many classrooms fall into each size category (a range of total students per classroom). At the secondary level, this information is reported by subject area rather than grade level.*

Curriculum & Instruction

Staff Development

All training and curriculum development activities at Wilson C. Riles Middle School revolve around the California Common Core State Standards. During the 2013-14 school year, Wilson C. Riles Middle School held staff development training devoted to:

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

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

During the 2013-14 school year, Wilson C. Riles Middle School's teachers attended the following events hosted by the Center Joint Unified School District:

- Common Core State Standards in Reading and Writing
- Common Core State Standards in Mathematics
- Common Core State Standards Instructional Shifts

Wilson C. Riles Middle School offers support to new and veteran teachers through peer coaching and mentoring. Instructional

aides are provided targeted training focused on teaching strategies and curriculum content. Substitute teachers are invited to participate in designated staff development activities. All staff are encouraged to attend professional workshops and conferences. Classified support staff receive job-related training from department supervisors and district representatives.

Staff Development Days Three-Year Trend		
2011-12	2012-13	2013-14
1	2	2

Instructional Materials

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

On Wednesday, September 17, 2014, the Center Joint Unified School District's Board of Trustees held a public hearing to certify the extent to which textbooks and instructional materials have been provided to students. The Board of Trustees adopted Resolution #1/2014-15 which certifies as required by Education Code §60119 (1) that textbooks and instructional materials were provided to all students, including English learners, in the district to the extent that each pupil has a textbook or instructional materials, or both, to use in class and to take home, and (2) sufficient textbooks and instructional materials were provided to each student, including English learners, that are aligned to the academic content standards and consistent with the cycles and content of the curriculum frameworks in math, science, history-social science, and English/language arts.

In addition to core subject areas, districts are required to disclose in their SARCs the sufficiency of instructional materials used for their visual/performing arts curricula. During the 2014-15 school year, Center Joint Unified School District provided each student, including English learners, enrolled in a visual/performing arts class with a textbook or instructional materials to use in class and to take home. These materials complied with the state's content standards and curriculum frameworks.

Textbooks		
Adoption Year	Publisher & Series	Pupils Lacking Textbooks
English/Language Arts with ELD Materials		
2009	Pearson Prentice Hall, <i>Pearson Literature CA Reading and Language</i>	0 %
History-Social Science		
2007	McDougal Littell, <i>Creating America</i>	0 %
2007	McDougal Littell, <i>Medieval & Early Modern Times</i>	0 %
Mathematics		
2014	CPM Educational Program, <i>Core Connections</i>	0 %
Science		
2008	Prentice Hall, <i>Focus on Life Science, Focus on Physical Science</i>	0 %

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

Professional Staff

Counseling & Support Staff

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

Counselors & Support Personnel (Nonteaching Professional Staff) 2013-14		
	No. of Staff	FTE
Academic Counselor	1	1.0
Campus Monitor	1	1.0
Counseling Intern	1	0.6
Health Clerk	1	0.6
Library Technician	1	1.0
Nurse	1	*
Psychologist	1	0.8
Speech Therapist	1	0.5

* as needed

Note: One Full Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50% of full time.

Teacher Assignment

During the 2013-14 school year, Wilson C. Riles Middle School had 30 teachers who met all credential requirements in accordance with state guidelines. The Federal No Child Left Behind Act requires that all teachers in core subject areas meet certain requirements in order to be considered as "NCLB Compliant." Minimum qualifications include: possession of a bachelor's degree, possession of an appropriate California teaching credential, and demonstrated competence in core academic subjects. In the table below, which identifies the number of classrooms taught by NCLB-compliant and non-compliant teachers, high poverty schools are those schools in the highest quartile for student participation defined by the free and reduced price meal program. Low poverty schools are those schools that are in the lowest quartile of program participation.

Percentage of Core Classes 2013-14		
	Taught by NCLB-Compliant Teachers	Taught by non-NCLB-Compliant Teachers
Wilson C. Riles Middle School	100.0 %	0.0 %
District Totals		
All Schools	98.0 %	2.0 %
High-Poverty	98.0 %	2.0 %
Low-Poverty	0.0 %	0.0 %

Note: High-poverty schools are defined as those schools with student eligibility of approximately 40% or more in the free and reduced price meals program. Low-poverty schools are those with student eligibility of approximately 39% or less in the free and reduced price meals programs.

Teacher Credentials & Assignments				
	WCRM			CJUSD
	12-13	13-14	14-15	14-15
Total Teachers	30	30	31	204
Teachers with full credentials	30	30	31	204
Teachers without full credentials	0	0	0	0
Teachers teaching outside subject area	0	0	0	0
Total teacher misassignments	0	0	0	0
Teacher misassignments for English learners	0	0	0	0
Teacher vacancies	0	0	0	0

Note: "Misassignments" refers to the number of positions filled by teachers who lack legal authorization to teach that grade level, subject area, student group, etc.

*Total teacher misassignments includes the number of misassignments of teachers of English learners.

District Expenditures

Salary & Budget Comparison

State law requires comparative salary and budget information to be reported to the general public. For comparison purposes, the State Department of Education has provided average salary data from school districts having similar average daily attendance throughout the state. (Note: 2012-13 salary comparison data was the most recent data available at the time this report was published.)

Salary Comparison 2012-13		
	CJUSD	State Average of Districts in Same Category
Beginning Teacher Salary	\$36,124	\$38,920
Mid-Range Teacher Salary	\$59,523	\$59,803
Highest Teacher Salary	\$76,086	\$78,096
Superintendent Salary	\$150,000	\$151,912
Average Principal Salaries:		
Middle School	\$97,355	\$99,849
Percentage of Budget:		
Teacher Salaries	42%	37%
Administrative Salaries	5%	6%

For detailed information on salaries, see the CDE Certificated Salaries & Benefits Web page at <http://www.cde.ca.gov/ds/fd/csl/>.

Expenditures Per Student

For the 2012-13 school year, Center Joint Unified School District spent an average of \$7,587 of total general funds to educate each student (based on 2012-13 audited financial statements and in accordance with calculations defined in Education Code §41372). The table in this report 1) compares the school's per pupil expenditures from unrestricted (basic) and restricted (supplemental) sources with other schools in the district and throughout the state, and 2) compares the average teacher salary at the school site with average teacher salaries at the district and state levels. Detailed information regarding salaries can be found at the CDE website at www.cde.ca.gov/ds/fd/ec/ and www.cde.ca.gov/ds/fd/csl/. (The figures shown in the table below reflect the direct cost of educational services, per ADA, excluding food services, facilities acquisition and construction, and certain other expenditures.)

In addition to general fund state funding, Center Joint Unified School District receives state and federal categorical funding for special programs. For the 2012-13 school year, the district received categorical, special education, and support programs funds for:

- Class Size Reduction, Grades K-3 (optional)
- Department of Rehabilitation
- Economic Impact Aid (EIA)
- Education Protection Account
- Lottery: Instructional Materials
- Medi-Cal Billing Option
- Other Local: Locally defined
- Partnership Academies Program
- Special Education
- State Lottery
- Title I
- Title II
- Title III
- Title X, McKinney-Vento Homeless Assistance
- Tobacco-Use Prevention Education
- Transportation
- Transportation: Special Education
- Vocational Programs

Expense of Education Per Pupil 2012-13					
	Dollars Spent per Student				
	WCRM	CJUSD	% Diff. School & Dist.	State Avg., Dist. Same Size & Type	% Diff. School & State
ADA*	662	N/A	N/A	N/A	N/A
Total**	\$5,930	N/A	N/A	N/A	N/A
Restr.†	\$1,621	N/A	N/A	N/A	N/A
Unrestr.††	\$4,309	\$4,237	101.71	\$4,690	91.87
Avg. Teacher Salary	\$65,901	\$69,570	94.73	\$63,037	104.54

* Average Daily Attendance

** Total Restricted and Unrestricted \$ per student

† Restricted (Supplemental) \$ per student

†† Unrestricted (Basic) \$ per student

Note: Cells with N/A values do not require data.

SARC Data

DataQuest

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

Public Internet Access Location

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

Address: 4235 Antelope Road, Antelope

Phone Number: (916) 264-2920

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

Number of Computers Available: 21

Disclosure

The statistical information disclosed in this report is obtained from the California Department of Education and the Center Joint Unified School District. At the time of publication, this report met all SARC-related state and federal requirements, using the most current data available. Data to prepare the instructional materials section were acquired in September 2014. Data to prepare the school facilities section were acquired in October 2014.

Center Joint Unified School District Center High School

Grades 9 through 12
Mike Jordan, Principal
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2013-14 School Accountability Report Card *Published January 2015*

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2014-15 Board of Trustees

Kelly Kelley
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District Administration

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David Grimes
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Director of Fiscal Services

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Principal's Message

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

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

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

Mission Statement

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

CHS Core Values:

Integrity
Safety
Responsibility
Academic Achievement
Respect
Community
Relevance

School Profile

Center High School is located in the northern region of Antelope and serves students in grades nine through twelve following a traditional calendar. At the beginning of the 2013-14 school year, 1264 students were enrolled, including 14.5% in special education, 5.3% qualifying for English Language Learner support, and 52.5% qualifying for free or reduced price lunch.

Student Enrollment by Ethnicity / Grade Level 2013-14			
Ethnic Group	%	Grade Level	#
African-Amer.	11.80%	Grade 9	319
Amer. Indian or Alaskan Native	1.60%	Grade 10	335
Asian	7.90%	Grade 11	285
Filipino	3.60%	Grade 12	325
Hisp. or Latino	22.20%		
Pacific Islander	1.80%		
Caucasian	48.10%		
Multi-Racial	3.20%		
Total Enrollment			1,264

Student Achievement

Standardized State Assessments

Students at Center High School participate in California's STAR examination each year. The mandatory STAR Program (Standardized Testing and Reporting) is a set of assessments that evaluates student proficiency in core subject areas and compares student results with other students in the state who took the same test. The STAR is comprised of a series of four components: the California Standards Tests (CST), the California Alternative Performance Assessment (CAPA), the California Modified Assessment (CMA), and Standards-based Tests in Spanish (STS). The STAR tables in this report illustrate the percentage of students achieving Proficient and Advanced levels of proficiency through fiscal year 2012-13. Beginning in 2013-14, students at Center High School participated in the new statewide student assessment system program identified as CAASPP, California Assessment of Student Performance and Progress. For the 2013-14 school year, the CAASPP reports results for the CAPA science test given in grades five, eight and ten only.

Results are shown only for subgroups with ten students or more taking the exam. Detailed results by grade level for each student group can be obtained from the California Department of Education's website <http://star.cde.ca.gov>.

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

Note: STAR Program was last administered in 2012-13. Percentages are not calculated when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

California Assessment of Student Performance and Progress / Standardized Testing and Reporting Results for All Students in Science -- Three-Year Comparison									
	Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards)								
	Center High School			District			California		
	11-12	12-13	13-14	11-12	12-13	13-14	11-12	12-13	13-14
Science (grades 5, 8, and 10)	60	47	48	55	59	56	60	59	60

California Assessment of Student Performance and Progress Results by Student Group in Science (School Year 2013-14)	
Group	Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards)
All Students (District)	56
All Students (School)	48
Male	47
Female	49
African-Amer.	35
Amer. Indian or Alaskan Native	
Asian	54
Filipino	
Hisp. or Latino	43
Pacific Islander	
Caucasian	51
Multi-Racial	
English Learners	
Economically Disadvantaged	41
Migrant Educ.	
Students with Disabilities	25

Note: Science assessments include California Standards Tests (CSTs), California Modified Assessment (CMA), and California Alternate Performance Assessment (CAPA) for students in grades 5, 8 and 10. Scores are not shown when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

California High School Exit Exam

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

Students must pass the language arts and math components of the examination to be eligible for a high school diploma. The test is initially given to students in the tenth grade. Students are given numerous chances to pass the test during their sophomore, junior, and senior years; 90% of Center High School's tenth grade students who took the test passed the math portion of the exam and 86% passed the language arts portion. Proficiency scores from the test are used as a determination of Adequate Yearly Progress (AYP) as noted in the AYP section of this report.

California High School Exit Exam All Students Percentage of Students Scoring at Proficient & Advanced Levels									
	Center High School			CJUSD			California		
	11-12	12-13	13-14	11-12	12-13	13-14	11-12	12-13	13-14
English Language Arts	63	51	59	60	50	28	56	57	56
Mathematics	68	67	66	64	63	28	58	60	62

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

California High School Exit Exam Percentage of Students Scoring in Each Performance Level 2013-14						
	English			Mathematics		
	Not Proficient	Proficient	Advanced	Not Proficient	Proficient	Advanced
All Students (District)	44	28	28	38	42	19
All Students (School)	41	29	30	34	45	21
Male	45	33	23	33	40	27
Female	38	26	37	34	49	16
African-Amer.	50	26	24	44	44	13
Amer. Indian or Alaskan Native	•	•	•	•	•	•
Asian	45	18	36	•	•	•
Filipino	•	•	•	•	•	•
Hisp. or Latino	49	27	24	42	42	16
Pacific Islander	•	•	•	•	•	•
Caucasian	38	29	32	32	45	23
Multi-Racial	•	•	•	•	•	•
English Learners	100	•	•	87	7	7
Economically Disadvantaged	50	30	20	44	40	16
Migrant Educ.	•	•	•	•	•	•
Students with Disabilities	79	10	10	71	18	11

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

Note: Percentages are not calculated when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Physical Fitness

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

Physical Fitness Test Percentage of Students Meeting California Fitness Standards 2013-14			
Grade Tested	Number of Standards Met		
	Four of Six	Five of Six	Six of Six
Ninth	15	30.1	22.4

Note: Percentages are not calculated when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Academic Performance Index

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

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

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

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

Academic Performance Index (API) Three Year Rank Comparison			
	2011	2012	2013
Statewide Rank	6	7	6
Similar Schools Rank	9	10	9

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

Note: For 2014 and subsequent years, the statewide and similar schools ranks will no longer be produced.

Academic Performance Index (API) Three Year Performance Comparison			
Results	Increase/Decrease in API Score		
	2010-11	2011-12	2012-13
Schoolwide - All Students	-5	9	-13
Ethnic Subgroups			
African-Amer.	•	41	-18
Amer. Indian or Alaskan Native	•	•	•
Asian	•	•	•
Filipino	•	•	•
Hisp. or Latino	-9	-8	-20
Multi-Racial	•	•	•
Pacific Islander	•	•	•
Caucasian	10	7	-7
Other Subgroups			
Students with Disabilities	55	-38	-37
Economically Disadvantaged	-12	25	-15
English Learners	•	•	-40

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

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

Note: "ND" means that no data were available to the CDE or LEA to report. "B" means the school did not have a valid API Base and there is no Growth or target information. "C" means the school had significant demographic changes and there is no Growth or target information.

Adequate Yearly Progress

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

On March 7, 2014, the U.S. Department of Education approved California's testing waiver allowing flexibility in making AYP determinations for elementary and middle schools and unified school districts participating in the Smarter Balanced Field Test. CDE will not produce a 2014 AYP report for these qualifying schools and districts. High schools and high school districts will

receive a 2014 AYP report based on achievement results from the grade ten California High School Exit Examination (CAHSEE) and California Alternate Performance Assessment (CAPA) as well as the cohort graduation rate.

The AYP table in this report illustrates the school's progress in meeting 2013-14 AYP target rates for applicable schools. More information on AYP can be found on the California Department of Education's (CDE) website www.cde.ca.gov/nclb/ and the U.S. Dept. of Ed. website www.ed.gov/nclb/accountability/.

Adequate Yearly Progress (AYP) Results Reported by Indicator & Compared to District Performance 2013-14		
Did the school and district meet or exceed 2014 AYP performance criteria in each of the areas listed below?		
AYP Indicator	CHS	CJUSD
Overall Results	No	*
<i>Participation Rate</i>		
English Language Arts	Yes	*
Mathematics	Yes	*
<i>Percent Proficient</i>		
English Language Arts	Yes	*
Mathematics	No	*
Met API Criteria	N/A	*
Graduation Rate	Yes	*

A "*" means that the school or LEA did not receive a 2014 AYP Report. For 2014, only schools and LEAs identified as a "high school" or "high school LEA" are in receipt of AYP Reports.

No Child Left Behind (NCLB)

The No Child Left Behind (NCLB) Act is part of the Federal Title I funding program designed to support additional staffing and programs to meet the needs of low-income, low achieving students, and other designated students with special needs. Schools may apply, based upon their student demographics, for one of two types of Title I funding: Title I Schoolwide or Title I Targeted Assistance. Title I Schoolwide schools use federal funds for schoolwide improvement of student achievement. Title I Targeted Assistance schools use federal funds to help those students who meet specific program criteria. In 2013-14, Center High School did not participate in the Title I program and is therefore not required to comply with program mandates.

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

Title I Program Improvement (PI) Status 2014-15		
	CHS	CJUSD
PI Status	Not in PI	In PI
First Year of PI	N/A	2011-2012
Year in PI	N/A	Year 3
No. of Schools Currently in PI		4
% of Schools Currently in PI		44.4%

Note: Cells with N/A values do not require data.

*DW (Determination Waiver) indicates that the PI status of the school was carried over from the prior year in accordance with the flexibility granted through the federal waiver process.

Local Control Accountability Plan (LCAP)

As part of the new Local Control Funding Formula, school districts are required to develop, adopt, and annually update a three-year Local Control and Accountability Plan (LCAP). The following components of this SARC address some of the priorities identified in the District's LCAP:

Conditions of Learning – State Priority 1: Covered in *Teacher Assignment*, including the Teacher Credentials & Misassignments & NCLB Compliance charts; *Instructional Materials*, including the Textbooks chart; and *School Facilities & Maintenance*, including the Campus Description and School Facility Good Repair Status charts.

Pupil Achievement – State Priority 4: Covered in *Standardized State Assessments*, including the STAR Results and CAASPP charts; *Academic Performance Index*, including API chart; and *College Preparation & Work Readiness*, including the CTE Program Participation and UC/CSU charts.

Other Pupil Outcomes – State Priority 8: Covered in *California High School Exit Exam*, including the CAHSEE charts; and *Physical Fitness*, including the Physical Fitness Test chart.

Parental Involvement – State Priority 3: Covered in *Parent Involvement*.

Pupil Engagement – State Priority 5: Covered in *Dropouts and in Graduation Requirements*, including Dropout & Graduation Rates and Completion of High School Graduation Requirements charts.

School Climate – State Priority 6: Covered in *Discipline & Climate for Learning*, including Suspension & Expulsion chart; and *School Site Safety Plan*.

Parent Involvement

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

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

Opportunities to Volunteer

Chaperone Field Trips
Chaperone School Dances
Coaching Sports
Fundraising Activities
Tutoring

Committees

AVID Advisory Council
District English Learner Advisory Council
GATE Advisory Council
WASC Committee
Advisory Council for Academics
CTE Advisory Committee
Center High School Booster Club

School Activities

Athletic Events
Back to School Night
Open House

Student Orientation
 Student Performances
 Student Recognition Assemblies
 Plays

School Facilities & Maintenance

The district takes great efforts to ensure that all schools are clean, safe, and functional through proper facilities maintenance and campus supervision. Center High School's original facilities were built in 1982; ongoing maintenance and campus improvements ensure facilities remain up to date and provide adequate space for students and staff. District maintenance and site custodial staff ensure that the repairs necessary to keep the school in good condition are completed in a timely manner. A work order process is used by school and district staff to communicate non-routine maintenance requests. Emergency repairs are given the highest priority. In the last 12 months, the following improvements have been completed:

- Installation of linoleum in nurse's room
- Replacement of theater carpet
- Replacement and resurface of tennis courts
- Painting of trim and doors
- Replacement of gym HVAC ducting
- Replacement of heat pump and condensing in room 9, gym snack bar
- Resurfacing gym floor
- Installation of Common Core technology equipment (bond project)
- Installation of wireless LAN system equipment (bond project)
- Replacement of roof/siding in kitchen well (2014-15)
- Replacement of HVAC in room 503A and all 18 Hum building units (2014-15)
- Replacement of carpet Hum 101, 103, 104 and 106 (2014-15)
- Resurface gym floor (2014-15)
- Installation of 30 projectors/speakers/wall plates (2014-15)

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

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

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

- Classroom cleaning
- Common use area cleaning
- Office area cleaning
- Restroom cleaning
- Stadium cleanup
- Theater cleanup

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

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

Deferred Maintenance

Center High School participates in the State School Deferred Maintenance Program, which provides dollar-for-dollar matching funds to assist school districts with major repairs or replacement of existing school building components. Deferred maintenance projects generally include roofing, plumbing, heating, air conditioning, electrical systems, interior/exterior painting, and floor systems. During the 2013-14 school year, Center High School did not qualify to receive deferred maintenance funds for campus repairs and/or improvements.

Facilities Inspection

The district's maintenance department inspects Center High School on an annual basis in accordance with Education Code §17592.72(c)(1). Center High School uses a school site inspection survey to identify unsafe or hazardous conditions and facility improvement needs. The most recent school inspection took place on Thursday, September 25, 2014. Deficiencies noted in the school inspection survey were corrected immediately by the district's maintenance department. During fiscal year 2013-14, all restrooms were fully functional and available for student use.

School Facility Good Repair Status Most Recent Inspection: Thursday, September 25, 2014			
Item Inspected	Repair Status		
	Good	Fair	Poor
1. Gas Leaks	✓		
2. Mechanical Systems	✓		
3. Windows/ Doors/ Gates (Interior and Exterior)		✓	
4. Interior Surfaces (Walls, Floors, & Ceilings)	✓		
5. Hazardous Materials (Interior & Exterior)	✓		
6. Structural Damage	✓		
7. Fire Safety	✓		
8. Electrical (Interior & Exterior)	✓		
9. Pest/ Vermin Infestation	✓		
10. Drinking Fountains (Interior & Exterior)	✓		
11. Restroom	✓		
12. Sewer	✓		
13. Playgrounds/ School Grounds	✓		
14. Roofs	✓		
15. Overall Cleanliness	✓		

Repair Needed and Action Taken or Planned	
Section Number	Comment
(2)	Business 5 - AC wall banger not working
(3)	Administration Office - Back door needs new exit device; Art - storeroom door doesn't close correctly; Auto Shop - Door hardware worn; Band - Front handle trim worn; Theater - Classroom door needs dogging hardware, handle trim broken on exterior door; lobby latches need work; Boys Girls Team/Dance - Panic bar wearing out; Gym/Locker Rms - Boys' cage door needs repair; Stadium - Press box hatch needs new latch; Room 900, 901, 902, 903, 904 - No room number.
(4)	MP - Linoleum needs work; Kitchen - Linoleum worn; Business 5 & Art - Wall covering torn; Wood Shop - Hole in wall inside tool room; Science Room 212 - Stained ceiling tile; Room 301 - Interior door needs paint; Science Building - Center area stained ceiling tiles.
(6)	MP - Stage divider material separating from panels; Ceramics - Sinks could be abandoned; Library - Some exterior ornamental tiles broken; Science Room 205 - Dry wall crack in ceiling
(7)	Auto Shop - Questionable storage & construction; Humanities Building - Electric panel room badly cluttered;
(15)	MCA Room 304 & 305 - Clutter; Room 806 - Patio area needs clean up

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

Rating Description

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

Campus Supervision

School administration and teaching staff place a high priority on providing adequate adult supervision on campus before, during, and after school. As students arrive on campus each morning, administration, teachers, and campus monitors patrol the campus, entrance areas, and designated common areas. Campus monitors, resource officers, and noon aides monitor lunch time activity in the cafeteria and common student activity areas. At the end of the day when students are dismissed,

administrators, resource officer, and campus monitors supervise student behavior and ensure students either leave campus or travel to after-school activities in a safe and orderly manner.

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

School Site Safety Plan

The Comprehensive School Site Safety Plan was developed for Center High School in collaboration with local agencies and the district office to fulfill Senate Bill 187 requirements. Components of this plan include child abuse reporting procedures, teacher notification of dangerous pupil procedures, disaster response procedures, procedures for safe arrival and departure from school, sexual harassment policy, and dress code policy. The school's most recent school safety plan was reviewed, updated, and discussed with school staff in November 2014.

Classroom Environment

Discipline & Climate for Learning

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

Suspensions & Expulsions			
	11-12	12-13	13-14
	CHS		
# of Students Suspended	140	167	126
# of Students Expelled	0	0	0
	CJUSD		
# of Students Suspended	450	462	367
# of Students Expelled	0	1	1
	California		
# of Students Suspended	366629	329370	279383
# of Students Expelled	9553	8266	6611

Chart provides an unduplicated count of students involved in one or more incidents during the academic year who were subsequently suspended or expelled from school.

Teaching Load

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

Teaching Load Distribution Departmentalized Instruction				
Subject	2011-12			
	Avg. Class Size	Number of Classrooms		
		1-22	23-32	33+
English	29.0	5	25	14
Mathematics	29.9	3	15	20
Science	28.1	6	15	7
Social Science	31.2	3	7	15
Subject	2012-13			
	Avg. Class Size	Number of Classrooms		
		1-22	23-32	33+
English	30.0	9	18	19
Mathematics	29.0	6	18	17
Science	30.0	3	12	11
Social Science	33.0	3	8	18
Subject	2013-14			
	Avg. Class Size	Number of Classrooms		
		1-22	23-32	33+
English	25.0	15	26	12
Mathematics	26.0	12	19	13
Science	26.0	6	11	9
Social Science	26.0	7	22	8

*Number of classes indicates how many classrooms fall into each size category (a range of total students per classroom). At the secondary level, this information is reported by subject area rather than grade level.

Dropouts

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

In the following Dropout & Graduation Rates table, 2012-13 data is the most current information available, since state certification/release dates for dropout data occur too late for inclusion in this report. 2006-07 was the first year that dropout rates were derived from actual student-level data reported to the state by the school district. Detailed information about dropout rates and graduation rates can be found on the DataQuest Web page at <http://dq.cde.ca.gov/dataquest/>.

Dropout & Graduation Rates			
	CHS		
	10-11	11-12	12-13
	9.3%	7.4%	4.7%
Dropout Rate			
Graduation Rate	88.5%	89.7%	93.9%
	CJUSD		
	10-11	11-12	12-13
	16.1%	11.0%	8.4%
Dropout Rate			
Graduation Rate	80.2%	83.7%	89.1%
	California		
	10-11	11-12	12-13
	14.7%	13.1%	11.4%
Dropout Rate			
Graduation Rate	77.1%	78.9%	80.4%

Graduation Requirements

Students must accumulate 230 course credits, pass the math portion of CAHSEE and pass the language arts portion of CAHSEE to receive a high school diploma from Center High School. Alternative methods of acquiring a diploma are available through the Continuation School, Community Day School, and Adult School for those students who have been unsuccessful in a high school environment or have exhausted their opportunities to remain at Center High School. The following table illustrates the percentage of students graduating from Center High School who have met both CAHSEE and district graduation requirements.

Percentage of Students Passing CAHSEE & Meeting District Graduation Requirements* 2012-13**		
Center High School	CJUSD	California
93.9 %	89.1 %	80.4 %
Graduation Rate Formula: # of Graduates divided by CBEDS 12th Grade Enrollment		

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

** Most current information available

Completion of High School Graduation Requirements for the Graduating Class of 2013			
Group	CHS	CJUSD	State
All Students	90%	92%	84%
African-Amer.	86%	91%	75%
Amer. Indian or Alaskan Native	66%	66%	77%
Asian	96%	100%	92%
Filipino	92%	92%	92%
Hisp. or Latino	90%	96%	80%
Pacific Islander	100%	100%	84%
Caucasian	89%	89%	90%
Multi-Racial	66%	75%	89%
English Learners	66%	83%	53%
Economically Disadvantaged	98%	100%	82%
Students with Disabilities	69%	68%	60%

Curriculum & Instruction

Staff Development

All training and curriculum development activities at Center High School revolve around the California Common Core State Standards. During the 2013-14 school year, Center High School held staff development training devoted to:

- Common Core State Standards
- Professional Learning Communities
- Safety Procedures Training

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

During the 2013-14 school year, Center High School's teachers attended the following events hosted by the Center Joint Unified School District:

- Common Core State Standards in Reading and Writing
- Common Core State Standards in Mathematics
- Common Core State Standards Instructional Shifts

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

Staff Development Days Three-Year Trend		
2011-12	2012-13	2013-14
1	2	2

Instructional Materials

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

On Wednesday, September 17, 2014, the Center Joint Unified School District's Board of Trustees held a public hearing to certify the extent to which textbooks and instructional materials have been provided to students. The Board of Trustees adopted Resolution #1/2014-15 which certifies as required by Education Code §60119 (1) that textbooks and instructional materials were provided to all students, including English learners, in the district to the extent that each pupil has a textbook or instructional materials, or both, to use in class and to take home, (2) sufficient textbooks and instructional materials were provided to each student, including English learners, that are aligned to the academic content standards and consistent with the cycles and content of the curriculum frameworks in math, science, history-social science, and English/language arts, (3) sufficient textbooks or instructional materials were provided to each pupil enrolled in foreign language or health classes, and (4) sufficient laboratory science equipment was available for science laboratory classes offered in grades 9-12 inclusive.

In addition to core subject areas, districts are required to disclose in their SARCs the sufficiency of instructional materials used for their visual/performing arts curricula. During the 2014-15 school year, Center Joint Unified School District provided each student, including English learners, enrolled in a visual/performing arts class with a textbook or instructional materials to use in class and to take home. These materials complied with the state's content standards and curriculum frameworks.

Textbooks		
Adoption Year	Publisher & Series	Pupils Lacking Textbooks
English Language Arts		
2009	Pearson Prentice Hall, <i>English Language Arts</i>	0 %
History-Social Science		
2006	EMC Publishing, <i>Economics: New Ways of Thinking</i>	0 %
2006	Holt McDougal, <i>Modern World History: Patterns of Interaction</i>	0 %
2006	Houghton Mifflin, <i>US History - The American Pageant</i>	0 %
2006	McDougal Littell, <i>The Americans Reconstruction to the 21st Century</i>	0 %
2006	Pearson Prentice Hall, <i>Magruder's American Government</i>	0 %
Mathematics		
2014	Core Connections, <i>CPM Educational Program</i>	0 %
2008	Houghton Mifflin, <i>Larson & Hostetler's Pre-Calculus</i>	0 %
2008	Key Curriculum Press, <i>Calculus</i>	0 %
2008	McDougal Littell, <i>Algebra II</i>	0 %
Science		
2008	Glencoe/McGraw-Hill, <i>Glencoe Biology</i>	0 %
2008	Holt, Rinehart and Winston, <i>Holt Chemistry</i>	0 %
2008	Holt, Rinehart and Winston, <i>Holt Physics</i>	0 %
2008	McDougal Littell, <i>Biology</i>	0 %
2008	Pearson Prentice Hall, <i>Earth Science</i>	0 %
	Science Laboratory Equipment	0 %

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

College Preparation & Work Readiness

College Preparation Courses

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

Admission Requirements for California Public Universities

University of California

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

California State University

Admission requirements for the California State University (CSU) use three factors to determine eligibility. They are specific high school courses; grades in specified courses, and test scores; and graduation from high school. Some campuses have higher

standards for particular majors or students who live outside the local campus area. Because of the number of students who apply, a few campuses have higher standards (supplementary admission criteria) for all applicants. Most CSU campuses utilize local admission guarantee policies for students who graduate or transfer from high schools and colleges that are historically served by a CSU campus in that region. For general admissions requirements, please visit the California State University Website at <http://www.calstate.edu/admission/>.

Courses for UC/CSU Admission	
	%
2013-14 Students enrolled in courses required for UC/CSU admission	56.4
2012-13 Graduates who completed all courses required for UC/CSU admission	24.4

Advanced Placement

In 2013-14, Center High School offered advanced placement courses for those students seeking to qualify for college credit. Sophomores, juniors, and seniors achieving a score of three, four, or five on the final AP exams qualify for college credit at most of the nation's colleges.

Advanced Placement Courses Offered & Student Participation 2013-14		
	No. of Courses Offered	% of Students in AP Courses
Computer Science	0	N/A
English	4	N/A
Fine and Performing Arts	0	N/A
Foreign Language	0	N/A
Mathematics	2	N/A
Science	1	N/A
Social Science	5	N/A
All Courses	12	0.7

Note: Cells with N/A values do not require data.

Workforce Preparation

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

- Regional Occupational Programs
- Workability
- Career/Partnership Academies
- Career Pathways
- Project Lead The Way (PLTW)

Individual student assessment of work readiness skills takes place through:

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

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

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

Center High School's career/partnership academy program components include rigorous academics with a career focus, a team of teachers, and active business involvement. During the 2013-14 school year, Center High School offered the following career academy programs:

- Media Communications Academy

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

During the 2013-14 school year, Center High School offered the following career technical education programs as elective courses:

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

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

Career Technical Education (CTE) Program Participation 2013-14	
Total number of students participating in CTE programs	466
Percentage of students completing CTE program and earning a high school diploma	31.0 %
Percentage of CTE courses sequenced or articulated between the school and institutions of postsecondary education	18.0 %

Professional Staff

Counseling & Support Staff

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

Counselors & Support Personnel (Nonteaching Professional Staff) 2013-14		
	No. of Staff	FTE
Academic Counselor	3	3.0
Health Assistant	1	*
Nurse	1	*
Psychologist	1	0.8
Resource Officer	1	1.0
Speech Therapist	1	0.5

* as needed

Counselor-to-Student Ratio: 1:421

Note: One Full Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50% of full time.

Teacher Assignment

During the 2013-14 school year, Center High School had 60 teachers who met all credential requirements in accordance with state guidelines. The Federal No Child Left Behind Act requires that all teachers in core subject areas meet certain requirements in order to be considered as "NCLB Compliant." Minimum qualifications include: possession of a bachelor's degree, possession of an appropriate California teaching credential, and demonstrated competence in core academic subjects. In the table below, which identifies the number of classrooms taught by NCLB-compliant and non-compliant teachers, high poverty schools are those schools in the highest quartile for student participation defined by the free and reduced price meal program. Low poverty schools are those schools that are in the lowest quartile of program participation.

Percentage of Core Classes 2013-14		
	Taught by NCLB-Compliant Teachers	Taught by non-NCLB-Compliant Teachers
Center High School	99.0 %	1.0 %
District Totals		
All Schools	98.0 %	2.0 %
High-Poverty	98.0 %	2.0 %
Low-Poverty	0.0 %	0.0 %

Note: High-poverty schools are defined as those schools with student eligibility of approximately 40% or more in the free and reduced price meals program. Low-poverty schools are those with student eligibility of approximately 39% or less in the free and reduced price meals programs.

Teacher Credentials & Assignments				
	CHS			CJUSD
	12-13	13-14	14-15	14-15
Total Teachers	54	60	58	204
Teachers with full credentials	54	60	58	204
Teachers without full credentials	0	0	0	0
Teachers teaching outside subject area	2	1	0	0
Total teacher misassignments	2	1	0	0
Teacher misassignments for English learners	0	0	0	0
Teacher vacancies	0	0	0	0

Note: "Misassignments" refers to the number of positions filled by teachers who lack legal authorization to teach that grade level, subject area, student group, etc.

*Total teacher misassignments includes the number of misassignments of teachers of English learners.

District Expenditures

Salary & Budget Comparison

State law requires comparative salary and budget information to be reported to the general public. For comparison purposes, the State Department of Education has provided average salary data from school districts having similar average daily attendance throughout the state. (Note: 2012-13 salary comparison data was the most recent data available at the time this report was published.)

Salary Comparison 2012-13		
	CJUSD	State Average of Districts in Same Category
Beginning Teacher Salary	\$36,124	\$38,920
Mid-Range Teacher Salary	\$59,523	\$59,803
Highest Teacher Salary	\$76,086	\$78,096
Superintendent Salary	\$150,000	\$151,912
Average Principal Salaries:		
High School	\$109,662	\$107,599
Percentage of Budget:		
Teacher Salaries	42%	37%
Administrative Salaries	5%	6%

For detailed information on salaries, see the CDE Certified Salaries & Benefits Web page at <http://www.cde.ca.gov/ds/fd/cs/>.

Expenditures Per Student

For the 2012-13 school year, Center Joint Unified School District spent an average of \$7,587 of total general funds to educate each student (based on 2012-13 audited financial statements and in accordance with calculations defined in Education Code §41372). The table in this report 1) compares the school's per pupil expenditures from unrestricted (basic) and restricted (supplemental) sources with other schools in the district and throughout the state, and 2) compares the average teacher salary at the school site with average teacher salaries at the district and state levels. Detailed information regarding salaries can be found at the CDE website at www.cde.ca.gov/ds/fd/ec/ and www.cde.ca.gov/ds/fd/cs/. (The figures shown in the table below reflect the direct cost of educational services, per ADA, excluding food services, facilities acquisition and construction, and certain other expenditures.)

In addition to general fund state funding, Center Joint Unified School District receives state and federal categorical funding for special programs. For the 2012-13 school year, the district received categorical, special education, and support programs funds for:

- Class Size Reduction, Grades K-3 (optional)
- Department of Rehabilitation
- Economic Impact Aid (EIA)
- Education Protection Account
- Lottery: Instructional Materials
- Medi-Cal Billing Option
- Other Local: Locally defined
- Partnership Academies Program
- Special Education
- State Lottery
- Title I
- Title II
- Title III
- Title X, McKinney-Vento Homeless Assistance
- Tobacco-Use Prevention Education
- Transportation
- Transportation: Special Education
- Vocational Programs

Expense of Education Per Pupil 2012-13					
	Dollars Spent per Student				
			% Diff. School & Dist.	State Avg., Dist. Same Size & Type	% Diff. School & State
	CHS	CJUSD			
ADA*	1269	N/A	N/A	N/A	N/A
Total**	\$5,723	N/A	N/A	N/A	N/A
Restr.†	\$1,187	N/A	N/A	N/A	N/A
Unrestr.††	\$4,537	\$4,237	107.08	\$4,690	96.73
Avg. Teacher Salary	\$70,223	\$69,570	100.94	\$63,037	111.40

* Average Daily Attendance

** Total Restricted and Unrestricted \$ per student

† Restricted (Supplemental) \$ per student

†† Unrestricted (Basic) \$ per student

Note: Cells with N/A values do not require data.

SARC Data

DataQuest

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

Public Internet Access Location

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

Address: 4235 Antelope Road, Antelope

Phone Number: (916) 264-2920

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

Number of Computers Available: 21

Disclosure

The statistical information disclosed in this report is obtained from the California Department of Education and the Center Joint Unified School District. At the time of publication, this report met all SARC-related state and federal requirements, using the most current data available. Data to prepare the instructional materials section were acquired in September 2014. Data to prepare the school facilities section were acquired in October 2014.

Center Joint Unified School District McClellan High School

Grades 10 through 12
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2013-14 School Accountability Report Card *Published January 2015*

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2014-15
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Kelly Kelley

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District Administration

Scott Loehr
Superintendent

Craig Deason
Assistant Superintendent

David Grimes
Director of Personnel/Student Services

Jeanne Bess
Director of Fiscal Services

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Principal's Message

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

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

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

Mission Statement

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

School Profile

McClellan High School is located in the northern region of Antelope and serves students in grades ten through twelve following a traditional calendar. At the beginning of the 2013-14 school year, 92 students were enrolled, including 2.2% in special education, 8.7% qualifying for English Language Learner support, and 75% qualifying for free or reduced price lunch.

Student Enrollment by Ethnicity / Grade Level 2013-14			
Ethnic Group	%	Grade Level	#
African-Amer.	19.60%	Grade 10	18
Amer. Indian or Alaskan Native	5.40%	Grade 11	35
Asian	1.10%	Grade 12	39
Filipino	2.20%		
Hisp. or Latino	25.00%		
Pacific Islander	1.10%		
Caucasian	43.50%		
Multi-Racial	2.20%		
Total Enrollment			92

Student Achievement

Standardized State Assessments

Students at McClellan High School participate in California's STAR examination each year. The mandatory STAR Program (Standardized Testing and Reporting) is a set of assessments that evaluates student proficiency in core subject areas and compares student results with other students in the state who took the same test. The STAR is comprised of a series of four components: the California Standards Tests (CST), the California Alternative Performance Assessment (CAPA), the California Modified Assessment (CMA), and Standards-based Tests in Spanish (STS). The STAR tables in this report illustrate the percentage of students achieving Proficient and Advanced levels of proficiency through fiscal year 2012-13. Beginning in 2013-14, students at McClellan High School participated in the new statewide student assessment system program identified as CAASPP, California Assessment of Student Performance and Progress. For the 2013-14 school year, the CAASPP reports results for the CAPA science test given in grades five, eight and ten only.

Results are shown only for subgroups with ten students or more taking the exam. Detailed results by grade level for each student group can be obtained from the California Department of Education's website <http://star.cde.ca.gov>.

STAR Results - All Students Percentage of Students Scoring at Proficient & Advanced Levels									
	McClellan High School			District			California		
	10-11	11-12	12-13	10-11	11-12	12-13	10-11	11-12	12-13
English Language Arts	15	12	15	53	58	54	54	56	55
Mathematics	3	5	4	49	52	51	49	50	50
Social Science	17	8	22	46	47	50	48	49	49

Note: STAR Program was last administered in 2012-13. Percentages are not calculated when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

California Assessment of Student Performance and Progress / Standardized Testing and Reporting Results for All Students in Science -- Three-Year Comparison									
	Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards)								
	McClellan High School			District			California		
	11-12	12-13	13-14	11-12	12-13	13-14	11-12	12-13	13-14
Science (grades 5, 8, and 10)	11	26	11	55	59	56	60	59	60

California Assessment of Student Performance and Progress Results by Student Group in Science (School Year 2013-14)	
Group	Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards)
All Students (District)	56
All Students (School)	11
Male	
Female	
African-Amer.	
Amer. Indian or Alaskan Native	
Asian	
Filipino	
Hisp. or Latino	
Pacific Islander	
Caucasian	
Multi-Racial	
English Learners	
Economically Disadvantaged	15
Migrant Educ.	
Students with Disabilities	

Note: Science assessments include California Standards Tests (CSTs), California Modified Assessment (CMA), and California Alternate Performance Assessment (CAPA) for students in grades 5, 8 and 10. Scores are not shown when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

California High School Exit Exam

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

Students must pass the language arts and math components of the examination to be eligible for a high school diploma. The test is initially given to students in the tenth grade. Students are given numerous chances to pass the test during their sophomore, junior, and senior years; 81% of McClellan High School's tenth grade students who took the test passed the math portion of the exam and 74% passed the language arts portion. Proficiency scores from the test are used as a determination of Adequate Yearly Progress (AYP) as noted in the AYP section of this report.

California High School Exit Exam All Students Percentage of Students Scoring at Proficient & Advanced Levels									
	McClellan High School			CJUSD			California		
	11-12	12-13	13-14	11-12	12-13	13-14	11-12	12-13	13-14
English Language Arts	33	32	37	60	50	28	56	57	56
Mathematics	45	32	25	64	63	28	58	60	62

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

California High School Exit Exam Percentage of Students Scoring in Each Performance Level 2013-14						
	English			Mathematics		
	Not Proficient	Proficient	Advanced	Not Proficient	Proficient	Advanced
All Students (District)	44	28	28	38	42	19
All Students (School)	63	37	*	75	25	*
Male	64	36	*	*	*	*
Female	*	*	*	*	*	*
African-Amer.	*	*	*	*	*	*
Amer. Indian or Alaskan Native	*	*	*	*	*	*
Asian	*	*	*	*	*	*
Filipino	*	*	*	*	*	*
Hisp. or Latino	*	*	*	*	*	*
Pacific Islander	*	*	*	*	*	*
Caucasian	*	*	*	*	*	*
Multi-Racial	*	*	*	*	*	*
English Learners	*	*	*	*	*	*
Economically Disadvantaged	63	38	*	69	31	*
Migrant Educ.	*	*	*	*	*	*
Students with Disabilities	*	*	*	*	*	*

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

Note: Percentages are not calculated when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Academic Performance Index

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

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

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

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

Academic Performance Index (API) Three Year Rank Comparison			
	2011	2012	2013
Statewide Rank	B	B	B
Similar Schools Rank	B	B	B

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

Note: For 2014 and subsequent years, the statewide and similar schools ranks will no longer be produced.

Academic Performance Index (API) Three Year Performance Comparison			
Results	Increase/Decrease in API Score		
	2010-11	2011-12	2012-13
Schoolwide - All Students	12	0	110
Ethnic Subgroups			
African-Amer.	*	*	*
Amer. Indian or Alaskan Native	*	*	*
Asian	*	*	*
Filipino	*	*	*
Hisp. or Latino	*	*	*
Multi-Racial	*	*	*
Pacific Islander	*	*	*
Caucasian	*	*	*
Other Subgroups			
Students with Disabilities	*	*	*
Economically Disadvantaged	*	*	*
English Learners	*	*	*

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

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

Note: "ND" means that no data were available to the CDE or LEA to report. "B" means the school did not have a valid API Base and there is no Growth or target information. "C" means the school had significant demographic changes and there is no Growth or target information.

Adequate Yearly Progress

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

On March 7, 2014, the U.S. Department of Education approved California's testing waiver allowing flexibility in making AYP determinations for elementary and middle schools and unified school districts participating in the Smarter Balanced Field Test. CDE will not produce a 2014 AYP report for these qualifying schools and districts. High schools and high school districts will receive a 2014 AYP report based on achievement results from the grade ten California High School Exit Examination (CAHSEE) and California Alternate Performance Assessment (CAPA) as well as the cohort graduation rate.

The AYP table in this report illustrates the school's progress in meeting 2013-14 AYP target rates for applicable schools. More information on AYP can be found on the California Department of Education's (CDE) website www.cde.ca.gov/nclb/ and the U.S. Department of Education's website www.ed.gov/nclb/accountability/.

Adequate Yearly Progress (AYP) Results Reported by Indicator & Compared to District Performance 2013-14		
Did the school and district meet or exceed 2014 AYP performance criteria in each of the areas listed below?		
AYP Indicator	MHS	CJUSD
Overall Results	No	*
<i>Participation Rate</i>		
English Language Arts	Yes	*
Mathematics	Yes	*
<i>Percent Proficient</i>		
English Language Arts	No	*
Mathematics	No	*
Met API Criteria	N/A	*
Graduation Rate	Yes	*

A "*" means that the school or LEA did not receive a 2014 AYP Report. For 2014, only schools and LEAs identified as a "high school" or "high school LEA" are in receipt of AYP Reports.

No Child Left Behind (NCLB)

The No Child Left Behind (NCLB) Act is part of the Federal Title I funding program designed to support additional staffing and programs to meet the needs of low-income, low achieving students, and other designated students with special needs. Schools may apply, based upon their student demographics, for one of two types of Title I funding: Title I Schoolwide or Title I Targeted Assistance. Title I Schoolwide schools use federal funds for schoolwide improvement of student achievement. Title I Targeted Assistance schools use federal funds to help those students who meet specific program criteria. In 2013-14, McClellan High School did not participate in the Title I program and is therefore not required to comply with program mandates.

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

Title I Program Improvement (PI) Status 2014-15		
	MHS	CJUSD
PI Status	Not in PI	In PI
First Year of PI	N/A	2011-2012
Year in PI	N/A	Year 3
No. of Schools Currently in PI		4
% of Schools Currently in PI		44.4%

Note: Cells with N/A values do not require data.

*DW (Determination Waiver) indicates that the PI status of the school was carried over from the prior year in accordance with the flexibility granted through the federal waiver process.

Local Control Accountability Plan (LCAP)

As part of the new Local Control Funding Formula, school districts are required to develop, adopt, and annually update a three-year Local Control and Accountability Plan (LCAP). The following components of this SARC address some of the priorities identified in the District's LCAP:

Conditions of Learning – State Priority 1: Covered in *Teacher Assignment*, including the Teacher Credentials & Misassignments & NCLB Compliance charts; *Instructional Materials*, including the Textbooks chart; and *School Facilities & Maintenance*, including the Campus Description and School Facility Good Repair Status charts.

Pupil Achievement – State Priority 4: Covered in *Standardized State Assessments*, including the STAR Results and CAASPP charts; *Academic Performance Index*, including API chart; and *College Preparation & Work Readiness*, including the CTE Program Participation and UC/CSU charts.

Other Pupil Outcomes – State Priority 8: Covered in *California High School Exit Exam*, including the CAHSEE charts; and *Physical Fitness*, including the Physical Fitness Test chart.

Parental Involvement – State Priority 3: Covered in *Parent Involvement*.

Pupil Engagement – State Priority 5: Covered in *Dropouts* and in *Graduation Requirements*, including Dropout & Graduation Rates and Completion of High School Graduation Requirements charts.

School Climate – State Priority 6: Covered in *Discipline & Climate for Learning*, including Suspension & Expulsion chart; and *School Site Safety Plan*.

Parent Involvement

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

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

Opportunities to Volunteer

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

School Activities

Back to School Night
Open House
Sports Events

School Facilities & Maintenance

The district takes great efforts to ensure that all schools are clean, safe, and functional through proper facilities maintenance and campus supervision. McClellan High School's original facilities were built in 1960; ongoing maintenance and campus improvements ensure facilities remain up to date and provide adequate space for students and staff. District maintenance and site custodial staff ensure that the repairs necessary to keep the school in good condition are completed in a timely manner. A work order process is used by school and district staff to communicate non-routine maintenance requests. Emergency repairs are given the highest priority. In the last 12 months, the following improvements have been completed:

- Replacement of HVAC units in the multipurpose room
- Painting of trim and doors
- Reroofing portable
- Installation of Common Core technology equipment (bond project)
- Installation of wireless LAN system equipment (bond project)
- Touch-up paint (bond project)
- Seal and stripe hardcourt (bond project)
- Installation of volleyball poles and stripe (2014-15)

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

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

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

Campus Description	
Year Built	1960
Acreage	8.540
Square Footage	35241
Quantity	
Permanent Classrooms	13
Portable Classrooms	1
Restrooms (sets)	2
Staff Work Room(s)	1
Career Center	1
Multipurpose Room/Cafeteria	1
Outdoor Meal Area	1
Staff Lounge	1

Deferred Maintenance

McClellan High School participates in the State School Deferred Maintenance Program, which provides dollar-for-dollar matching funds to assist school districts with major repairs or replacement of existing school building components. Deferred maintenance projects generally include roofing, plumbing, heating, air conditioning, electrical systems, interior/exterior painting, and floor systems. During the 2013-14 school year, McClellan High School received \$6,315 in deferred maintenance funds for the repair and/or maintenance of plumbing, heating/air conditioning systems and floor systems.

Facilities Inspection

The district's maintenance department inspects McClellan High School on an annual basis in accordance with Education Code §17592.72(c)(1). McClellan High School uses a school site inspection survey to identify unsafe or hazardous conditions and facility improvement needs. The most recent school inspection took place on Friday, September 26, 2014. Deficiencies noted in the school inspection survey were corrected immediately by the district's maintenance department. During fiscal year 2013-14, all restrooms were fully functional and available for student use.

School Facility Good Repair Status Most Recent Inspection: Friday, September 26, 2014			
Item Inspected	Repair Status		
	Good	Fair	Poor
1. Gas Leaks	✓		
2. Mechanical Systems	✓		
3. Windows/ Doors/ Gates (Interior and Exterior)		✓	
4. Interior Surfaces (Walls, Floors, & Ceilings)			✓
5. Hazardous Materials (Interior & Exterior)	✓		
6. Structural Damage	✓		
7. Fire Safety	✓		
8. Electrical (Interior & Exterior)	✓		
9. Pest/ Vermin Infestation	✓		
10. Drinking Fountains (Interior & Exterior)	✓		
11. Restroom	✓		
12. Sewer	✓		
13. Playgrounds/ School Grounds	✓		
14. Roofs	✓		
15. Overall Cleanliness	✓		

Repair Needed and Action Taken or Planned	
Section Number	Comment
(3)	A Wing 2 - Door hinge sprung; B Wing 3 - Old door handle; Cafeteria & MPR - Cafeteria windows (9) have BB holes, door NE could use some work & NW door latch needs work
(4)	A Wing 2 - Ceiling tiles have stains; B Wing 3 & Room B4 - Holes in ceiling tiles; Room C7 - Ceiling tiles damaged; Room C10 - Carpet has bleached spots; Room C11 - Ceiling tiles broken & wall needs paint on end
(15)	Room C9 - Clutter-storage room

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

Rating Description

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

Campus Supervision

School administration and teaching staff place a high priority on providing adequate adult supervision on campus before, during, and after school. As students arrive on campus each morning, the principal, custodian, and campus monitor patrol the campus, entrance areas, and designated common areas. The principal, custodian, and campus monitor supervise lunch time activity in the cafeteria and common student activity areas. At the end of the day, the custodian, teachers, and campus monitor supervise student behavior and ensure students either leave campus or travel to after-school activities in a safe and orderly manner.

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

School Site Safety Plan

The Comprehensive School Site Safety Plan was developed for McClellan High School in collaboration with local agencies and the district office to fulfill Senate Bill 187 requirements. Components of this plan include child abuse reporting procedures, teacher notification of dangerous pupil procedures, disaster response procedures, procedures for safe arrival and departure from school, sexual harassment policy, and dress code policy. The school's most recent school safety plan was reviewed, updated, and discussed with school staff in January 2015.

Classroom Environment

Discipline & Climate for Learning

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

Suspensions & Expulsions			
	11-12	12-13	13-14
	MHS		
# of Students Suspended	64	64	44
# of Students Expelled	0	0	0
	CJUSD		
# of Students Suspended	450	462	367
# of Students Expelled	0	1	1
	California		
# of Students Suspended	366629	329370	279383
# of Students Expelled	9553	8266	6611

Chart provides an unduplicated count of students involved in one or more incidents during the academic year who were subsequently suspended or expelled from school.

Teaching Load

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

Teaching Load Distribution Departmentalized Instruction				
Subject	2011-12			
	Avg. Class Size	Number of Classrooms		
		1-22	23-32	33+
English	20.8	3	2	
Mathematics	21.5	2	2	
Science	23.5		2	
Social Science	20.2	1	4	
Subject	2012-13			
	Avg. Class Size	Number of Classrooms		
		1-22	23-32	33+
English	17.0	3	4	
Mathematics	16.0	3	3	
Science	13.0	2	2	
Social Science	11.0	6	3	
Subject	2013-14			
	Avg. Class Size	Number of Classrooms		
		1-22	23-32	33+
English	11.0	9	1	
Mathematics	7.0	10		
Science	9.0	5	1	
Social Science	8.0	13	1	

*Number of classes indicates how many classrooms fall into each size category (a range of total students per classroom). At the secondary level, this information is reported by subject area rather than grade level.

Dropouts

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

In the following Dropout & Graduation Rates table, 2012-13 data is the most current information available, since state certification/release dates for dropout data occur too late for inclusion in this report. Detailed information about dropout rates and graduation rates can be found at <http://dq.cde.ca.gov/dataquest/>.

Dropout & Graduation Rates			
	MHS		
	10-11	11-12	12-13
	Dropout Rate	16.1%	11.0%
Graduation Rate	80.2%	83.7%	89.1%
	CJUSD		
	10-11	11-12	12-13
	Dropout Rate	16.1%	11.0%
Graduation Rate	80.2%	83.7%	89.1%
	California		
	10-11	11-12	12-13
	Dropout Rate	14.7%	13.1%
Graduation Rate	77.1%	78.9%	80.4%

Graduation Requirements

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

Percentage of Students Passing CAHSEE & Meeting District Graduation Requirements* 2012-13**		
McClellan High School	CJUSD	California
89.1 %	89.1 %	80.4 %
Graduation Rate Formula: # of Graduates divided by CBEDS 12th Grade Enrollment		

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

** Most current information available

Completion of High School Graduation Requirements for the Graduating Class of: 2013			
Group	MHS	CJUSD	State
All Students	100%	92%	84%
African-Amer.	100%	91%	75%
Amer. Indian or Alaskan Native	-	66%	77%
Asian	100%	100%	92%
Filipino	100%	92%	92%
Hisp. or Latino	100%	96%	80%
Pacific Islander	-	100%	84%
Caucasian	100%	89%	90%
Multi-Racial	-	75%	89%
English Learners	100%	83%	53%
Economically Disadvantaged	100%	100%	82%
Students with Disabilities	100%	68%	60%

Curriculum & Instruction

Staff Development

All training and curriculum development activities at McClellan High School revolve around the California Common Core State Standards. During the 2013-14 school year, McClellan High School held staff development training devoted to:

- Data Analysis
- Instructional Strategies

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

During the 2013-14 school year, McClellan High School's teachers attended the following events hosted by the Center Joint Unified School District:

- Common Core State Standards in Reading and Writing
- Common Core State Standards in Mathematics
- Common Core State Standards Instructional Shifts

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

Staff Development Days Three-Year Trend		
2011-12	2012-13	2013-14
1	2	2

Instructional Materials

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

On Wednesday, September 17, 2014, the Center Joint Unified School District's Board of Trustees held a public hearing to certify the extent to which textbooks and instructional materials have been provided to students. The Board of Trustees adopted Resolution #1/2014-15 which certifies as required by Education Code §60119 (1) that textbooks and instructional materials were provided to all students, including English learners, in the district to the extent that each pupil has a textbook or instructional materials, or both, to use in class and to take home, (2) sufficient textbooks and instructional materials were provided to each student, including English learners, that are aligned to the academic content standards and consistent with the cycles and content of the curriculum frameworks in math, science, history-social science, and English/language arts, (3) sufficient textbooks or instructional materials were provided to each pupil enrolled in foreign language or health classes, and (4) sufficient laboratory science equipment was available for science laboratory classes offered in grades 9-12 inclusive.

In addition to core subject areas, districts are required to disclose in their SARCs the sufficiency of instructional materials used for their visual/performing arts curricula. During the 2014-15 school year, Center Joint Unified School District provided each student, including English learners, enrolled in a visual/performing arts class with a textbook or instructional materials to use in class and to take home. These materials complied with the state's content standards and curriculum frameworks.

Textbooks		
Adoption Year	Publisher & Series	Pupils Lacking Textbooks
English Language Arts		
2009	AGS, <i>English for the World of Work</i>	0 %
2009	AGS, <i>English to Use</i>	0 %
2009	Holt, Rinehart and Winston, <i>Holt Literature & Language Arts</i>	0 %
2009	National Geographic / Hampton Brown, <i>EDGE</i>	0 %
English Language Development		
2009	Hampton Brown, <i>EdgeTM</i>	0 %
History-Social Science		
2008	Globe Fearon, <i>Pacemaker American Government</i>	0 %
2008	Globe Fearon, <i>Pacemaker Economics</i>	0 %
2008	Globe Fearon, <i>Pacemaker US History</i>	0 %
2008	Globe Fearon, <i>Pacemaker World History</i>	0 %
Mathematics		
2014	Core Connections, <i>CPM Educational Program</i>	0 %
2008	CPM Educational Program, <i>Foundations for Algebra</i>	0 %
2008	Glencoe/McGraw-Hill, <i>Pre-Algebra</i>	0 %
2008	Pearson Prentice Hall, <i>Algebra I</i>	0 %
Science		
2008	AGS, <i>Biology - Cycles of Life</i>	0 %
2008	AGS, <i>Physical Science</i>	0 %
	Science Laboratory Equipment	0 %

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

College Preparation & Work Readiness

College Preparation Courses

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

Admission Requirements for California Public Universities

University of California

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

California State University

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

Courses for UC/CSU Admission	
	%
2013-14 Students enrolled in courses required for UC/CSU admission	0.2
2012-13 Graduates who completed all courses required for UC/CSU admission	0.0

Workforce Preparation

Students in grades nine through twelve receive counseling from school personnel regarding career paths and courses of study. During their sophomore year, students meet with the counselor to discuss their four-year academic plan and are introduced to McClellan High School's technical and career education programs. The counselor meets at least once a year with each student to follow-up on their progress in meeting graduation requirements and career objectives. All career and technical education (CTE) courses comply with state-adopted content standards and are integrated into the student's four-year academic plan as elective courses. McClellan High School offers a work experience program that promotes leadership, develops job-related skills, provides on-the-job experience, and increases interest in school.

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

Work experience students are partnered with local community organizations and local employers that provide on-the-job training and mentoring for students 16 years of age or older. Work experience students receive guidance and supervision designed to ensure maximum educational benefit from part-time job placement. For more information, students should contact the counselor.

Professional Staff

Counseling & Support Staff

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

Counselors & Support Personnel (Nonteaching Professional Staff) 2013-14		
	No. of Staff	FTE
Academic Counselor	1	0.5

Note: One Full Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50% of full time.

Teacher Assignment

During the 2013-14 school year, McClellan High School had 6 teachers who met all credential requirements in accordance with state guidelines. The Federal No Child Left Behind Act requires that all teachers in core subject areas meet certain requirements in order to be considered as "NCLB Compliant." Minimum qualifications include: possession of a bachelor's degree, possession of an appropriate California teaching credential, and demonstrated competence in core academic subjects. In the table below, which identifies the number of classrooms taught by NCLB-compliant and non-compliant teachers, high poverty schools are those schools in the highest quartile for student participation defined by the free and reduced price meal program. Low poverty schools are those schools that are in the lowest quartile of program participation.

Percentage of Core Classes 2013-14		
	Taught by NCLB-Compliant Teachers	Taught by non- NCLB-Compliant Teachers
McClellan High School	84.0 %	15.0 %
District Totals		
All Schools	98.0 %	2.0 %
High-Poverty	98.0 %	2.0 %
Low-Poverty	0.0 %	0.0 %

Note: High-poverty schools are defined as those schools with student eligibility of approximately 40% or more in the free and reduced price meals program. Low-poverty schools are those with student eligibility of approximately 39% or less in the free and reduced price meals programs.

Teacher Credentials & Assignments				
	MHS			CJUSD
	12-13	13-14	14-15	14-15
Total Teachers	5	6	5	204
Teachers with full credentials	5	6	5	204
Teachers without full credentials	0	0	0	0
Teachers teaching outside subject area	0	0	0	0
Total teacher misassignments	0	0	0	0
Teacher misassignments for English learners	0	0	0	0
Teacher vacancies	0	0	0	0

Note: "Misassignments" refers to the number of positions filled by teachers who lack legal authorization to teach that grade level, subject area, student group, etc.

*Total teacher misassignments includes the number of misassignments of teachers of English learners.

District Expenditures

Salary & Budget Comparison

State law requires comparative salary and budget information to be reported to the general public. For comparison purposes, the State Department of Education has provided average salary data from school districts having similar average daily attendance throughout the state. (Note: 2012-13 salary comparison data was the most recent data available at the time this report was published.)

Salary Comparison 2012-13		
	CJUSD	State Average of Districts in Same Category
Beginning Teacher Salary	\$36,124	\$38,920
Mid-Range Teacher Salary	\$59,523	\$59,803
Highest Teacher Salary	\$76,086	\$78,096
Superintendent Salary	\$150,000	\$151,912
Average Principal Salaries:		
High School	\$109,662	\$107,599
Percentage of Budget:		
Teacher Salaries	42%	37%
Administrative Salaries	5%	6%

For detailed information on salaries, see the CDE Certificated Salaries & Benefits Web page at <http://www.cde.ca.gov/ds/fd/cs/>.

Expenditures Per Student

For the 2012-13 school year, Center Joint Unified School District spent an average of \$7,587 of total general funds to educate each student (based on 2012-13 audited financial statements and in accordance with calculations defined in Education Code §41372). The table in this report 1) compares the school's per pupil expenditures from unrestricted (basic) and restricted (supplemental) sources with other schools in the district and throughout the state, and 2) compares the average teacher salary at the school site with average teacher salaries at the district and state levels. Detailed information regarding salaries can be found at the CDE website at www.cde.ca.gov/ds/fd/ec/ and www.cde.ca.gov/ds/fd/cs/. (The figures shown in the table below reflect the direct cost of educational services, per ADA, excluding food services, facilities acquisition and construction, and certain other expenditures.)

In addition to general fund state funding, Center Joint Unified School District receives state and federal categorical funding for special programs. For the 2012-13 school year, the district received categorical, special education, and support programs funds for:

- Class Size Reduction, Grades K-3 (optional)
- Department of Rehabilitation
- Economic Impact Aid (EIA)
- Education Protection Account
- Lottery: Instructional Materials
- Medi-Cal Billing Option
- Other Local: Locally defined
- Partnership Academies Program
- Special Education
- State Lottery
- Title I
- Title II
- Title III
- Title X, McKinney-Vento Homeless Assistance
- Tobacco-Use Prevention Education
- Transportation
- Transportation: Special Education
- Vocational Programs

Expense of Education Per Pupil 2012-13					
	Dollars Spent per Student				
			% Diff. School & Dist.	State Avg.. Dist. Same Size & Type	% Diff. School & State
	MHS	CJUSD			
ADA*	94	N/A	N/A	N/A	N/A
Total**	\$9,034	N/A	N/A	N/A	N/A
Restr.†	\$2,374	N/A	N/A	N/A	N/A
Unrostr.††	\$6,660	\$4,237	157.20	\$4,690	142.00
Avg. Teacher Salary	\$64,034	\$69,570	92.04	\$63,037	101.58

* Average Daily Attendance

** Total Restricted and Unrestricted \$ per student

† Restricted (Supplemental) \$ per student

†† Unrestricted (Basic) \$ per student

Note: Cells with N/A values do not require data.

SARC Data

DataQuest

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

Public Internet Access Location

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

Address: 4235 Antelope Road, Antelope

Phone Number: (916) 264-2920

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

Number of Computers Available: 21

Disclosure

The statistical information disclosed in this report is obtained from the California Department of Education and the Center Joint Unified School District. At the time of publication, this report met all SARC-related state and federal requirements, using the most current data available. Data to prepare the instructional materials section were acquired in September 2014. Data to prepare the school facilities section were acquired in October 2014.

Center Joint Unified School District Antelope View Charter School

Grades 9 through 12
Doug Hughey, Principal
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2013-14 School Accountability Report Card *Published January 2015*

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Principal's Message

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

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

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

Mission Statement

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

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

School Profile

Antelope View Charter School is located in the northwestern region of Antelope and serves students in grades nine through twelve following a traditional calendar. At the beginning of the 2013-14 school year, 36 students were enrolled, including 5.6% in special education and 47.2% qualifying for free or reduced price lunch.

Student Enrollment by Ethnicity / Grade Level 2013-14			
Ethnic Group	%	Grade Level	#
African-Amer.	11.10%	Grade 9	3
Amer. Indian or Alaskan Native	0.00%	Grade 10	5
Asian	0.00%	Grade 11	13
Filipino	2.80%	Grade 12	15
Hisp. or Latino	22.20%		
Pacific Islander	0.00%		
Caucasian	63.90%		
Multi-Racial	0.00%		
Total Enrollment			36

Student Achievement

Standardized State Assessments

Students at Antelope View Charter School participate in California's STAR examination each year. The mandatory STAR Program (Standardized Testing and Reporting) is a set of assessments that evaluates student proficiency in core subject areas and compares student results with other students in the state who took the same test. The STAR is comprised of a series of four components: the California Standards Tests (CST), the California Alternative Performance Assessment (CAPA), the California Modified Assessment (CMA), and Standards-based Tests in Spanish (STS). The STAR tables in this report illustrate the percentage of students achieving Proficient and Advanced levels of proficiency through fiscal year 2012-13. Beginning in 2013-14, students at Antelope View Charter School participated in the new statewide student assessment system program identified as CAASPP, California Assessment of Student Performance and Progress. For the 2013-14 school year, the CAASPP reports results for the CAPA science test given in grades five, eight and ten only.

Results are shown only for subgroups with ten students or more taking the exam. Detailed results by grade level for each student group can be obtained from the California Department of Education's website <http://star.cde.ca.gov>.

STAR Results - All Students Percentage of Students Scoring at Proficient & Advanced Levels									
	Antelope View Charter School			District			California		
	10-11	11-12	12-13	10-11	11-12	12-13	10-11	11-12	12-13
English Language Arts	43	50	39	53	58	54	54	56	55
Mathematics	19	26	*	49	52	51	49	50	50
Social Science	31	31	27	46	47	50	48	49	49

Note: STAR Program was last administered in 2012-13. Percentages are not calculated when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

California Assessment of Student Performance and Progress / Standardized Testing and Reporting Results for All Students in Science -- Three-Year Comparison									
	Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards)								
	Antelope View Charter School			District			California		
	11-12	12-13	13-14	11-12	12-13	13-14	11-12	12-13	13-14
Science (grades 5, 8, and 10)	32	*	*	55	59	56	60	59	60

California Assessment of Student Performance and Progress Results by Student Group in Science (School Year 2013-14)	
Group	Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards)
All Students (District)	56
All Students (School)	*
Male	*
Female	*
African-Amer.	*
Amer. Indian or Alaskan Native	
Asian	
Filipino	*
Hisp. or Latino	*
Pacific Islander	
Caucasian	*
Multi-Racial	
English Learners	
Economically Disadvantaged	*
Migrant Educ.	
Students with Disabilities	*

Note: Science assessments include California Standards Tests (CSTs), California Modified Assessment (CMA), and California Alternate Performance Assessment (CAPA) for students in grades 5, 8 and 10. Scores are not shown when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

California High School Exit Exam

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

Students must pass the language arts and math components of the examination to be eligible for a high school diploma. The test is initially given to students in the tenth grade. Students are given numerous chances to pass the test during their sophomore, junior, and senior years. Proficiency scores from the test are used as a determination of Adequate Yearly Progress (AYP) as noted in the AYP section of this report.

California High School Exit Exam All Students Percentage of Students Scoring at Proficient & Advanced Levels									
	Antelope View Charter School			CJUSD			California		
	11-12	12-13	13-14	11-12	12-13	13-14	11-12	12-13	13-14
English Language Arts	39	*	*	60	50	28	56	57	56
Mathematics	48	*	*	64	63	28	58	60	62

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

California High School Exit Exam Percentage of Students Scoring in Each Performance Level 2013-14						
	English			Mathematics		
	Not Proficient	Proficient	Advanced	Not Proficient	Proficient	Advanced
All Students (District)	44	28	28	38	42	19
All Students (School)	*	*	*	*	*	*
Male	*	*	*	*	*	*
Female	*	*	*	*	*	*
African-Amer.	*	*	*	*	*	*
Filipino	*	*	*	*	*	*
Hisp. or Latino	*	*	*	*	*	*
Caucasian	*	*	*	*	*	*
Economically Disadvantaged	*	*	*	*	*	*
Students with Disabilities	*	*	*	*	*	*

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

Note: Percentages are not calculated when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Physical Fitness

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

Physical Fitness Test Percentage of Students Meeting California Fitness Standards 2013-14			
Grade Tested	Number of Standards Met:		
	Four of Six	Five of Six	Six of Six
Ninth	*	*	*

Note: Percentages are not calculated when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Academic Performance Index

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

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

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

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

Academic Performance Index (API) Three Year Rank Comparison			
	2011	2012	2013
Statewide Rank	2	3	2
Similar Schools Rank	1	N/A	N/A

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

Note: For 2014 and subsequent years, the statewide and similar schools ranks will no longer be produced.

Academic Performance Index (API) Three Year Performance Comparison			
Results	Increase/Decrease in API Score		
	2010-11	2011-12	2012-13
Schoolwide - All Students	-6	29	-45
Ethnic Subgroups			
African-Amer.	*	*	*
Amer. Indian or Alaskan Native		*	*
Asian			
Filipino			
Hisp. or Latino	*	*	*
Multi-Racial			
Pacific Islander	*	*	*
Caucasian	20	-21	*
Other Subgroups			
Students with Disabilities	*	*	*
Economically Disadvantaged	-31	*	*
English Learners	*	*	*

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

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

Note: "N/D" means that no data were available to the CDE or LEA to report. "B" means the school did not have a valid API Base and there is no Growth or target information. "C" means the school had significant demographic changes and there is no Growth or target information.

Adequate Yearly Progress

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

On March 7, 2014, the U.S. Department of Education approved California's testing waiver allowing flexibility in making AYP determinations for elementary and middle schools and unified school districts participating in the Smarter Balanced Field Test. CDE will not produce a 2014 AYP report for these qualifying schools and districts. High schools and high school districts will receive a 2014 AYP report based on achievement results from the grade ten California High School Exit Examination (CAHSEE) and California Alternate Performance Assessment (CAPA) as well as the cohort graduation rate.

The AYP table in this report illustrates the school's progress in meeting 2013-14 AYP target rates for applicable schools. More information on AYP can be found on the California Department of Education's (CDE) website www.cde.ca.gov/nclb/ and the U.S. Dept. of Ed. website www.ed.gov/nclb/accountability/.

Adequate Yearly Progress (AYP) Results Reported by Indicator & Compared to District Performance 2013-14		
Did the school and district meet or exceed 2014 AYP performance criteria in each of the areas listed below?		
AYP Indicator	AVCS	CJUSD
Overall Results	No	*
<i>Participation Rate</i>		
English Language Arts	Yes	*
Mathematics	Yes	*
<i>Percent Proficient</i>		
English Language Arts	No	*
Mathematics	No	*
Met API Criteria	N/A	*
Graduation Rate	N/A	*

A "*" means that the school or LEA did not receive a 2014 AYP Report. For 2014, only schools and LEAs identified as a "high school" or "high school LEA" are in receipt of AYP Reports.

No Child Left Behind (NCLB)

The No Child Left Behind (NCLB) Act is part of the Federal Title I funding program designed to support additional staffing and programs to meet the needs of low-income, low achieving students, and other designated students with special needs. Schools may apply, based upon their student demographics, for one of two types of Title I funding: Title I Schoolwide or Title I Targeted Assistance. Title I Schoolwide schools use federal funds for schoolwide improvement of student achievement. Title I Targeted Assistance schools use federal funds to help those students who meet specific program criteria. In 2013-14, Antelope View Charter School did not participate in the Title I program and is therefore not required to comply with program mandates.

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

schools to increase student proficiency levels. More information about Title I and Program Improvement can be located on the CDE's website www.cde.ca.gov/ta/ac/ti/.

Title I Program Improvement (PI) Status 2014-15		
PI Status	AVCS	CJUSD
	Not in PI	In PI
First Year of PI	N/A	2011-2012
Year in PI	N/A	Year 3
No. of Schools Currently in PI		4
% of Schools Currently in PI		44.4%

Note: Cells with N/A values do not require data.

*DW (Determination Waiver) indicates that the PI status of the school was carried over from the prior year in accordance with the flexibility granted through the federal waiver process.

Local Control Accountability Plan (LCAP)

As part of the new Local Control Funding Formula, school districts are required to develop, adopt, and annually update a three-year Local Control and Accountability Plan (LCAP). The following components of this SARC address some of the priorities identified in the District's LCAP:

Conditions of Learning – State Priority 1: Covered in *Teacher Assignment*, including the Teacher Credentials & Misassignments & NCLB Compliance charts; *Instructional Materials*, including the Textbooks chart; and *School Facilities & Maintenance*, including the Campus Description and School Facility Good Repair Status charts.

Pupil Achievement – State Priority 4: Covered in *Standardized State Assessments*, including the STAR Results and CAASPP charts; *Academic Performance Index*, including the API chart; and *College Preparation & Work Readiness*, including the CTE Program Participation and UC/CSU charts.

Other Pupil Outcomes – State Priority 8: Covered in *California High School Exit Exam*, including the CAHSEE charts; and *Physical Fitness*, including the Physical Fitness Test chart.

Parental Involvement – State Priority 3: Covered in *Parent Involvement*.

Pupil Engagement – State Priority 5: Covered in *Dropouts* and in *Graduation Requirements*, including Dropout & Graduation Rates and Completion of High School Graduation Requirements charts.

School Climate – State Priority 6: Covered in *Discipline & Climate for Learning*, including Suspension & Expulsion chart; and *School Site Safety Plan*.

Parent Involvement

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

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

School Facilities & Maintenance

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

- Common Core technology equipment (Bond Project)
- Reroofing rooms 22-24 (2014-15)
- Replacement of HVAC in room 41 (2014-15)

Every morning before school begins, the custodian inspects facilities for safety hazards or other conditions that need attention prior to students and staff entering school grounds. One part-time day custodian is shared with Global Youth Charter High School and is responsible for:

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

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

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

Deferred Maintenance

Antelope View Charter School participates in the State School Deferred Maintenance Program, which provides dollar-for-dollar matching funds to assist school districts with major repairs or replacement of existing school building components. Deferred maintenance projects generally include roofing, plumbing, heating, air conditioning, electrical systems, interior/exterior painting,

and floor systems. During the 2013-14 school year, Antelope View Charter School did not qualify to receive deferred maintenance funds for campus repairs and/or improvements.

Facilities Inspection

The district's maintenance department inspects Antelope View Charter School on an annual basis in accordance with Education Code §17592.72(c)(1). Antelope View Charter School uses a school site inspection survey to identify unsafe or hazardous conditions and facility improvement needs. The most recent school inspection took place on Friday, September 26, 2014. Deficiencies noted in the school inspection survey were corrected immediately by the district's maintenance department. During fiscal year 2013-14, all restrooms were fully functional and available for student use.

School Facility Good Repair Status Most Recent Inspection: Friday, September 26, 2014			
Item Inspected	Repair Status		
	Good	Fair	Poor
1. Gas Leaks	✓		
2. Mechanical Systems	✓		
3. Windows/ Doors/ Gates (Interior and Exterior)		✓	
4. Interior Surfaces (Walls, Floors, & Ceilings)	✓		
5. Hazardous Materials (Interior & Exterior)	✓		
6. Structural Damage		✓	
7. Fire Safety	✓		
8. Electrical (Interior & Exterior)	✓		
9. Pest/ Vermin Infestation	✓		
10. Drinking Fountains (Interior & Exterior)	✓		
11. Restroom	✓		
12. Sewer	✓		
13. Playgrounds/ School Grounds			✓
14. Roofs	✓		
15. Overall Cleanliness	✓		

Repair Needed and Action Taken or Planned	
Section Number	Comment
(3)	Room 4 - Exterior walls need paint; Room 15 - Door handle worn out; Room 23 - Old mortis door handle; Restrooms by Room 6 - Girls' restroom louvers bent and gone, no signage. Room 4, 10, 44, 45A, & 45B - No room number.
(4)	Room 2 & 24 - Stained ceiling tile; Room 5 - Cracked drywall; Room 9 - Broken ceiling tile; Room 20 & 21 - Back wall needs paint
(6)	Room 11 - Air vent grate missing in sidewalk; Room 22 & 23 - leaky roof.
(13)	Field - No playground, track needs dragging
(15)	Restrooms by Room 6 - Cobwebs

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

Rating Description

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

Campus Supervision

School administration and teaching staff place a high priority on providing adequate adult supervision on campus before, during, and after school. Students arrive as scheduled and are supervised by the teacher to which they are assigned. Antelope View Charter School is a closed campus. During school hours, all visitors must sign in at the school's office and wear identification badges while on school grounds.

School Site Safety Plan

The Comprehensive School Site Safety Plan was developed for Antelope View Charter School in collaboration with local agencies and the district office to fulfill Senate Bill 187 requirements. Components of this plan include child abuse reporting procedures, teacher notification of dangerous pupil procedures, disaster response procedures, procedures for safe arrival and departure from school, sexual harassment policy, and dress code policy. The school's most recent school safety plan was reviewed, updated, and discussed with staff in March 2014.

Classroom Environment

Discipline & Climate for Learning

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

Suspensions & Expulsions			
	11-12	12-13	13-14
	AVCS		
# of Students Suspended	8	0	0
# of Students Expelled	0	0	0
	CJUSD		
# of Students Suspended	450	462	367
# of Students Expelled	0	1	1
	California		
# of Students Suspended	366629	329370	279383
# of Students Expelled	9553	8266	6611
Chart provides an unduplicated count of students involved in one or more incidents during the academic year who were subsequently suspended or expelled from school.			

Teaching Load

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

Teaching Load Distribution Departmentalized Instruction				
Subject	2011-12			
	Avg. Class Size	Number of Classrooms		
		1-22	23-32	33+
English	12.1	13	1	
Mathematics	12.5	14	1	
Science	14.5	5	1	
Social Science	14.8	7	2	
Subject	2012-13			
	Avg. Class Size	Number of Classrooms		
		1-22	23-32	33+
English	12.0	7	1	
Mathematics	7.0	5		
Science	12.0	2		
Social Science	20.0	2	1	
Subject	2013-14			
	Avg. Class Size	Number of Classrooms		
		1-22	23-32	33+
English	6.0	9		
Mathematics	6.0	4		
Science	7.0	3		
Social Science	12.0	3		

*Number of classes indicates how many classrooms fall into each size category (a range of total students per classroom). At the secondary level, this information is reported by subject area rather than grade level.

Dropouts

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

In the following Dropout & Graduation Rates table, 2012-13 data is the most current information available, since state certification/release dates for dropout data occur too late for inclusion in this report. Detailed information about dropout rates and graduation rates can be at <http://dq.cde.ca.gov/dataquest/>.

Dropout & Graduation Rates			
	AVCS		
	10-11	11-12	12-13
	37.8%	26.3%	21.4%
Dropout Rate			
Graduation Rate	62.2%	68.4%	75.0%
	CJUSD		
	10-11	11-12	12-13
	16.1%	11.0%	8.4%
Dropout Rate			
Graduation Rate	80.2%	83.7%	89.1%
	California		
	10-11	11-12	12-13
	14.7%	13.1%	11.4%
Dropout Rate			
Graduation Rate	77.1%	78.9%	80.4%

Graduation Requirements

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

Percentage of Students Passing CAHSEE & Meeting District Graduation Requirements* 2012-13**			
Antelope View Charter School	CJUSD	California	
75.0 %	89.1 %	80.4 %	
Graduation Rate Formula: # of Graduates divided by CBEDS 12th Grade Enrollment			

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

** Most current information available

Completion of High School Graduation Requirements for the Graduating Class of 2013			
Group	AVCS	CJUSD	State
All Students	80%	92%	84%
African-Amer.	100%	91%	75%
Amer. Indian or Alaskan Native	-	66%	77%
Asian	-	100%	92%
Filipino	-	92%	92%
Hisp. or Latino	71%	96%	80%
Pacific Islander	100%	100%	84%
Caucasian	76%	89%	90%
Multi-Racial	-	75%	89%
English Learners	-	83%	53%
Economically Disadvantaged	73%	100%	82%
Students with Disabilities	100%	68%	60%

Curriculum & Instruction

Staff Development

All training and curriculum development activities at Antelope View Charter School revolve around the California Common Core State Standards. During the 2013-14 school year, Antelope View Charter School held staff development training devoted to:

- Interventions
- WASC

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

During the 2013-14 school year, Antelope View Charter School's teachers attended the following events hosted by the Center Joint Unified School District:

- Common Core State Standards in Reading and Writing
- Common Core State Standards in Mathematics
- Common Core State Standards Instructional Shifts

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

Staff Development Days Three-Year Trend		
2011-12	2012-13	2013-14
1	2	2

Instructional Materials

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

On Wednesday, September 17, 2014, the Center Joint Unified School District's Board of Trustees held a public hearing to certify the extent to which textbooks and instructional materials have been provided to students. The Board of Trustees adopted Resolution #1/2014-15 which certifies as required by Education Code §60119 (1) that textbooks and instructional materials were provided to all students, including English learners, in the district to the extent that each pupil has a textbook or instructional materials, or both, to use in class and to take home, (2) sufficient textbooks and instructional materials were provided to each student, including English learners, that are aligned to the academic content standards and consistent with the cycles and content of the curriculum frameworks in math, science, history-social science, and English/language arts, (3) sufficient textbooks or instructional materials were provided to each pupil enrolled in foreign language or health classes, and (4) sufficient laboratory science equipment was available for science laboratory classes offered in grades 9-12 inclusive.

In addition to core subject areas, districts are required to disclose in their SARCs the sufficiency of instructional materials used for their visual/performing arts curricula. During the 2014-15 school year, Center Joint Unified School District provided each student, including English learners, enrolled in a visual/performing arts class with a textbook or instructional materials to use in class and to take home. These materials complied with the state's content standards and curriculum frameworks.

Textbooks		
Adoption Year	Publisher & Series	Pupils Lacking Textbooks
English Language Arts		
2009	AGS, <i>English for the World of Work</i>	0 %
2009	AGS, <i>English to Use</i>	0 %
2009	Holt, Rinehart and Winston, <i>Holt Literature & Language Arts</i>	0 %
2009	Pearson Prentice Hall, <i>English Language Arts</i>	0 %
History-Social Science		
2008	EMC Publishing, <i>Economics: New Ways of Thinking</i>	0 %
2008	Globe Fearon, <i>Pacemaker American Government</i>	0 %
2008	Globe Fearon, <i>Pacemaker Economics</i>	0 %
2008	Globe Fearon, <i>Pacemaker US History</i>	0 %
2008	Globe Fearon, <i>Pacemaker World History</i>	0 %
2006	Holt McDougal, <i>Modern World History: Patterns of Interaction</i>	0 %
2006	Houghton Mifflin, <i>US History - The American Pageant</i>	0 %
2006	McDougal Littell, <i>The Americans Reconstruction to the 21st Century</i>	0 %
2008	Pearson Prentice Hall, <i>Magruder's American Government</i>	0 %
Mathematics		
2014	Core Connections, <i>CPM Educational Program</i>	0 %
2008	Glencoe/McGraw-Hill, <i>Pre-Algebra</i>	0 %
2008	Houghton Mifflin, <i>Larson & Hostetler's Pre-Calculus</i>	0 %
2008	Key Curriculum Press, <i>Calculus</i>	0 %
2008	Pearson Prentice Hall, <i>Algebra I</i>	0 %
Science		
2008	AGS, <i>Biology - Cycles of Life</i>	0 %
2008	AGS, <i>Physical Science</i>	0 %
2008	Glencoe/McGraw-Hill, <i>Glencoe Biology</i>	0 %
2008	Holt, Rinehart and Winston, <i>Chemistry</i>	0 %
2008	Holt, Rinehart and Winston, <i>Holt Physics</i>	0 %
2008	McDougal Littell, <i>Biology</i>	0 %
2008	Pearson Prentice Hall, <i>Earth Science</i>	0 %
	Science Laboratory Equipment	0 %

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

College Preparation & Work Readiness

College Preparation Courses

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

Admission Requirements for California Public Universities

University of California

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

designed to ensure that all eligible students are adequately prepared for University-level work. For general admission requirements please visit the UC website at www.universityofcalifornia.edu/admissions/general.html.

California State University

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

Courses for UC/CSU Admission	
	%
2013-14 Students enrolled in courses required for UC/CSU admission	62.7
2012-13 Graduates who completed all courses required for UC/CSU admission	4.8

Advanced Placement

Advanced placement (AP) programs give students an opportunity to take college-level courses and exams while still in high school. Students who receive a 3, 4, or 5 on their final AP exams qualify for college credit at most of the nation's colleges. Antelope View Charter School did not offer any advanced placement courses during the 2013-14 school year.

Workforce Preparation

Antelope View Charter School does not offer vocational education courses on campus. Career education and work readiness opportunities are available through elective courses. Students may participate in Regional Occupational Programs (ROP) offered off campus through the Placer County Office of Education's 49er Regional Occupational Program Center. A variety of ROP courses are available to help prepare high school students (16 years and older) for entry-level employment, upgrading current job skills, or obtaining more advanced levels of education.

Professional Staff

Counseling & Support Staff

Antelope View Charter School provides professional, highly qualified staff that provide additional services and support centered on the whole student academically, physically, and mentally. The Counseling and Support Services table in this report illustrates the availability of non-instructional support staff to Antelope View Charter

School's students. Full-time equivalent (FTE) is a standard measurement used to identify an employee's regular work load on a weekly basis. For example, an FTE of 1.0 designates a full-time position and the employee is on campus and available all day every day of the week; an FTE of 0.5 indicates that the staff member is available and on campus a portion (50%) of the week.

Counselors & Support Personnel (Nonteaching Professional Staff) 2013-14		
	No. of Staff	FTE
Academic Counselor	0	0
Psychologist	1	•
Speech Therapist	1	•

* as needed

Note: One Full Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50% of full time.

Teacher Assignment

During the 2013-14 school year, Antelope View Charter School had one teacher who met all credential requirements in accordance with state guidelines. The Federal No Child Left Behind Act requires that all teachers in core subject areas meet certain requirements in order to be considered as "NCLB Compliant." Minimum qualifications include: possession of a bachelor's degree, possession of an appropriate California teaching credential, and demonstrated competence in core academic subjects. In the table below, which identifies the number of classrooms taught by NCLB-compliant and non-compliant teachers, high poverty schools are those schools in the highest quartile for student participation defined by the free and reduced price meal program. Low poverty schools are those schools that are in the lowest quartile of program participation.

Percentage of Core Classes 2013-14		
	Taught by NCLB-Compliant Teachers	Taught by non-NCLB-Compliant Teachers
Antelope View Charter School	100.0 %	0.0 %
District Totals		
All Schools	98.0 %	2.0 %
High-Poverty	98.0 %	2.0 %
Low-Poverty	0.0 %	0.0 %

Note: High-poverty schools are defined as those schools with student eligibility of approximately 40% or more in the free and reduced price meals program. Low-poverty schools are those with student eligibility of approximately 39% or less in the free and reduced price meals programs.

Teacher Credentials & Assignments				
	AVCS			CJUSD
	12-13	13-14	14-15	14-15
Total Teachers	2	1	2	204
Teachers with full credentials	2	1	2	204
Teachers without full credentials	0	0	0	0
Teachers teaching outside subject area	0	0	0	0
Total teacher misassignments	0	0	0	0
Teacher misassignments for English learners	0	0	0	0
Teacher vacancies	0	0	0	0

Note: "Misassignments" refers to the number of positions filled by teachers who lack legal authorization to teach that grade level, subject area, student group, etc.

*Total teacher misassignments includes the number of misassignments of teachers of English learners.

District Expenditures

Salary & Budget Comparison

State law requires comparative salary and budget information to be reported to the general public. For comparison purposes, the State Department of Education has provided average salary data from school districts having similar average daily attendance throughout the state. (Note: 2012-13 salary comparison data was the most recent data available at the time this report was published.)

Salary Comparison 2012-13		
	CJUSD	State Average of Districts in Same Category
Beginning Teacher Salary	\$36,124	\$38,920
Mid-Range Teacher Salary	\$59,523	\$59,803
Highest Teacher Salary	\$76,086	\$78,096
Superintendent Salary	\$150,000	\$151,912
Average Principal Salaries:		
High School	\$109,662	\$107,599
Percentage of Budget:		
Teacher Salaries	42%	37%
Administrative Salaries	5%	6%

For detailed information on salaries, see the CDE Certificated Salaries & Benefits Web page at <http://www.cde.ca.gov/ds/fd/cs/>.

Expenditures Per Student

For the 2012-13 school year, Center Joint Unified School District spent an average of \$7,587 of total general funds to educate each student (based on 2012-13 audited financial statements and in accordance with calculations defined in Education Code §41372). The table in this report 1) compares the school's per pupil expenditures from unrestricted (basic) and restricted (supplemental) sources with other schools in the district and throughout the state, and 2) compares the average teacher salary at the school site with average teacher salaries at the district and state levels. Detailed information regarding salaries can be found at www.cde.ca.gov/ds/fd/ec/ and www.cde.ca.gov/ds/fd/cs/. (The figures shown in the table

below reflect the direct cost of educational services, per ADA, excluding food services, facilities acquisition and construction, and certain other expenditures.)

In addition to general fund state funding, Center Joint Unified School District receives state and federal categorical funding for special programs. For the 2012-13 school year, the district received categorical, special education, and support programs funds for:

- Class Size Reduction, Grades K-3 (optional)
- Department of Rehabilitation
- Economic Impact Aid (EIA)
- Education Protection Account
- Lottery: Instructional Materials
- Medi-Cal Billing Option
- Other Local: Locally defined
- Partnership Academies Program
- Special Education
- State Lottery
- Title I, Title II, and Title III
- Title X, McKinney-Vento Homeless Assistance
- Tobacco-Use Prevention Education
- Transportation
- Transportation: Special Education
- Vocational Programs

Expense of Education Per Pupil 2012-13					
	Dollars Spent per Student				
	AVCS	CJUSD	% Diff. School & Dist.	State Avg., Dist. Same Size & Type	% Diff. School & State
ADA*	49	N/A	N/A	N/A	N/A
Total**	\$6,644	N/A	N/A	N/A	N/A
Restr.†	\$33	N/A	N/A	N/A	N/A
Unrestr.††	\$6,612	\$4,237	156.06	\$4,690	140.97
Avg. Teacher Salary	\$59,742	\$69,570	85.87	\$63,037	94.77

* Average Daily Attendance

** Total Restricted and Unrestricted \$ per student

† Restricted (Supplemental) \$ per student

†† Unrestricted (Basic) \$ per student

Note: Cells with N/A values do not require data.

SARC Data

DataQuest

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

Public Internet Access Location

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

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

Disclosure

The statistical information disclosed in this report is obtained from the California Department of Education and the Center Joint Unified School District. At the time of publication, this report met all SARC-related state and federal requirements, using the most current data available. Data to prepare the instructional materials section were acquired in September 2014. Data to prepare the school facilities section were acquired in October 2014.

Center Joint Unified School District
Global Youth Charter High School

Grades 6 through 12
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2013-14 School Accountability Report Card
Published January 2015

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Principal's Message

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

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

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

Mission Statement

Our mission is to inspire students to develop a love of learning and empower them to become self-sufficient adults through effective and challenging instruction, extra-curricular activities and a wide range of experiences in a safe and supportive community.

School Profile

Global Youth Charter High School is located in the northern region of Antelope and serves students in grades six through twelve following a traditional calendar. At the beginning of the 2013-14 school year, 116 students were enrolled, including 6.9% in special education, 8.6% qualifying for English Language Learner support, and 63.8% qualifying for free or reduced price lunch.

Student Enrollment by Ethnicity / Grade Level 2013-14			
Ethnic Group	%	Grade Level	#
African-Amer.	9.50%	Grade 6	5
Amer. Indian or Alaskan Native	0.90%	Grade 7	23
Asian	4.30%	Grade 8	22
Filipino	1.70%	Grade 9	12
Hisp. or Latino	37.90%	Grade 10	25
Pacific Islander	3.40%	Grade 11	15
Caucasian	41.40%	Grade 12	14
Multi-Racial	0.90%		
Total Enrollment			116

Student Achievement

Standardized State Assessments

Students at Global Youth Charter High School participate in California's STAR examination each year. The mandatory STAR Program (Standardized Testing and Reporting) is a set of assessments that evaluates student proficiency in core subject areas and compares student results with other students in the state who took the same test. The STAR is comprised of a series of four components: the California Standards Tests (CST), the California Alternative Performance Assessment (CAPA), the California Modified Assessment (CMA), and Standards-based Tests in Spanish (STS). The STAR tables in this report illustrate the percentage of students achieving Proficient and Advanced levels of proficiency through fiscal year 2012-13. Beginning in 2013-14, students at Global Youth Charter High School participated in the new statewide student assessment system program identified as CAASPP, California Assessment of Student Performance and Progress. For the 2013-14 school year, the CAASPP reports results for the CAPA science test given in grades five, eight and ten only.

Results are shown only for subgroups with ten students or more taking the exam. Detailed results by grade level for each student group can be obtained from the California Department of Education's website <http://star.cde.ca.gov>.

STAR Results - All Students Percentage of Students Scoring at Proficient & Advanced Levels									
	Global Youth Charter High School			District			California		
	10-11	11-12	12-13	10-11	11-12	12-13	10-11	11-12	12-13
English Language Arts	57	61	50	53	58	54	54	56	55
Mathematics	7	9	22	49	52	51	49	50	50
Social Science	33	69	54	46	47	50	48	49	49

Note: STAR Program was last administered in 2012-13. Percentages are not calculated when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

California Assessment of Student Performance and Progress / Standardized Testing and Reporting Results for All Students in Science -- Three-Year Comparison									
Science (grades 5, 8, and 10)	Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards)								
	Global Youth Charter High School			District			California		
	11-12	12-13	13-14	11-12	12-13	13-14	11-12	12-13	13-14
	31	40	47	55	59	56	60	59	60

California Assessment of Student Performance and Progress Results by Student Group in Science (School Year 2013-14)	
Group	Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards)
All Students (District)	56
All Students (School)	47
Male	42
Female	53
African-Amer.	
Amer. Indian or Alaskan Native	
Asian	
Filipino	
Hisp. or Latino	8
Pacific Islander	
Caucasian	63
Multi-Racial	
English Learners	
Economically Disadvantaged	38
Migrant Educ.	
Students with Disabilities	

Note: Science assessments include California Standards Tests (CSTs), California Modified Assessment (CMA), and California Alternate Performance Assessment (CAPA) for students in grades 5, 8 and 10. Scores are not shown when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

California High School Exit Exam

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

Students must pass the language arts and math components of the examination to be eligible for a high school diploma. The test is initially given to students in the tenth grade. Students are given numerous chances to pass the test during their sophomore, junior, and senior years; 78% of Global Youth Charter High School's tenth grade students who took the test passed the math portion of the exam and 78% passed the language arts portion. Proficiency scores from the test are used as a determination of Adequate Yearly Progress (AYP) as noted in the AYP section of this report.

California High School Exit Exam All Students Percentage of Students Scoring at Proficient & Advanced Levels									
	Global Youth Charter High School			CJUSD			California		
	11-12	12-13	13-14	11-12	12-13	13-14	11-12	12-13	13-14
English Language Arts	53	45	43	60	50	28	56	57	56
Mathematics	47	45	48	64	63	28	58	60	62

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

California High School Exit Exam Percentage of Students Scoring in Each Performance Level 2013-14						
	English			Mathematics		
	Not Proficient	Proficient	Advanced	Not Proficient	Proficient	Advanced
All Students (District)	44	28	28	38	42	19
All Students (School)	57	17	26	52	39	9
Male	77	8	15	69	23	8
Female	•	•	•	•	•	•
African-Amer.	•	•	•	•	•	•
Amer. Indian or Alaskan Native	•	•	•	•	•	•
Asian	•	•	•	•	•	•
Filipino	•	•	•	•	•	•
Hisp. or Latino	•	•	•	•	•	•
Pacific Islander	•	•	•	•	•	•
Caucasian	•	•	•	•	•	•
Multi-Racial	•	•	•	•	•	•
English Learners	•	•	•	•	•	•
Economically Disadvantaged	65	18	18	53	41	6
Migrant Educ.	•	•	•	•	•	•
Students with Disabilities	•	•	•	•	•	•

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

Note: Percentages are not calculated when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Physical Fitness

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

Physical Fitness Test Percentage of Students Meeting California Fitness Standards 2013-14			
Grade Tested	Number of Standards Met:		
	Four of Six	Five of Six	Six of Six
Seventh	30.4	8.7	34.8
Ninth	50	25	8.3

Note: Percentages are not calculated when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Academic Performance Index

California uses the results of STAR testing to calculate the Academic Performance Index (API) which is used to measure school performance, set academic growth targets, and monitor progress over time. The API is a numeric index between 200-1000 that measures student performance in grades two through eleven. An API score

of 800 is the state's designated performance target for all schools. Test results are weighted and a formula is applied to determine API.

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

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

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

Academic Performance Index (API) Three Year Rank Comparison			
	2011	2012	2013
Statewide Rank	6	5	6
Similar Schools Rank	N/A	N/A	N/A

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

Note: For 2014 and subsequent years, the statewide and similar schools ranks will no longer be produced.

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

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

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

Note: "N/D" means that no data were available to the CDE or LEA to report. "B" means the school did not have a valid API Base and there is no Growth or target information. "C" means the school had significant demographic changes and there is no Growth or target information.

Adequate Yearly Progress

The Federal No Child Left Behind Act (NCLB) requires that all students perform at or above the proficient level on the state's standards based assessment by the year 2014. Meeting Adequate Yearly Progress (AYP) milestones helps determine whether students are reaching proficiency

level targets set by NCLB. AYP requires annual evaluation and reporting of the academic progress of all students and defined student subgroups.

On March 7, 2014, the U.S. Department of Education approved California's testing waiver allowing flexibility in making AYP determinations for elementary and middle schools and unified school districts participating in the Smarter Balanced Field Test. CDE will not produce a 2014 AYP report for these qualifying schools and districts. High schools and high school districts will receive a 2014 AYP report based on achievement results from the grade ten California High School Exit Examination (CAHSEE) and California Alternate Performance Assessment (CAPA) as well as the cohort graduation rate.

The AYP table in this report illustrates the school's progress in meeting 2013-14 AYP target rates for applicable schools. More information on AYP can be found on the California Department of Education's (CDE) web site www.cde.ca.gov/nclb/ and the U.S. Dept. of Ed. website www.ed.gov/nclb/accountability/.

Adequate Yearly Progress (AYP) Results Reported by Indicator & Compared to District Performance 2013-14		
Did the school and district meet or exceed 2014 AYP performance criteria in each of the areas listed below?		
AYP Indicator	GYCHS	CJUSD
Overall Results	*	*
<i>Participation Rate</i>		
English Language Arts	*	*
Mathematics	*	*
<i>Percent Proficient</i>		
English Language Arts	*	*
Mathematics	*	*
Met API Criteria	*	*
Graduation Rate	N/A	*

A "*" means that the school or LEA did not receive a 2014 AYP Report. For 2014, only schools and LEAs identified as a "high school" or "high school LEA" are in receipt of AYP Reports.

No Child Left Behind (NCLB)

The No Child Left Behind (NCLB) Act is part of the Federal Title I funding program designed to support additional staffing and programs to meet the needs of low-income, low achieving students, and other designated students with special needs. Schools may apply, based upon their student demographics, for one of two types of Title I funding: Title I Schoolwide or Title I Targeted Assistance. Title I Schoolwide schools use federal funds for schoolwide improvement of student achievement. Title I Targeted Assistance schools use federal funds to help those students who meet specific program criteria. In 2013-14, Global Youth Charter High School did not participate in the Title I program and is therefore not required to comply with program mandates.

Any school receiving Title I funds is required to comply with respective program testing and reporting activities, achieve specific levels of student proficiency, and monitor school progress towards meeting established goals. California Adequate Yearly Progress calculations

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

Title I Program Improvement (PI) Status 2013-14		
	GYCHS	CJUSD
PI Status	Not in PI	In PI
First Year of PI	N/A	2011-2012
Year in PI	N/A	Year 3
No. of Schools Currently in PI		4
% of Schools Currently in PI		44.4%

Note: Cells with N/A values do not require data.

*DW (Determination Waiver) indicates that the PI status of the school was carried over from the prior year in accordance with the flexibility granted through the federal waiver process.

Local Control Accountability Plan (LCAP)

As part of the new Local Control Funding Formula, school districts are required to develop, adopt, and annually update a three-year Local Control and Accountability Plan (LCAP). The following components of this SARC address some of the priorities identified in the District's LCAP:

Conditions of Learning – State Priority 1: Covered in *Teacher Assignment*, including the Teacher Credentials & Misassignments & NCLB Compliance charts; *Instructional Materials*, including the Textbooks chart; and *School Facilities & Maintenance*, including the Campus Description and School Facility Good Repair Status charts.

Pupil Achievement – State Priority 4: Covered in *Standardized State Assessments*, including the STAR Results and CAASPP charts; *Academic Performance Index*, including API chart; and *College Preparation & Work Readiness*, including the CTE Program Participation and UC/CSU charts.

Other Pupil Outcomes – State Priority 8: Covered in *California High School Exit Exam*, including the CAHSEE charts; and *Physical Fitness*, including the Physical Fitness Test chart.

Parental Involvement – State Priority 3: Covered in *Parent Involvement*.

Pupil Engagement – State Priority 5: Covered in *Dropouts* and in *Graduation Requirements*, including Dropouts & Graduation Rates and Completion of High School Graduation Requirements charts.

School Climate – State Priority 6: Covered in *Discipline & Climate for Learning*, including Suspension & Expulsion chart; and *School Site Safety Plan*.

Parent Involvement

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

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

Opportunities to Volunteer

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

Committees

Parent Teacher Club

School Activities

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

School Facilities & Maintenance

The district takes great efforts to ensure that all schools are clean, safe, and functional through proper facilities maintenance and campus supervision. Global Youth Charter High School's original facilities were built in 1986; ongoing maintenance and campus improvements ensure facilities remain up to date and provide adequate space for students and staff. District maintenance and site custodial staff ensure that the repairs necessary to keep the school in good condition are completed in a timely manner. A work order process is used by school and district staff to communicate non-routine maintenance requests. In the last 12 months, the following improvements have been completed:

- Touch-up paint (bond project)
- Installation of Common Core technology equipment (bond project)
- Installation of wireless LAN system equipment (bond project)

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

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

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

Campus Description	
Year Built	1986
Acreage	-
Square Footage	-
Quantity	
Permanent Classrooms	18
Portable Classrooms	3
Restrooms (sets)	1
Multipurpose Room/Cafeteria	1
Basketball Court/Track/Soccer Field	1
Computer Lab	1
Playground	1
Staff Lounge / Workroom	1

Deferred Maintenance

Global Youth Charter High School participates in the State School Deferred Maintenance Program, which provides dollar-for-dollar matching funds to assist school districts with major repairs or replacement of existing school building components. Deferred maintenance projects generally include roofing, plumbing, heating, air conditioning, electrical systems, interior/exterior painting, and floor systems. During the 2013-14 school year, Global Youth Charter High School did not qualify to receive deferred maintenance funds for campus repairs and/or improvements.

Facilities Inspection

The district's maintenance department inspects Global Youth Charter High School on an annual basis in accordance with Education Code §17592.72(c)(1). Global Youth Charter High School uses a school site inspection survey to identify unsafe or hazardous conditions and facility improvement needs. The most recent school inspection took place on Friday, September 26, 2014. Deficiencies noted in the school inspection survey were corrected immediately by the district's maintenance department. During fiscal year 2013-14, all restrooms were fully functional and available for student use.

School Facility Good Repair Status Most Recent Inspection: Friday, September 26, 2014			
Item Inspected	Repair Status		
	Good	Fair	Poor
1. Gas Leaks	✓		
2. Mechanical Systems		✓	
3. Windows/ Doors/ Gates (Interior and Exterior)			✓
4. Interior Surfaces (Walls, Floors, & Ceilings)	✓		
5. Hazardous Materials (Interior & Exterior)	✓		
6. Structural Damage	✓		
7. Fire Safety	✓		
8. Electrical (Interior & Exterior)	✓		
9. Pest/ Vermin Infestation	✓		
10. Drinking Fountains (Interior & Exterior)	✓		
11. Restroom	✓		
12. Sewer	✓		
13. Playgrounds/ School Grounds	✓		
14. Roofs	✓		
15. Overall Cleanliness	✓		

Repair Needed and Action Taken or Planned	
Section Number	Comment
(2)	Room 25, 26, & 27 - Heat pump vandalized - no compressor
(3)	Room 25 - Window boarded up and fence cut open; MPR - Door hardware old; Room 50 - Panic bars getting old; Room 37 - Door has small dent from break-in attempt; Room 26, 27, 31, 32 & 34 - Window boarded up; Room 40 - Number missing
(4)	Room 50 - Ceiling tile stained, light cover missing, and carpet is bad
(6)	MPR - Skylight cracked; Room 50 - Siding rotting; Room 33 - Fig tree growing between buildings
(8)	Room 25, 26, & 27 - Wiring stolen, no power

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

Rating Description

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

Campus Supervision

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

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

School Site Safety Plan

The Comprehensive School Site Safety Plan was developed for Global Youth Charter High School in collaboration with local agencies and the district office to fulfill Senate Bill 187 requirements. Components of this plan include child abuse reporting procedures, teacher notification of dangerous pupil procedures, disaster response procedures, procedures for safe arrival and departure from school, sexual harassment policy, and dress code policy. The school's most recent school safety plan was reviewed, updated, and discussed with school staff in March 2014.

Classroom Environment

Discipline & Climate for Learning

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

Suspensions & Expulsions			
	11-12	12-13	13-14
	GYCHS		
# of Students Suspended	4	10	1
# of Students Expelled	0	0	0
	CJUSD		
# of Students Suspended	450	462	367
# of Students Expelled	0	1	1
	California		
# of Students Suspended	366629	329370	279383
# of Students Expelled	9553	8266	6611

Chart provides an unduplicated count of students involved in one or more incidents during the academic year who were subsequently suspended or expelled from school.

Teaching Load

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

Teaching Lead Distribution Departmentalized Instruction				
2011-12				
Subject	Avg. Class Size	Number of Classrooms		
		1-22	23-32	33+
English	15.8	4		
Mathematics	14.0	3		
Science	17.5	1	1	
Social Science	13.7	3		
2012-13				
Subject	Avg. Class Size	Number of Classrooms		
		1-22	23-32	33+
English	17.0	4	2	
Mathematics	17.0	5	1	
Science	18.0	4	1	
Social Science	17.0	5	1	
2013-14				
Subject	Avg. Class Size	Number of Classrooms		
		1-22	23-32	33+
English	19.0	4	2	
Mathematics	17.0	4	2	
Science	17.0	6	1	
Social Science	18.0	5	3	

*Number of classes indicates how many classrooms fall into each size category (a range of total students per classroom). At the secondary level, this information is reported by subject area rather than grade level.

Dropouts

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

In the following Dropout & Graduation Rates table, 2012-13 data is the most current information available, since state certification/release dates for dropout data occur too late for inclusion in this report. Detailed information about dropout rates and graduation rates can be found at <http://dq.cde.ca.gov/dataquest/>.

Dropout & Graduation Rates			
	GYCHS		
	10-11	11-12	12-13
Dropout Rate	13.3%	23.8%	11.8%
Graduation Rate	86.7%	76.2%	88.2%
	CJUSD		
	10-11	11-12	12-13
Dropout Rate	16.1%	11.0%	8.4%
Graduation Rate	80.2%	83.7%	89.1%
	California		
	10-11	11-12	12-13
Dropout Rate	14.7%	13.1%	11.4%
Graduation Rate	77.1%	78.9%	80.4%

Graduation Requirements

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

Percentage of Students Passing CAHSEE & Meeting District Graduation Requirements* 2012-13**		
Global Youth Charter High School	CJUSD	California
88.2 %	89.1 %	80.4 %
Graduation Rate Formula: # of Graduates divided by CBEDS 12th Grade Enrollment		

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

** Most current information available

Completion of High School Graduation Requirements for the Graduating Class of 2013			
	GYCHS	CJUSD	State
All Students	93%	92%	84%
African-Amer.	80%	91%	75%
Amer. Indian or Alaskan Native	-	66%	77%
Asian	-	100%	92%
Filipino	-	92%	92%
Hisp. or Latino	100%	96%	80%
Pacific Islander	-	100%	84%
Caucasian	100%	89%	90%
Multi-Racial	-	75%	89%
English Learners	-	83%	53%
Economically Disadvantaged	90%	100%	82%
Students with Disabilities	100%	68%	60%

Curriculum & Instruction

Staff Development

All training and curriculum development activities at Global Youth Charter High School revolve around the California Common Core State Standards. During the 2013-14 school year, Global Youth Charter High School held staff development training devoted to:

- Interventions
- WASC

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

During the 2013-14 school year, Global Youth Charter High School's teachers attended the following events hosted by the Center Joint Unified School District:

- Common Core State Standards in Reading and Writing
- Common Core State Standards in Mathematics
- Common Core State Standards Instructional Shifts

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

Staff Development Days Three-Year Trend		
2011-12	2012-13	2013-14
1	2	2

Instructional Materials

All textbooks used in the core curriculum at Global Youth Charter High School are currently being aligned to the Common Core State Standards. Standards-based instructional materials are approved by the district's Board of Trustees. The district follows the State Board of Education's six-year adoption cycle for core content

materials and the eight-year cycle for textbook adoptions in foreign language, visual and performing arts, and health.

On Wednesday, September 17, 2014, the Center Joint Unified School District's Board of Trustees held a public hearing to certify the extent to which textbooks and instructional materials have been provided to students. The Board of Trustees adopted Resolution #1/2014-15 which certifies as required by Education Code §60119 (1) that textbooks and instructional materials were provided to all students, including English learners, in the district to the extent that each pupil has a textbook or instructional materials, or both, to use in class and to take home, (2) sufficient textbooks and instructional materials were provided to each student, including English learners, that are aligned to the academic content standards and consistent with the cycles and content of the curriculum frameworks in math, science, history-social science, and English/language arts, (3) sufficient textbooks or instructional materials were provided to each pupil enrolled in foreign language or health classes, and (4) sufficient laboratory science equipment was available for science laboratory classes offered in grades 9-12 inclusive.

In addition to core subject areas, districts are required to disclose in their SARC's the sufficiency of instructional materials used for their visual/performing arts curricula. During the 2014-15 school year, Center Joint Unified School District provided each student, including English learners, enrolled in a visual/performing arts class with a textbook or instructional materials to use in class and to take home. These materials complied with the state's content standards and curriculum frameworks.

College Preparation & Work Readiness

College Preparation Courses

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

Admission Requirements for California Public Universities

University of California

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

California State University

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

Courses for UC/CSU Admission	
	%
2013-14 Students enrolled in courses required for UC/CSU admission	28.3
2012-13 Graduates who completed all courses required for UC/CSU admission	N/A

Advanced Placement

Advanced placement (AP) programs give students an opportunity to take college-level courses and exams while still in high school. Students who receive a 3, 4, or 5 on their final AP exams qualify for college credit at most of the nation's colleges. Global Youth Charter High School did not offer any advanced placement courses during the 2013-14 school year.

Workforce Preparation

Students in grades nine through twelve receive counseling from school personnel regarding career paths and courses of study. During their freshman year, students meet with the principal and teachers to discuss their four-year

Textbooks		
Adoption Year	Publisher & Series	Pupils Lacking Textbooks
English Language Arts		
2009	AGS, <i>English for the World of Work</i>	0 %
2009	AGS, <i>English to Use</i>	0 %
2008	Hampton Brown, <i>High Point</i>	0 %
2009	Holt, Rinehart and Winston, <i>Holt Literature & Language Arts</i>	0 %
2009	National Geographic / Hampton Brown, <i>EDGE</i>	0 %
2002	Open Court, <i>Open Court Reading</i>	0 %
2009	Pearson Prentice Hall, <i>English Language Arts</i>	0 %
English/Language Arts with ELD Materials		
2008	Pearson Prentice Hall, <i>Pearson Literature CA Reading and Language</i>	0 %
2009	Pearson Prentice Hall, <i>Pearson Literature CA Reading and Language</i>	0 %
History-Social Science		
2008	EMC Publishing, <i>Economics: New Ways of Thinking</i>	0 %
2008	Globe Fearon, <i>Pacemaker American Government</i>	0 %
2008	Globe Fearon, <i>Pacemaker Economics</i>	0 %
2008	Globe Fearon, <i>Pacemaker US History</i>	0 %
2008	Globe Fearon, <i>Pacemaker World History</i>	0 %
2006	Holt McDougal, <i>Modern World History: Patterns of Interaction</i>	0 %
2007	Houghton Mifflin, <i>Houghton Mifflin History-Social Science</i>	0 %
2008	Houghton Mifflin, <i>US History - The American Pageant</i>	0 %
2007	McDougal Littell, <i>Creating America</i>	0 %
2007	McDougal Littell, <i>Medieval & Early Modern Times</i>	0 %
2006	McDougal Littell, <i>The Americans Reconstruction to the 21st Century</i>	0 %
2007	McDougal Littell, <i>World History: Ancient Civilizations</i>	0 %
2008	Pearson Prentice Hall, <i>Magruder's American Government</i>	0 %
Mathematics		
2014	CPM Educational Program, <i>Core Connections</i>	0 %
2014	CPM Educational Program, <i>Core Connections</i>	0 %
2008	Glencoe/McGraw-Hill, <i>Pre-Algebra</i>	0 %
2008	Houghton Mifflin, <i>Larson & Hostetler's Pre-Calculus</i>	0 %
2008	Key Curriculum Press, <i>Calculus</i>	0 %
2014	McGraw Hill, <i>My Math</i>	0 %
2008	Pearson Prentice Hall, <i>Algebra 2</i>	0 %
2008	Pearson Prentice Hall, <i>Algebra 1</i>	0 %
2008	Pearson Prentice Hall, <i>Geometry</i>	0 %
Science		
2008	AGS, <i>Biology - Cycles of Life</i>	0 %
2008	AGS, <i>Physical Science</i>	0 %
2008	Harcourt School Publishers, <i>California Science</i>	0 %
2008	Holt, Rinehart and Winston, <i>Chemistry</i>	0 %
2008	Holt, Rinehart and Winston, <i>Holt Physics</i>	0 %
2008	McDougal Littell, <i>Biology</i>	0 %
2008	Pearson Prentice Hall, <i>Earth Science</i>	0 %
2008	Pearson Prentice Hall, <i>Prentice Hall California Science Explorer: Focus on Earth, Life, and Physical Science</i>	0 %
2008	Prentice Hall, <i>Focus on Life Science, Focus on Physical Science</i>	0 %
	Science Laboratory Equipment	0 %

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

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

- Leadership Class
- AVID Courses

Individual student assessment of work readiness skills takes place through:

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

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

Professional Staff

Counseling & Support Staff

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

Counselors & Support Personnel (Nonteaching Professional Staff) 2013-14		
	No. of Staff	FTE
Academic Counselor	0	0
Nurse	1	•
Psychologist	1	•
Resource Officer	1	•
Speech Therapist	1	•

* as needed

Note: One Full Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50% of full time.

Teacher Assignment

During the 2013-14 school year, Global Youth Charter High School had five teachers who met all credential requirements in accordance with state guidelines. The Federal No Child Left Behind Act requires that all teachers in core subject areas meet certain requirements in order to

be considered as "NCLB Compliant." Minimum qualifications include: possession of a bachelor's degree, possession of an appropriate California teaching credential, and demonstrated competence in core academic subjects. In the table below, which identifies the number of classrooms taught by NCLB-compliant and non-compliant teachers, high poverty schools are those schools in the highest quartile for student participation defined by the free and reduced price meal program. Low poverty schools are those schools that are in the lowest quartile of program participation.

Percentage of Core Classes 2013-14		
	Taught by NCLB-Compliant Teachers	Taught by non-NCLB-Compliant Teachers
Global Youth Charter High School	100.0 %	0.0 %
District Totals		
All Schools	98.0 %	2.0 %
High-Poverty	98.0 %	2.0 %
Low-Poverty	0.0 %	0.0 %

Note: High-poverty schools are defined as those schools with student eligibility of approximately 40% or more in the free and reduced price meals program. Low-poverty schools are those with student eligibility of approximately 39% or less in the free and reduced price meals programs.

Teacher Credentials & Assignments				
	GYCHS			CJUSD
	12-13	13-14	14-15	14-15
Total Teachers	6	5	5	204
Teachers with full credentials	6	5	5	204
Teachers without full credentials	0	0	0	0
Teachers teaching outside subject area	0	0	0	0
Total teacher misassignments	0	0	0	0
Teacher misassignments for English learners	0	0	0	0
Teacher vacancies	0	0	0	0

Note: "Misassignments" refers to the number of positions filled by teachers who lack legal authorization to teach that grade level, subject area, student group, etc.

*Total teacher misassignments includes the number of misassignments of teachers of English learners.

District Expenditures

Salary & Budget Comparison

State law requires comparative salary and budget information to be reported to the general public. For comparison purposes, the State Department of Education has provided average salary data from school districts having similar average daily attendance throughout the state. (Note: 2012-13 salary comparison data was the most recent data available at the time this report was published.)

Salary Comparison 2012-13		
	CJUSD	State Average of Districts in Same Category
Beginning Teacher Salary	\$36,124	\$38,920
Mid-Range Teacher Salary	\$59,523	\$59,803
Highest Teacher Salary	\$76,086	\$78,096
Superintendent Salary	\$150,000	\$151,912
Average Principal Salaries:		
High School	\$109,662	\$107,599
Percentage of Budget:		
Teacher Salaries	42%	37%
Administrative Salaries	5%	6%

For detailed information on salaries, see the CDE Certificated Salaries & Benefits Web page at <http://www.cde.ca.gov/ds/fd/cs/>.

Expenditures Per Student

For the 2012-13 school year, Center Joint Unified School District spent an average of \$7,587 of total general funds to educate each student (based on 2012-13 audited financial statements and in accordance with calculations defined in Education Code §41372). The table in this report 1) compares the school's per pupil expenditures from unrestricted (basic) and restricted (supplemental) sources with other schools in the district and throughout the state, and 2) compares the average teacher salary at the school site with average teacher salaries at the district and state levels. Detailed information regarding salaries can be found at the CDE website at www.cde.ca.gov/ds/fd/ec/ and www.cde.ca.gov/ds/fd/cs/. (The figures shown in the table below reflect the direct cost of educational services, per ADA, excluding food services, facilities acquisition and construction, and certain other expenditures.)

In addition to general fund state funding, Center Joint Unified School District receives state and federal categorical funding for special programs. For the 2012-13 school year, the district received categorical, special education, and support programs funds for:

- Class Size Reduction, Grades K-3 (optional)
- Department of Rehabilitation
- Economic Impact Aid (EIA)
- Education Protection Account
- Lottery: Instructional Materials
- Medi-Cal Billing Option
- Other Local: Locally defined
- Partnership Academies Program
- Special Education
- State Lottery
- Title I
- Title II
- Title III
- Title X, McKinney-Vento Homeless Assistance
- Tobacco-Use Prevention Education
- Transportation
- Transportation: Special Education
- Vocational Programs

Expense of Education Per Pupil 2012-13					
Dollars Spent per Student					
	GYCHS	CJUSD	% Diff. School & Dist.	State Avg., Dist. Same Size & Type	% Diff. School & State
ADA*	117	N/A	N/A	N/A	N/A
Total**	\$6,963	N/A	N/A	N/A	N/A
Restr.†	\$13	N/A	N/A	N/A	N/A
Unrestr.††	\$6,951	\$4,237	164.06	\$4,690	148.20
Avg. Teacher Salary	\$54,673	\$69,570	78.59	\$63,037	86.73

* Average Daily Attendance

** Total Restricted and Unrestricted \$ per student

† Restricted (Supplemental) \$ per student

†† Unrestricted (Basic) \$ per student

Note: Cells with N/A values do not require data.

SARC Data

DataQuest

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

Public Internet Access Location

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

Address: 4235 Antelope Road, Antelope

Phone Number: (916) 264-2920

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

Number of Computers Available: 21

Disclosure

The statistical information disclosed in this report is obtained from the California Department of Education and the Center Joint Unified School District. At the time of publication, this report met all SARC-related state and federal requirements, using the most current data available. Data to prepare the instructional materials section were acquired in September 2014. Data to prepare the school facilities section were acquired in October 2014.

Center Joint Unified School District

AGENDA REQUEST FOR:

Dept./Site: Curriculum & Instruction

Date: June 10, 2014

Action Item XX

To: Board of Trustees

Information Item

From: Tami JBeily,
Coordinator of State & Federal Programs

Attached Pages 1

Administrator's Initials: JB

SUBJECT: Title III

Please approve the CJUSD Title III Year 2 Plan.

RECOMMENDATION: The Center Joint Unified School District Board of Trustees approve the CJUSD Title III Year 2 Plan

Local Educational Agency (LEA) Plan Information:

Title III YEAR 2 (✓) X

Title III YEAR 4 (✓) _____

Name of LEA: **Center Joint Unified School District** County District Code: **34 73973**

Address: 8408 Watt Ave City: Antelope Zip Code: 95747

Contact Person: Tami JBeily

Any inquiries concerning this plan should be directed to the attention of:

Tami JBeily, Coordinator of State & Federal Programs

Phone: 916-338-7581

Fax: 916-338-6322 E-mail: tibeily@centerusd.org

Certification:

By submission of this document with the local Title III Improvement Plan (in lieu of the original Assurance page in hard copy), the LEA certifies that the plan's original signed copy of this Assurance page is on file with the LEA. The certification reads:

Certification: I hereby certify that all of the applicable state and federal rules and regulations will be observed by this LEA and that to the best of my knowledge information contained in this Title III Improvement Plan is correct and complete. Legal Assurances for all programs are accepted as the basic legal condition for the operation of selected projects and programs and copies of this Assurance page is retained onsite. I certify that we accept all general and program specific Assurances for Titles I, II, and/or III as appropriate, except for those for which a waiver has been obtained. A copy of all waivers will remain on file. I certify that actual ink signatures for this Title III section of the LEA Title III Improvement Plan are on file, including signatures of any required external providers, (i.e., district assistance and intervention team and English Learner Coordinator/Director).

The LEA also agrees that the revised/finalized Title III Improvement Plan will be posted on the LEA Web site and uploaded to CAIS.

LEA URL: <http://centerusd.org>

Signatures:

Superintendent

Scott A. Loehr

2/18/15

Board President

Kelly Kelley

2/18/15



Coordinator of
Federal & State Programs

Tami JBeily

1/20/15

The following report is filtered by active items, all statuses, all funding sources, all assignments, all tags, and all goals.

GOAL Goal 2A: AMAO 1 -Annual Progress Learning English

An increasing percentage of English learners will make annual progress in learning English.

- By June 2016, the percentage of English learners learning English will increase from 61.6% to 65%, in order to continue meeting state defined growth expectations as measured by CELDT.

In order to meet this goal, the CJUSD will provide daily designated ELD to all ELs.

Filing Cabinet Count	0
Resources and state requirements for this goal Available	3

LEA PLAN

Center Joint Unified - 34739730000000

GOAL Goal 2B: AMAO 2 - English Proficiency

By June 2016, the percentage of English learners in language instruction educational programs fewer than 5 years attaining English language proficiency will increase from 29.6% to 35%, in order to continue meeting the state-defined expectations for meeting the CELDT criterion for English-language proficiency.

By June 2016, the percentage of English learners in language instruction educational programs 5 or more years attaining English language proficiency will increase from 43.7% to 52.8%, in order to meet the state-defined expectations (52.8%) for meeting the CELDT criterion for English-language proficiency.

In order to meet these goals, the CJUSD will provide daily designated ELD to all ELs, monitor student progress and implement supplemental services designed for LTEL students.

Filing Cabinet Count	0	Budgeted:	\$36,189.00
Resources and state requirements for this goal Available	3		

STRATEGY Designated ELD Instruction

1. All ELs will receive daily, designated ELD instruction aligned to the 2012 ELD standards. Implementation of ELD will be monitored using common observation tools.

2. Student ELD progress will be monitored by the EL Case Managers

3. Instruction designed for LTELs will be implemented.

4. Summer School Transition classes will be offered (ele – middle, middle-High)

Filing Cabinet Count	0	Budgeted	\$36,189.00
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ACTION STEP Implement curriculum and supports

Classroom teachers will implement Avenues (K-5) or 3D English (6-12) curriculum and utilize the curricular supports: meaning making, language development, effective expression, content knowledge

Status	Not Begun 01/14/2015	Filing Cabinet Count	0
Start-End Dates	08/02/2015 - 05/27/2016		
Tags	T3Y2		
Persons Responsible	Tami JBeily		

LEA PLAN

Center Joint Unified - 34739730000000

GOAL **Goal 2B: AMAO 2 - English Proficiency**

STRATEGY **Designated ELD Instruction**

ACTION STEP **Implement curriculum and supports**

TASKS 0 of 3 Complete

Training

Not Begun

Due 5/27/2016

District EL Coordinator to train teachers on Avenues & 3D English at appropriate sites; how to implement curriculum, use pacing guide, use assessments to drive instruction and use the curricular supports listed above

Tami JBeily (LEA)

Monitor EL Progress

Not Begun

Due 5/27/2016

Teacher to use the curricular assessments to measure EL student progress on ELD standards and plan instruction using Avenues and 3D English curriculum.

Tami JBeily (LEA)

Monitor & Collaborate LTEL progress

Not Begun

Due 5/27/2016

LTEL Case Manager to identify benchmark reporting period and coordinate ongoing collaboration meetings with a small group: admin and teachers of LTEL students, to monitor student progress utilizing curriculum assessments & other district assessment tools.

Tami JBeily (LEA)

ACTION STEP **LTEL Case Managers**

1. Establish LTEL Site Case Managers at Center HS, Riles MS and all 4 elementary schools. Case Managers will identify EL students program 5 yrs or more oversee annual assessments, monitor progress bimonthly, communicate with teachers

Status Not Begun 01/14/2015

Filing Cabinet Count 0

Start-End Dates 08/02/2015 - 05/27/2016

Budgeted \$3,956.00

Tags T3Y2

Persons Responsible Tami JBeily

LEA PLAN

Center Joint Unified - 34739730000000

GOAL **Goal 2B: AMAO 2 - English Proficiency**

STRATEGY **Designated ELD Instruction**

ACTION STEP **LTEL Case Managers**

TASKS 0 of 4 Complete

LTEL Case Managers	Not Begun	Due 6/30/2015
Create job description, post position, hire Case Managers		Tami JBeily (LEA)
Training	Not Begun	Due 7/31/2015
District EL Coordinator to train EL Case Managers, establish monitoring tool used district wide		Tami JBeily (LEA)
Identify Students	Not Begun	Due 8/2/2015
District EL Coordinator to identify LTELs and communicate list monthly to site administrators and EL Case Managers		Tami JBeily (LEA)
Monitor LTELs	Not Begun	Due 5/27/2016
Case Managers will monitor progress of LTELs bi monthly, collaborate with District EL Coordinator and classroom teachers		

ACTION STEP **Transitional Summer School Program**

Support transition of EL students from middle to high school with summer school session for all incoming EL 9th graders, with particular focus on LTELs .
Support transition of EL students from elementary to middle school with summer school session for all incoming EL 7th graders, with particular focus on LTELs

Status	Not Begun 01/14/2015	Filing Cabinet Count	0
Start-End Dates	06/01/2015 - 06/30/2015	Budgeted	\$2,960.00
Tags	T3Y2		
Persons Responsible	Tami JBeily		

LEA PLAN

Center Joint Unified - 34739730000000

GOAL Goal 2B: AMAO 2 - English Proficiency

STRATEGY Designated ELD Instruction

ACTION STEP Transitional Summer School Program

TASKS 0 of 7 Complete

Identify Students	Not Begun	Due 5/1/2015
District EL Coordinator to identify LTELs in 6th grade and LTELs in 8th grade.		Tami JBeily (LEA)
Hire Teachers	Not Begun	Due 5/1/2015
Post position, hire 2 teachers for Summer School Transitional Program.		Tami JBeily (LEA)
Teacher Collaboration	Not Begun	Due 5/29/2015
Provide sub day for collaboration time for 2 summer school teachers.		Tami JBeily (LEA)
Parent Notification	Not Begun	Due 5/1/2015
Notify parents of identified LTELs through translated letters mailed home. Enrollment paperwork included.		Tami JBeily (LEA)
Enroll LTELs in Summer School	Not Begun	Due 5/29/2015
Collaborate with Summer School Principal to enroll LTEL students in Transitional Summer School course		Tami JBeily (LEA)
Implement Summer School Curriculum	Not Begun	Due 7/31/2015
Implement the curriculum designed for Transitional Summer School program		Tami JBeily (LEA)
Monitor EL Student Progress	Not Begun	Due 8/7/2015
Teacher to monitor student progress through the Transitional Summer School Program, communicate progress to District EL Coordinator to distribute to appropriate site contacts		Tami JBeily (LEA)

ACTION STEP LTEL Class

Expand Long Term EL Class at Center High School to include more grade levels: identify students, implement curriculum, monitor progress

Implement Long Term EL Class at Riles Middle School: identify students, implement curriculum, monitor progress

Status	Not Begun 01/14/2015	Filing Cabinet Count	0
Start-End Dates	08/02/2015 - 05/27/2016	Budgeted	\$29,273.00
Tags	T3Y2		
Persons Responsible	Tami JBeily		

LEA PLAN**Center Joint Unified - 34739730000000****GOAL Goal 2B: AMAO 2 - English Proficiency****STRATEGY Designated ELD Instruction****ACTION STEP LTEL Class****TASKS 0 of 7 Complete****CHS LTEL Class****Not Begun****Due 5/29/2015**

Collaborate with site admin to expand grade levels in LTEL course to begin in fall 2015

Tami JBeily (LEA)

WCR LTEL Class**Not Begun****Due 5/29/2015**

Collaborate with site admin to establish LTEL course

Tami JBeily (LEA)

Identify CHS LTEL students**Not Begun****Due 4/1/2015**

Identify CHS LTEL students, incoming 9th grade through current 10th graders

Tami JBeily (LEA)

Identify WCR LTEL Students**Not Begun****Due 4/3/2015**

Identify WCR LTEL students, incoming 7th grade through current 7th graders

Tami JBeily (LEA)

Purchase Curriculum**Not Begun****Due 6/30/2015**

District Curriculum Coordinator will research and purchase curriculum for the WCR LTEL class

Tami JBeily (LEA)

Implement Curriculum in LTEL class**Not Begun****Due 8/2/2015**

Implement the new curriculum purchased for the WCR LTEL class.

Tami JBeily (LEA)

Fully implement existing curriculum in CHS LTEL class, adding a component to address CAHSEE Prep needs

monitor LTELs**Not Begun****Due 5/27/2016**

LTEL teacher to monitor progress of LTELs in LTEL class, monthly using district monitoring tool

Tami JBeily (LEA)

LEA PLAN

Center Joint Unified - 34739730000000

GOAL Goal 2C: AMAO 3 - Reading/Language Arts

By June 2016, the percentage of teachers of English Learners implementing the ELD Standards in tandem with the CCSS/ELA Standards will increase to 100% as measured by locally developed observation tools.

In order to meet this goal, the CJUSD will provide professional development and early out collaboration time focused on the implementation of the CCSS/ELA and ELD Standards.

Filing Cabinet Count 0

LEA PLAN

Center Joint Unified - 34739730000000

GOAL Goal 2C: AMAO 3 - Mathematics

By June 2016, the percentage of teachers of English Learners implementing the ELD Standards in tandem with the CCSS/Mathematics Standards will increase to 100% as measured by locally developed observation tools.

In order to meet this goal, the CJUSD will provide professional development and early out collaboration time focused on the implementation of the CCSS/Math and ELD Standards.

Filing Cabinet Count 0

Center Joint Unified - 34739730000000**GOAL Goal 2D: High Quality Professional Development**

By June, 2016, 95% of teachers and 100% of administrators will participate in professional development focused on the implementation of the ELD Standards in tandem with the CCSS for E/LA and Math. The implementation of the ELD Standards will be measured by locally designed observation and reporting tools.

In order to meet this goal, the CJUSD will provide professional development and early out collaboration time focused on the implementation of the CCSS/ELA/Math and ELD Standards.

Filing Cabinet Count	0
Resources and state requirements for this goal Available	1

STRATEGY Professional Development

Provide high quality professional development to teachers, administrators and other school or community-based personnel to improve the education of English learners.

Filing Cabinet Count	0
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ACTION STEP Provide EL related Professional Development

Professional Development to include: writing language objectives in lessons, strategies to teach EL students, how to effectively utilize EL components in curriculum, understanding the CELDT

Status	Not Begun 01/14/2015	Filing Cabinet Count	0
Start-End Dates	08/02/2015 - 05/27/2016		
Tags	T3Y2		
Persons Responsible	Tami JBeily		

LEA PLAN

Center Joint Unified - 34739730000000

GOAL Goal 2D: High Quality Professional Development

STRATEGY Professional Development

ACTION STEP Provide EL related Professional Development

TASKS 0 of 4 Complete

Identify PD needs	Not Begun	Due 5/29/2015
District Leadership to identify Professional Development topics for 2015-16 school year		Tami JBeily (LEA)
Locate Professional Development	Not Begun	Due 9/30/2015
Curriculum Coordinator will locate PD to meet identified needs		Tami JBeily (LEA)
Provide Professional Development	Not Begun	Due 5/27/2016
Provide teachers and administrators with ongoing professional development opportunities to meet the need identified by district administration team.		Tami JBeily (LEA)
Monitor classroom implementation of PD	Not Begun	Due 5/27/2016
Site and district admin will monitor the effective implementation of EL Supports and instructional strategies through monthly classroom walkthroughs		Tami JBeily (LEA)

ACTION STEP Site and Teacher specific EL PD

District EL Coordinator will collaborate with LTEL Site Case Manager and site administrators to identify teacher and site needs.

Status	Not Begun 01/14/2015	Filing Cabinet Count	0
Start-End Dates	11/01/2015 - 05/27/2016		
Tags	T3Y2		
Persons Responsible	Tami JBeily		

LEA PLAN

Center Joint Unified - 34739730000000

GOAL **Goal 2D: High Quality Professional Development**

STRATEGY **Professional Development**

ACTION STEP **Site and Teacher specific EL PD**

TASKS 0 of 2 Complete

Identify Support Needed

Not Begun

Due 5/27/2016

EL Coordinator will collaborate with EL Case Managers and site admin to identify teachers needing additional individual support and topics for staff presentations.

Tami JBeily (LEA)

Implement Teacher Support

Not Begun

Due 5/27/2016

District EL Coordinator to provide one-on-one teacher support, site training, and follow-up, rotating weekly through elementary school sites

Tami JBeily (LEA)

LEA PLAN**Center Joint Unified - 34739730000000****GOAL Goal 2E: Parent and Community Participation**

By June 2016, CJUSD will increase parent involvement activities so that 10% more parents are active participants in the education of their children.

In order to meet this goal, the CJUSD will provide multiple opportunities for parents to engage at school sites and increase understanding of the educational experience and opportunities available.

Filing Cabinet Count	0	Budgeted:	\$1,200.00
Resources and state requirements for this goal Available	1		

STRATEGY Increase Parental Involvement of EL Families

Promote the involvement of parents and community members in the education of English learners by providing quality opportunities for families to engage at school sites and increase understanding of educational experience and the opportunities available to students and families.

Filing Cabinet Count	0	Budgeted	\$1,200.00
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ACTION STEP Early outreach to EL families

Increase language exposure for incoming EL students through targeted outreach to EL families to increase participation in Transitional Kindergarten

Status	Not Begun 01/15/2015	Filing Cabinet Count	0
Start-End Dates	03/01/2015 - 10/30/2015	Budgeted	\$1,200.00
Tags	T3Y2		
Persons Responsible	Tami JBeily		

LEA PLAN

Center Joint Unified - 34739730000000

GOAL **Goal 2E: Parent and Community Participation**

STRATEGY **Increase Parental Involvement of EL Families**

ACTION STEP **Early outreach to EL families**

TASKS 0 of 5 Complete

Identify EL families	Not Begun	Due 3/27/2015
Identify EL families		Tami JBeily (LEA)
TK invite specific for EL Families	Not Begun	Due 2/20/2015
Academic Coordinator at North Country to create a TK flyer and poster invite for EL families.		Tami JBeily (LEA)
Distribution	Not Begun	Due 3/15/2015
Distribute TK flyer to EL families using the backpack method. Post flyer and poster at sites, at district office and in community. Post in local newspaper and district newsletter.		Tami JBeily (LEA)
Enroll EL students in TK program	Not Begun	Due 5/1/2015
Enroll ELs in TK		Tami JBeily (LEA)
Translation	Not Begun	Due 2/15/2015
Translate EL TK flyer into Spanish and Russian		Tami JBeily (LEA)

ACTION STEP **Increase communication of meetings and events**

Increase parent and family involvement through increased communication of information, events and announcements

Status	Not Begun 01/15/2015	Filing Cabinet Count	0
Start-End Dates	05/01/2015 - 05/27/2016		
Tags	T3Y2		
Persons Responsible	Tami JBeily		

TASKS 0 of 2 Complete

Google Docs	Not Begun	Due 5/27/2016
Sites to increase translated materials going out to EL families using Google Docs		Tami JBeily (LEA)
School Messenger	Not Begun	Due 5/27/2016
Sites and district to increase oral messages to EL families utilizing the function on School Messenger		Tami JBeily (LEA)

LEA PLAN

Center Joint Unified - 34739730000000

GOAL **Goal 2E: Parent and Community Participation**

STRATEGY **Increase Parental Involvement of EL Families**

ACTION STEP **Needs Assessment**

Survey parents to determine topics to be covered in ELAC and DELAC meetings

Status	Not Begun 01/15/2015	Filing Cabinet Count	0
Start-End Dates	04/01/2015 - 05/27/2016		
Tags	T3Y2		
Persons Responsible	Tami JBeily		

TASKS 0 of 2 Complete

Conduct survey	Not Begun	Due 5/29/2015
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Survey families orally, with translator in small group, to determine school related topics families would like to learn more about.

ELAC DELAC Agenda Items	Not Begun	Due 6/30/2015
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Use results from needs assessment to plan learning at upcoming ELAC and DELAC meetings. Sites to communicate topics with ELAC meeting dates to District EL Coordinator.

ACTION STEP **Calendar & Communicate ELAC & DELAC Mtgs**

Calendar site ELAC and district DELAC dates for the entire year, providing single document for EL families with dates, times, locations and topics to be discussed, provided quarterly.

Status	Not Begun 01/15/2015	Filing Cabinet Count	0
Start-End Dates	08/02/2015 - 05/27/2016		
Tags	T3Y2		
Persons Responsible	Tami JBeily		

LEA PLAN

Center Joint Unified - 34739730000000

GOAL Goal 2E: Parent and Community Participation

STRATEGY Increase Parental Involvement of EL Families

ACTION STEP Calendar & Communicate ELAC & DELAC Mtgs

TASKS 0 of 7 Complete

Calendar Events	Not Begun	Due 5/15/2015
Site communicates ELAC dates and topics of discussion for upcoming year calendar to District EL Coordinator		Tami JBeily (LEA)
Date compilation	Not Begun	Due 7/31/2015
District EL Coordinator compiles ELAC and DELAC dates and topics, creating a one page document for families.		Tami JBeily (LEA)
Distribution	Not Begun	Due 8/28/2015
ELAC/DELAC calendar distributed to all EL students and to families in the CJUSD Adult Ed program at the beginning of the year and repeated quarterly.		Tami JBeily (LEA)
Phone call invites	Not Begun	Due 5/27/2016
Sites and district to utilize bilingual assistants to make personal phone call invites to EL families the week prior to each ELAC and DELAC meeting		Tami JBeily (LEA)
Translation	Not Begun	Due 8/7/2015
Translate ELAC & DELAC calendar in Russian and Spanish		Tami JBeily (LEA)
DELAC location	Not Begun	Due 7/31/2015
Change the meeting location for the DELAC from the District Office to one of the elementary sites		Tami JBeily (LEA)
Interpreters	Not Begun	Due 5/27/2016
Provide 1 Russian and 1 Spanish interpreter at DELAC meetings. Sites to offer Russian and/or Spanish interpreter to meet the needs of the attending families.		Tami JBeily (LEA)

LEA PLAN

Center Joint Unified - 34739730000000

GOAL Goal 2F: Parental Notification

By June 2016, CJUSD will continue to provide 100% of parents of ELs with the following information regarding their children, in a language parents can understand.

- identification of EL
- Program placement options
- Program placement notification
- English language proficiency level, as determined by CELDT results and any local English Proficiency assessments used
- academic achievement level
- reclassification information

Filing Cabinet Count	0
Resources and state requirements for this goal Available	1

LEA PLAN

Center Joint Unified - 34739730000000

GOAL Goal 2G: Services for Immigrant Students

N/A

Filing Cabinet Count	0
Resources and state requirements for this goal Available	1

LEA PLAN

Center Joint Unified - 34739730000000

GOAL Goal 5A: Increase Graduation Rates

By June 2016, the Center JUSD will continue to support English Learner students in achieving at least a 90% graduation rate.

In order to meet this goal, the CJUSD will provide CAHSEE preparation within the LTEL class, and provide credit recovery support.

Filing Cabinet Count	0
Resources and state requirements for this goal Available	1

TOTAL PLAN FUNDS:	\$893,876.00
Budgeted	\$37,389.00
Actual	\$0.00

Center Unified School District

AGENDA REQUEST FOR:

Dept./Site: Center High School

Date: January 27, 2015

To: CJSUD Board of Trustees

From: Michael Jordan, Principal

Action Item XX

Information Item

Attached Pages 20

Principal's Initials: MJ

SUBJECT: SkoolLive Kiosk Contract: Center High School

SkoolLive Kiosk is a way for the Center High School ASB to raise between \$800 and \$1,000 per month for activities. The interactive kiosks also provide a way to communicate information about dances, clubs, sports, activities, etc. to students in a technological format teenagers are comfortable using. The kiosks will also contain links to school maps and other important school related information.

CONSENT AGENDA

Recommendation: Approve the contract with SkoolLive for Center High School.

Skool/Live

Turning Schools Into LiveSkools

SkoolLive

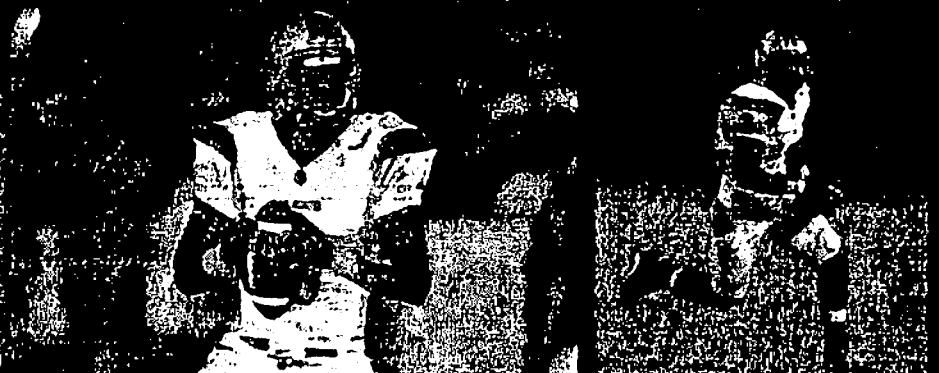
www.skoollive.com Turning Schools Into LiveStocks

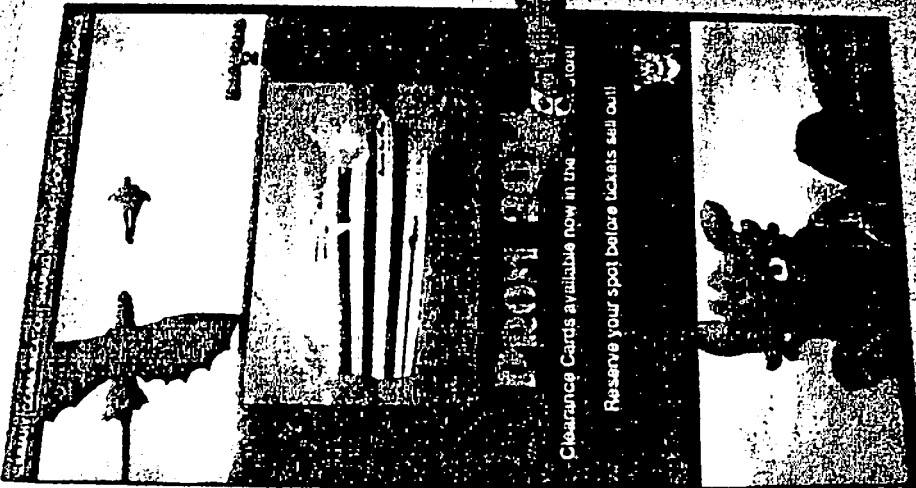
Our digital Kiosks make getting information out to your students easier than ever.

- Our kiosks provide instant communication to your entire student body about any upcoming activities.
 - Promote the next big football game, the latest fundraiser, or the upcoming dance.
 - Promote upcoming SkoolLive events as well as other events provided by SkoolLive enabled vendors.
- You control what is displayed on your kiosk!
 - Make changes anytime you need with just a few clicks of the mouse.
 - Never spend money on posters or ink again.
- Increase event awareness and attendance by selling tickets through the kiosks.
- Upload photo slideshows or highlight videos the very next day after an event for everyone to see around campus.

GO LIONS!

CIF game Tickets \$10
at 5:00PM **Buy Now**





TAVERN 100

Clearance Cards available now in the store!

Reserve your spot before tickets sell out!

Skool/Live
The only place to see the best

SkoolLive

Turning Schools Into LiveSkools

SkoolLive Digital Kiosks

55" LED Touch Display

TAKE YOUR SCHOOL TO THE DIGITAL AGE!
GET IMPORTANT INFORMATION TO YOUR STUDENTS INSTANTLY!

Communication

Install free interactive digital kiosks around campus to be used to push school related content to students.

Revenue Generating

Generate revenue by placing school appropriate advertising on your kiosks. Since we share our revenue with your school, you make money when we make money.

Revenue Savings

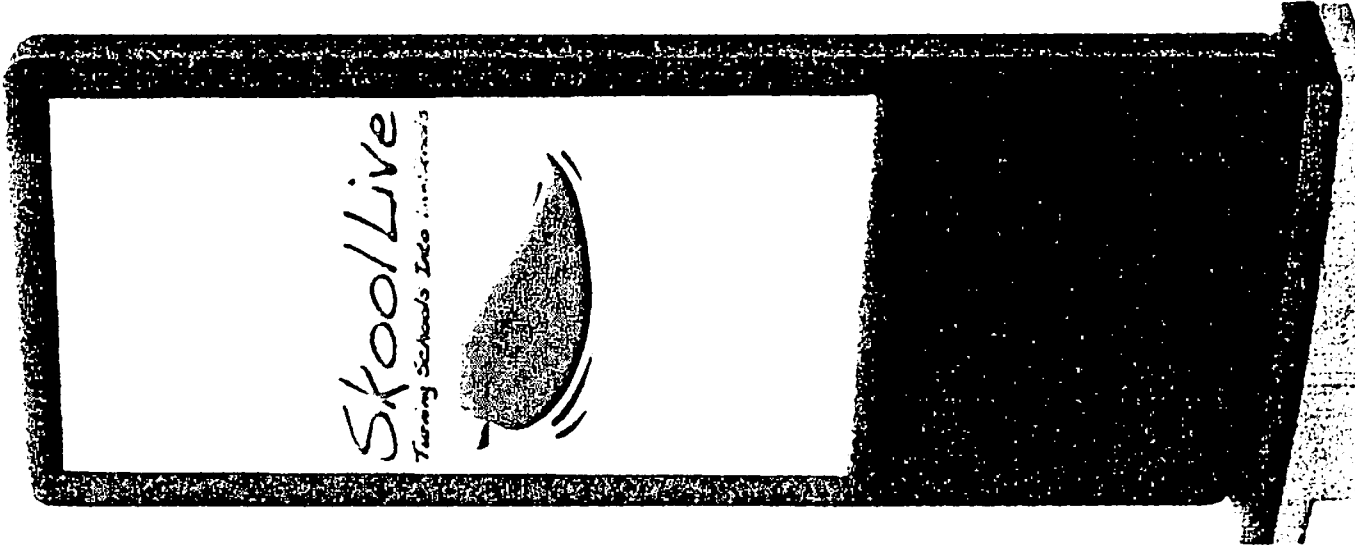
Save money by "going green" and not having to spend money on posters and ink to communicate to your students

Student Safety

Protect your students with our state-of-the-art SkoolLife Alert System.

Contact a SkoolLive associate today to see how your school can receive **FREE** SkoolLive digital Kiosks.

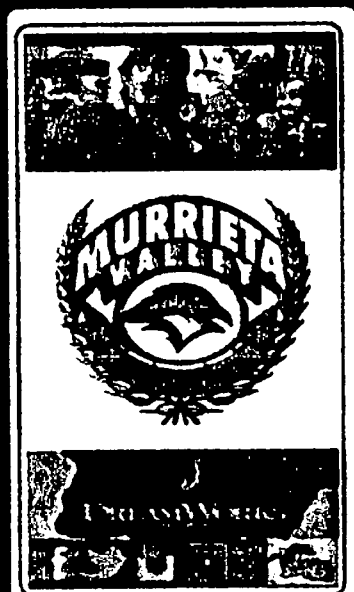
GO DIGITAL GO GREEN



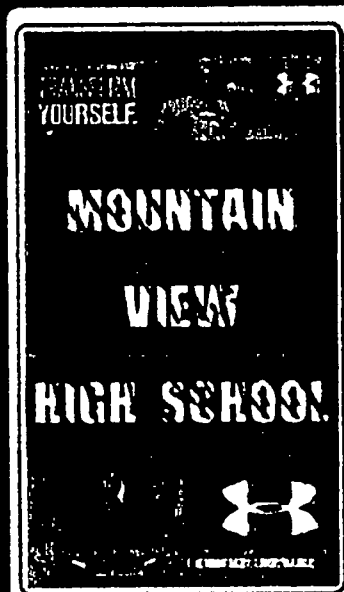
Skool/Live

Turning Schools Into LiveSchools

Generate revenue through school appropriate brand sponsorships and media placements



Skool/Live
Turning Schools Into LiveSchools



Skool/Live
Turning Schools Into LiveSchools



Skool/Live
Turning Schools Into LiveSchools

How much revenue your school generates is up to you!
Here are some additional ways you can raise funds
on your campus using the kiosks:

Attract local advertisers

Sell personalized shout outs

On-campus fundraising

ShopLive

Skool/Live

www.skoollive.com Turning Schools Into Stores

ShopLive

Men

Women

Accessories

Brands

Sale

Mens Apparel

ASB Apparel

T-Shirts

Sweatshirts

Hats

Tank Tops



Color

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Top Brand Apparel

T-Shirts

Sweatshirts

Hats

Tank Tops



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Size S M L XL



Color

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Size S M L XL



Color

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Size S M L XL

ShopLive's inovative and interactive shopping platform is changing the way Schools sell goods and the way students buy them.

- When you order it, we print it!
- No wasted money on inventory
- Submit your designs to us and avoid extra fees
- All orders shipped directly to your school
- See higher profit margins with no upfront costs.

Testimonials

SkoolLive

www.skoollive.com Turning Schools Into Concerts

"SkoolLive has been a great experience for all students on my campus. They come in and do all the work and the kids get to hear live up and coming artists. My students get excited when we advertise that we're having a lunch time concert."

Tom Alford - Murrieta Valley High

"Skoolive has brought us many great lunchtime events, all for free! New bands/DJs, fun food giveaways and so much more. We really appreciate their partnership and giving our students so many great memories at lunchtime."

David Villard - San Ramon Valley High

"We recently started working with Skool Live at Fallbrook High School. I love their concerts. What a great job they do entertaining our students at lunch. Thank you Skool Live!"

Mike Lilly - Fallbrook High School

"Skoollive has provided our students with awesome live entertainment during lunchtime. Our students always enjoy the guest performers and the crew of Skoollive are professional and easy to work with. The best part, it is free!"

Carol Garcia - Santiago High School

"It has been my honor and pleasure to work with SkoolLive over this past year. Not only did SkoolLive make good on some past outstanding debts that a previous company had with our school, but they have provided nothing but quality entertainment, professional customer service, and on-time payments as well. I have, and will continue to highly recommend SkoolLive to other schools and their Activities Directors because SkoolLive provides EXACTLY what they promise, and I look forward to working with them for years to come."

Scott Hughes - Norte Vista High School

"SkoolLive adds something special to the school. Our students walk away talking about the special performances. These performances allow our students to feel good about themselves because they were chosen to experience the performances. Thank you SkoolLive, for giving my students more without asking for anything in return!!!!"

Marquis Mosqueda - Mt. Pleasant High School

"I have worked with SkoolLive events for the past two years, and it has been a great experience. We have had free food from local restaurants, beverages and several bands perform, all during lunch and all for free! My students love the extra special events, and often ask when the next big "surprise" is coming up. SkoolLive takes care of all the details, and makes it a great experience. My district has approved SkoolLive for a multi-school contract, and even though the district doesn't make the paperwork easy, SkoolLive was happy to accommodate and made sure everything the district needed was taken care of in a timely manner. I am so happy that we are able to work with Taylor and SkoolLive, and I can't recommend them highly enough. It's a great program to bring to any school."

Gregory Storing - Ygnacio Valley High

SKOOLLIVE, LLC

MEDIA PLACEMENT & MANAGEMENT SERVICES AGREEMENT

This MEDIA PLACEMENT AND MANAGEMENT SERVICES AGREEMENT ("Agreement") is entered into as of the Effective Date (as provided below) by and between SkoolLive, LLC, a California limited liability company ("SkoolLive"), and Center High School ("School"), pursuant to the following terms and conditions:

I. PURPOSE OF AGREEMENT

SkoolLive provides media placement and management services to educational institutions like School primarily through the utilization of a digital interactive kiosk system and licensed software for the promotion of all regularly and specially scheduled School events on its campus, as well the promotion of age appropriate, non-objectionable products and services offered by select third party manufacturers and retailers. The third party promotional content displayed on the kiosk system generates revenue which is shared between SkoolLive and School. SkoolLive desires to provide these media placement and management services to School. There is no cost or expense to School associated with the performance of the services to be provided under this Agreement.

NOW, THEREFORE, in consideration of the promises and obligations set forth herein, SkoolLive and School agree as follows:

II. TERMS OF AGREEMENT

1. DIGITAL INTERACTIVE KIOSK SYSTEM

1.1 Kiosk System - Generally. The "kiosk system" shall consist of no less than one (1) but no more than twelve (12) small, self-contained and protected wall mounted structures which utilize a screen and licensed software for the purpose of providing programmed information and interactive services to the students. The kiosk system shall be provided to School by SkoolLive, at its sole cost and expense. After installation, SkoolLive shall utilize the kiosk system for the primary purpose of promoting all regularly and specially occurring school on campus/off campus events (i.e. athletic events, programs, student body government events and activities, concerts, dances, club and organizational meetings and events, fundraisers, college fairs, parent-student events, etc.) held at School. The content for the promotion of School's events shall be provided by School. Additionally, the kiosk system shall be utilized by SkoolLive for the display of content provided by third parties for the promotion of age appropriate goods, products and services, but in no event shall the content displayed on the kiosk system include any

promotion from any third party that is in violation of the laws, guidelines and policies governing the operation of School.

1.2 Ownership; Costs & Expenses; Updates. The kiosk system shall at all times be owned exclusively by SkoolLive (with its software provided by SkoolLive's licensors). SkoolLive shall be responsible for payment of one hundred percent (100%) of all content production and display fees and costs, as well as all kiosk supply, installation (unless installation of the kiosks is required to be done by School's employees) and maintenance costs, including repair and/or replacement if damaged or stolen. SkoolLive will update the content to be displayed on the kiosk system at least once every four (4) weeks, or sooner, as SkoolLive deems necessary. School shall be responsible for providing School's specific promotional content to SkoolLive.

1.3 Placement of Kiosks. The kiosk system is intended to be installed at high traffic locations around School's campus to maximum the effectiveness of its promotional ability. With School's assistance, SkoolLive shall propose the locations on School's campus where the kiosks are to be installed, with School and SkoolLive mutually agreeing on each installation location before the installation occurs.

1.4 Content on Kiosk System. Prior to display on the kiosk system, SkoolLive shall provide School with detailed information about the content, images, and brands, products and services to be displayed on the kiosk system, including the names of the services, products or brands to be promoted. With this in mind, School acknowledges that the content displayed on the kiosk system may or may not present a direct correlation to School or its events, its own subject matter or content. In no event shall SkoolLive display any promotional content on the kiosk system that is in violation of the laws, guidelines and policies applicable to School (including any policies or guidelines pertaining to the promotion of non-nutritional or unhealthy foods), and is not otherwise generally inappropriate, violent, offensive, politically incorrect, sexually explicit, or containing any other similar objectively inappropriate content for School's students, including those which specifically (a) are obscene, libelous or slanderous, (b) may incite students to commit unlawful acts, violate School rules or disrupt the orderly operation of School, (c) promote any particular political interest, candidate, party or ballot measure, unless such materials are being distributed at a forum in which candidates or advocates from all sides are presenting their views to the students during School's hours or during scheduled events, (d) discriminates against, attacks or denigrates any group on account of any unlawful consideration, (e) promotes the use or sale of materials or services that are illegal or inconsistent with School's objectives, including but not limited to promotions for tobacco, intoxicants, and movies or products unsuitable for School's students, (f) solicits funds or services for an organization, with the exception of solicitations authorized by School, and/or (g) distributes unsolicited merchandise for which an ensuing payment is requested. If during the Term of this Agreement School amends or changes its rules, guidelines or

policies applicable to the content to be displayed on the kiosk system, School shall have an obligation to inform SkoolLive of any such changes or amendments.

1.5 Content Representations and Warranties. SkoolLive and School represent and warrant to each other that the content provided by each of them to be displayed on the kiosk system (a) will not infringe or misappropriate any intellectual property (including, without limitation, trademarks and copyrights), confidentiality, publicity or privacy rights of any third party in any jurisdiction, (b) is truthful and accurate, and not defamatory, deceptive or misleading, (c) does not contain any material or element that is unlawful, harmful, abusive, hateful, threatening, or obscene; and (d) does comply with all applicable laws and guidelines/criteria, including those provided in Section 1.4 above and those regarding unfair competition, anti-discrimination or false advertising.

1.6 Third Party Promotion Disclaimer. SkoolLive is not responsible for the illegality or any error, inaccuracy or other problems in the promotional content provided by third parties displayed on the kiosk system. School understands and acknowledges that SkoolLive does not control the products or services offered by the third party promoters. The third party promoters will be responsible for all aspects of order processing, fulfillment, billing and customer service. Skoollive is not a party to the transactions entered into between the students and the third party promoters.

THE INCLUSION OF THIRD PARTY ADVERTISEMENTS IN THE CONTENT DISPLAYED ON THE KIOSK SYSTEM DOES NOT CONSTITUTE AN ENDORSEMENT, GUARANTEE, WARRANTY, OR RECOMMENDATION BY SKOOLLIVE OF ANY KIND, AND IT MAKES NO REPRESENTATIONS OR WARRANTIES ABOUT ANY PRODUCT OR SERVICE DISPLAYED THEREON, OR THE TRUTH OF ANY SUCH CONTENT ASSOCIATED WITH THE PROMOTION OF THE THIRD PARTY BRANDS AND SERVICES.

1.7 Revenue from Display of Kiosk System Content. SkoolLive is paid promotional fees by various third parties in exchange for the display of content on the kiosk system. In consideration for allowing the placement and operation of the kiosk system on its campus, School shall receive from SkoolLive a portion of the net revenue ("ad revenue fee") generated from SkoolLive's performance of promotional services for third parties whose content is displayed on the kiosk system at School specifically. For purposes of this Agreement, "net revenue" shall mean the profit earned by SkoolLive from the fees paid to it by third parties after all costs of the performance of promotional services, both generally and specifically, have been paid, including cost of promotion/content production, server fee, software licensing fee, sales commissions, kiosk ownership (the cost to be applied over the Term of the Agreement), kiosk maintenance, overhead, taxes, and similar expenses. The net revenue calculation shall not include fees paid to SkoolLive for promotional services paid by third parties whose content is not

displayed on the kiosk system at School. SkoolLive makes no guarantee or promise as to a minimum amount, if any, of ad revenue to be paid to School.

1.7.1 Revenue Sharing Percentage. From the promotional fees generated by SkoolLive for the display of content on the kiosk system at School's schools specifically, SkoolLive and School shall share in the net revenue as follows:

SkoolLive: 80 %

School: 20 %

1.7.2 Payment Terms. After payment is received by SkoolLive, the ad revenue fee shall be calculated and paid to School on a quarterly basis (quarters ending on March 31, June 30, September 30 and December 31), and shall be calculated from fees paid to SkoolLive from third party sponsors during the same quarter. Ad revenue fees will be delivered to School either personally, by mail, electronic transfer fund, money order, check (or any other method as mutually agreed) no later than thirty (30) days following the close of any quarter. In the event SkoolLive fails to pay the ad revenue fee to School within thirty (30) days of the close of the quarter, School's remedy shall be (a) the termination of this Agreement, or (b) the imposition of a late fee equal to ten percent (10%) of the ad revenue fee then owed and due for each month the ad revenue fee is not paid.

1.7.3 Summary in Support of Payment. With each ad revenue payment, SkoolLive shall submit to School a statement providing a detailed explanation to School of the manner in which the ad revenue fee was calculated, including the total promotional fees paid to SkoolLive for content displayed on the kiosk system at School and the general and specific expenses incurred by SkoolLive associated with the promotional content displayed at School.

1.8 ShopLive. School has been offered the opportunity to participate in Skoollive's interactive apparel, products, merchandise and consumer services shopping program ("ShopLive") as hosted on the kiosk system by offering its own merchandise and apparel for sale to its students.

1.8.1 Disclaimer. The disclaimer provided in Section 1.6 above shall apply, without exception, to all merchandise, products, apparel and services offered by all third party providers to students, and purchased by students from third party providers, through the ShopLive program as displayed on and hosted by the kiosk system.

1.8.2 Transaction Fee. SkoolLive shall be entitled to charge a fee from School's students as part of the transaction, equal to three percent (3%) of the gross sales achieved by School of said merchandise and apparel ("ShopLive fee") as the cost to SkoolLive to host the transaction. Prior to confirmation of each transaction, students shall be advised of the amount of the ShopLive fee to be imposed, and will be required to consent to its imposition. The ShopLive fee will be imposed on all transactions, including the sales of School's own merchandise and apparel.

1.8.3 Payment Terms. SkoolLive shall be paid the ShopLive fee immediately upon the completion of the transaction by the party purchasing merchandise, products or apparel through the ShopLive program.

1.8.4 ShopLive Fee. The ShopLive fee shall not be part of the ad revenue fee calculation as provided in Sections 1.7 and 1.7.1, nor shall any fee paid to SkoolLive relating to the participation of any third party in the ShopLive application.

2. EXCLUSIVITY

2.1 SkoolLive as Exclusive Media Placement Manager; No Competing Media Placements. With respect to the promotional services to be provided under this Agreement through the utilization of the digital kiosk system, SkoolLive shall be School's sole and exclusive provider of said services. As such, School agrees not to engage or contract with any other provider (whether an individual or business entity) for the installation, use and operation of a system similar to the kiosk system to be provided under this Agreement, or for the placement of promotional materials on campus with content that is in competition with the brands, products, goods or services content promoted on the kiosk system, without SkoolLive's prior express written consent. However, this exclusivity shall not act to interrupt, change, alter or prohibit any existing or future agreements or relationships School may have with other third party School event sponsors (i.e. booster clubs, alumni organizations or student group sponsors) or other locally based businesses (defined as a business with less than five (5) business locations that does not have a state-wide or national presence) of regularly occurring School events so long as the promotional content displayed by said third parties is not in competition with the brands, product, goods and services content displayed on the kiosk system. School shall immediately take steps to remove any and all competing promotional materials from School's campus no later than twenty-four (24) hours upon receipt of SkoolLive's request to remove the competing media placements. Lastly, School's use of its own existing signage (if any) shall not be considered a breach of the exclusivity granted to SkoolLive under this Agreement, nor shall the efforts of School's Public Relations Department (if any) in the

promotion of School and its events through the use of various media outlets (including its website) be deemed in conflict with this Section or a breach of this Agreement.

3. INSURANCE.

3.1 General Liability Insurance. At all times during the Term of this Agreement, Skoollive agrees to carry comprehensive general liability (including coverage to protect against any and all injury to person or property), property damage and advertising injury insurance with limits in the aggregate amount of at least Two Million Dollars (\$2,000,000.00) providing coverage for Skoollive's activities and services to be provided under this Agreement. Proof of insurance will be made available to School upon School's request.

4. INDEMNIFICATION.

4.1 School's Acts/Omissions. School shall indemnify, defend and hold Skoollive and its directors, officers, employees, licensors, partners, independent contractors, affiliates, sponsors, successors, or assigns, harmless from and against any and all liability, claims, demands, suits, costs, charges, losses, and expenses (including, without limitation, attorney's fees, costs, and legal expenses), including, but not limited to any claim, loss, damage or injury to person or property of School, its students, employees, agents, and/or contractors, invitees or any other third party, in any way arising from or related to (a) the failure by School to observe or perform any other covenant or agreement to be observed or performed under this Agreement, or (b) the supplying of information to Skoollive for display on the kiosk system that (i) infringes or misappropriates any intellectual property (including, without limitation, trademarks and copyrights), confidentiality, publicity or privacy rights of any third party in any jurisdiction, (ii) is not truthful and is defamatory, deceptive or misleading, (iii) contains any material or element that is unlawful, harmful, abusive, hateful, threatening, or obscene; and (iv) does not comply with all applicable laws, including those regarding unfair competition, anti-discrimination or false advertising, untrue, false or in violation of the law.

4.2 SkoolLive's Acts/Omissions. SkoolLive shall indemnify, defend and hold School and its directors, officers, employees, independent contractors, affiliates, sponsors, successors, or assigns, harmless against any and all liability, claims, demands, suits, costs, charges, losses, and expenses (including, without limitation, attorney's fees, costs, and legal expenses), including, but not limited to any claim, loss, damage or injury to person or property of School, its students, employees, agents, and/or contractors, invitees or any other third party, in solely arising from or related to (a) the failure or falsity of any representation or warranty of SkoolLive contained in this Agreement, or (b) the failure by SkoolLive to observe or perform any other covenant or agreement to be

observed or performed under this Agreement, or (c) arising out of the performance of SkoolLive's services under this Agreement.

5. TERM, RENEWAL AND TERMINATION.

5.1 Term. The term ("Term") of this Agreement shall commence on the date the first kiosk is installed on School's campus, and shall continue for a period of sixty (60) months from the installation date, unless modified, extended, terminated, or amended in accordance with the terms of this Agreement. Upon completion of the first installation, SkoolLive shall provide written notice to School of the commencement of the Term. Within thirty (30) days of the expiration of the Term, SkoolLive shall undertake all efforts necessary to remove the kiosk system from School's campus.

5.2 Immediate Right to Terminate - With Cause. School shall have the right to immediately terminate this Agreement by giving written notice to SkoolLive in the event it has materially breached this Agreement by failing to cure said breach within ten (10) days following receipt of notice of the alleged breach, including the display of content on this kiosk system which violate the guidelines and criteria provided for in Section 1.4, or the timely payment of ad revenue fees as provided in Section 1.7.2, or a change or amendment to the laws, policies or guidelines applicable to School which render the services to be provided by SkoolLive under this Agreement as being in violation of said laws, policies or guidelines or otherwise unlawful. In no event shall School be entitled to terminate this Agreement for convenience and without cause.

5.3 Effective Date of Agreement. Other than for the Term, the Effective Date of this Agreement shall be the date in which the Agreement is first signed and dated on behalf of School.

5.4 Ratification of Agreement by School's Board. SkoolLive acknowledges this Agreement may not be binding on the parties, unless and until School obtains approval and ratification of the Agreement from School's Board, if so required. If so required, after execution by the parties, School shall have thirty (30) days from the Effective Date in which to obtain approval or ratification by School's Board or District. If School's Board or District does not approve/ratify this Agreement, it shall be deemed null, void and unenforceable.

6. GENERAL TERMS AND CONDITIONS

6.1 Force Majeure. The occurrence of any unforeseen act or event that prevents a party from performing its obligations under this Agreement, is beyond the reasonable control or and not the fault of said party, and said party has been unable to avoid or overcome the prevention by its exercise of due diligence, is considered to be a

"Force Majeure Event" such that the party is excused from further performing its obligations. Under this Agreement, "Force Majeure Event" includes, but is not limited to the following events or occurrences: war, flood, lightning, drought, earthquake, fire, volcanic eruption, landslide, hurricane, cyclone, typhoon, tornado, explosion, civil disturbance, act of God or the public enemy, terrorist act, military action, epidemic, famine or plague, shipwreck, action of a court or public authority, or strike, work-to-rule action, go-slow, or similar labor difficulty, each on an industry-wide, region-wide or nationwide basis. Should a Force Majeure Event occur, and a party cannot perform its obligations, the non-performing party shall not be liable for any loss or delay resulting from any Force Majeure Event, and any payment or delivery date shall be extended to the extent of any such delay resulting from the Force Majeure Event.

6.2 Binding on Successors and Assigns. The provisions of this Agreement shall be binding upon and inure to the benefit of each of the parties and their respective successors and assigns. Nothing expressed or implied in this Agreement is intended, or shall be construed, to confer upon or give any person, partnership, or corporation, other than the parties, their successors and assigns, any benefits, or rights under or by reason of this Agreement, except to the extent of any contrary provision herein contained.

6.3 Relationship of Parties. SkoolLive is an independent contractor. This Agreement shall not create an employer-employee relationship, a partnership, joint venture or other agency relationship between the parties. All personnel used by SkoolLive to perform the services required under this Agreement shall be deemed the employees, agents or independent contractors of SkoolLive only. SkoolLive shall be solely responsible for compliance with all tax, insurance and labor laws applicable to the fees paid to SkoolLive under this Agreement. No party shall have the right, power or authority to create any contract or obligation, or make any commitments, expresses or implied, on behalf of, in the name of or binding upon the other party.

6.4 Assignment. SkoolLive shall have the right to transfer or assign all or any portion of its interest in the Agreement to a third party upon prior written consent of School, which consent shall not be withheld except for a commercially valid reason or excuse. The event of transfer or assignment as consented to by School shall not automatically extend the Term of the Agreement for a term longer than agreed to between the parties hereinabove.

6.5 Communication Protocols; Notices.

6.5.1 Communication Protocols. The Parties agree that they will designate in writing a single person who is authorized to represent each party in discussions or communications with the other party with respect to any and all matters that arise in connection with this Agreement ("Party Representatives"). Each Party Representative may

designate in writing one or more persons to act in his or her place. The parties agree that the Party Representatives will promote open communications in an effort to avoid miscommunication and disputes between the parties. The initial Party Representative each party shall be as follows:

SkoolLive: Kyle Young

School: Mike Jordan or Shirley McNichols or Sara Wetteland

6.5.2 Notices. All notices, requests, demands, claims, consents and other communications which are required or otherwise delivered hereunder shall be in writing and shall be deemed to have been dully given if (i) personally delivered; (ii) sent by nationally recognized overnight courier; (iii) mailed by registered or certified mail with postage prepaid, return receipt requested; (iv) upon confirmed transmittal if by facsimile; or (v) the E-mail is reported received by the return receipt requested, or an equivalent e-mail response received (or at such other address for a party as shall be specified by like notice):

If to SkoolLive:

SkoolLive, LLC
Attn: Kyle Young
285 Marquette Ave.
San Marcos, CA 92078
Tel: (213) 434-1958
E-mail: kyoung@skoollive.com

With a courtesy copy, this shall not constitute service of process, to:

Wingert, Grebing, Brubaker & Juskie, LLP.
Attn: Andrew A. Servais, Esq.
600 W. Broadway, Suite 1200
San Diego, CA 92101
Tel: (619) 232-8151
Fax: (619) 232-4665
E-mail: aservais@wingertlaw.com

If to School:

Center High School ("School")
Attn: Mike Jordan
3111 Center Court (Address) Lane
Antelope, CA 95843
Tel: 916-338-6425
Fax: _____
E-mail: Mikejordan@centerusd.org

6.6 Waiver. The parties may not amend or waive any provision of this Agreement, except pursuant to a writing executed by the party or parties against whom any amendment or waiver is sought to be enforced. No failure or delay in exercising any right or remedy or requiring the satisfaction of any condition, and no course of dealing between the parties, shall operate as a waiver or estoppel of any right, remedy or condition.

6.7 Severability. If any provision of this Agreement is determined to be invalid, illegal or unenforceable, the remaining provisions shall remain in full force and effect, if the essential terms and conditions of this Agreement for both parties remain valid, legal and enforceable. If any essential provision is held invalid, illegal or unenforceable, the parties shall negotiate in good faith to modify this Agreement to fulfill, as closely as possible, the original intents and purposes of this Agreement.

6.8 Governing Law/Venue. This Agreement, including, but not limited to, its validity, interpretation, construction, performance and enforcement, shall be construed in accordance with and governed by the laws of the State of CA (without giving effect to its conflicts of law principles). Any party bringing a legal action or proceeding against the other arising out of or relating to this Agreement, or the transactions it contemplates, shall bring the legal action or proceeding in federal or state courts located in the County of Sacramento.

6.9 Merger/Integration/Amendments. This Agreement contains the entire agreement between the parties and represents the complete and exclusive expression of the parties' agreement on the matters between the parties. All prior and contemporaneous negotiations and agreement between the parties on matters contained in this Agreement are expressly merged into and superseded by this Agreement. The provisions of this Agreement may not be explained, supplemented, or qualified through evidence of trade usage or prior course of dealings. In entering into this Agreement, no party has relied upon any statement, representation, warranty, or agreement of the other party except for those expressly contained in this Agreement. There are no conditions precedent to the effectiveness of this Agreement other than those expressly stated

herein. Any changes or amendments to this Agreement after the Effective Date must be in writing and signed by both parties before becoming a part of this Agreement.

6.10 Execution/Counterparts. This Agreement may be executed in one or more counterparts, each of which shall be deemed an original but all of which together shall constitute one and the same document. The parties additionally acknowledge and agree that this Agreement may be executed and delivered by facsimile or email. At such times as each of the parties has a facsimile or email copy of this Agreement, and/or counterparts thereof, containing the signatures of all of the parties, this Agreement shall be treated as having been fully executed and delivered for all purposes.

6.11 Attorneys' Fees. Should it be necessary to institute any action to enforce the terms of this Agreement, the parties hereby agree that the prevailing party in any such action shall be entitled to recover its reasonable attorneys' fees, as well as all costs of the action, including, but not limited to court or arbitration tribunal costs, filing fees, exhibit fees, forensic consultant fees, litigation support costs and expert witness fees. Further, recoverable attorney fees and costs shall include the costs for such items for any appeals. This paragraph shall remain independent from any judgment entered to enforce its terms, shall not merge therewith, and shall entitle the prevailing party to attorneys' fees and costs incurred in connection with post judgment collection and enforcement efforts.

6.12 Copyright/Trademarks. SkoolLive's kiosk system, its supporting software and programs, ShopLive and its supporting software programs, including but not limited to text, graphics or code are copyrighted under the laws of the United States and other copyright laws, and is the property of SkoolLive. Other than for the performance of services and obligations under this Agreement, any other use, including but not limited to the reproduction, distribution, display or transmission of the SkoolLive's property is strictly prohibited, unless first authorized by SkoolLive.

6.13 Fingerprinting Requirements. SkoolLive hereby acknowledges that, if applicable, it is required to comply with the requirements of School's Education Code with respect to fingerprinting of employees who may have contact with the School's pupils. SkoolLive shall also ensure that its consultants performing the services under this Agreement also comply with the requirements of the Education Code. If required by School's Education Code, SkoolLive must provide for the completion of a Fingerprint Certification form, in School's required format, prior to any of SkoolLive's employees, or those of any other consultants, coming into contact with the School's pupils. SkoolLive further acknowledges that other fingerprinting requirements may apply, as set forth in School's Education Code and will comply with any such requirements.

6.14 Maintenance of Accounting Records. SkoolLive shall maintain complete and accurate records with respect to all costs and expenses incurred under this Agreement. All such records shall be clearly identifiable. SkoolLive shall allow a representative of School during normal business hours to examine, audit, and make transcripts or copies of such records and any other documents created pursuant to this Agreement. SkoolLive shall allow inspection of all work, data, documents, proceedings, and activities related to the Agreement for a period of four (4) years from the date of final payment under this Agreement.

6.15 Laws and Regulations. SkoolLive shall keep itself fully informed of and in compliance with all local, state and federal laws, rules and regulations in any manner affecting the performance of the services, and shall give all notices required by law. SkoolLive shall be liable for all violations of such laws and regulations in connection with services.

6.16 Drug/Tobacco Free Facilities. All School facilities are drug and tobacco free facilities. Any drug and/or tobacco use (smoked or smokeless) is prohibited at all times on all areas of School facilities.

6.17 Student Educational Records. School's students' educational records are protected by the federal Family Educational Rights and Privacy Act, 20 U.S.C. § 1232g ("FERPA"). SkoolLive will comply with FERPA and will not access or make any disclosures of student educational records to third parties without prior notice to and consent from School or as otherwise provided by law.

6.18 Nondiscrimination. The parties will comply with all applicable state and federal laws, rules, regulations, and executive orders governing equal employment opportunity, immigration, and nondiscrimination, including the Americans with Disabilities Act. If applicable, the parties will abide by the requirements of 41 CFR §§ 60-1.4(a), 60-300.5(a) and 60-741.5(a). These regulations prohibit discrimination against qualified individuals based on their status as protected veterans or individuals with disabilities, and prohibit discrimination against all individuals based on their race, color, religion, sex, or national origin. Moreover, these regulations require that covered prime contractors and subcontractors take affirmative action to employ and advance in employment individuals without regard to race, color, religion, sex, national origin, protected veteran status or disability.

IN WITNESS WHEREOF, the parties enter into this Agreement as of the Effective Date.

SKOOLLIVE:

SkoolLive, LLC.
a California limited liability company

By: _____

Name: Kyle Young

Title: Area Manager

Date: _____

SCHOOL:

[Center High School]

By: Michael D. Jordan

Name: Michael - Jordan

Title: Principal

Date: 1/27/15

III. RATIFICATION

Pursuant to Section 5.4 above, this Agreement is deemed ratified and thereby made effective this ____ day of _____, 20____, by the Board of _____ School District.

By: _____

Name: _____

Position: _____

Center Unified School District

CONSENT AGENDA

AGENDA REQUEST FOR

DEPT./SITE: Spinelli Elementary

ACTION ITEM _____

TO: Board of Trustees

INFORMATION ITEM _____

DATE: January 22, 2015

ATTACHED PAGES _____

FROM: Kristin Schmieder, Principal

PRINCIPAL'S INITIALS KS

SUBJECT:

We request Board approval of our Safe School Plan for the 2014-2015 school year.

Spinelli Elementary

Home Of The Tigers



Safe School And Emergency Preparedness Plan

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

Revised for the 2014-2015 School Year

EMERGENCY PREPAREDNESS PLAN

The Emergency Response Plan has as its primary objectives:

1. To save lives and avoid injuries;
2. To safeguard school property and records;
3. To promote a fast, effective reaction to coping with emergencies;
4. To restore conditions back to normal with minimal confusion as promptly as possible.

Attaining these objectives will require clear activation procedures and responsibilities, identification of all tasks to be performed and by whom, an organized yet flexible response, and the dedication and cooperation of all.

It is vital to the continued functioning of the school, staff, and students that we are prepared to respond effectively in times of emergencies. Such preparations will also help us meet our obligations to our community.

This plan has been developed to be used in case of an emergency. All members of the faculty and other employees should:

1. familiarize themselves with this plan,
2. be prepared to activate it immediately, and
3. perform any duties to which they are assigned to make its activation effective.

Members of the faculty shall teach the Emergency Response Plan to the students. The members of each classroom shall be instructed in the evacuation plan so they can respond immediately upon receiving the necessary warning.

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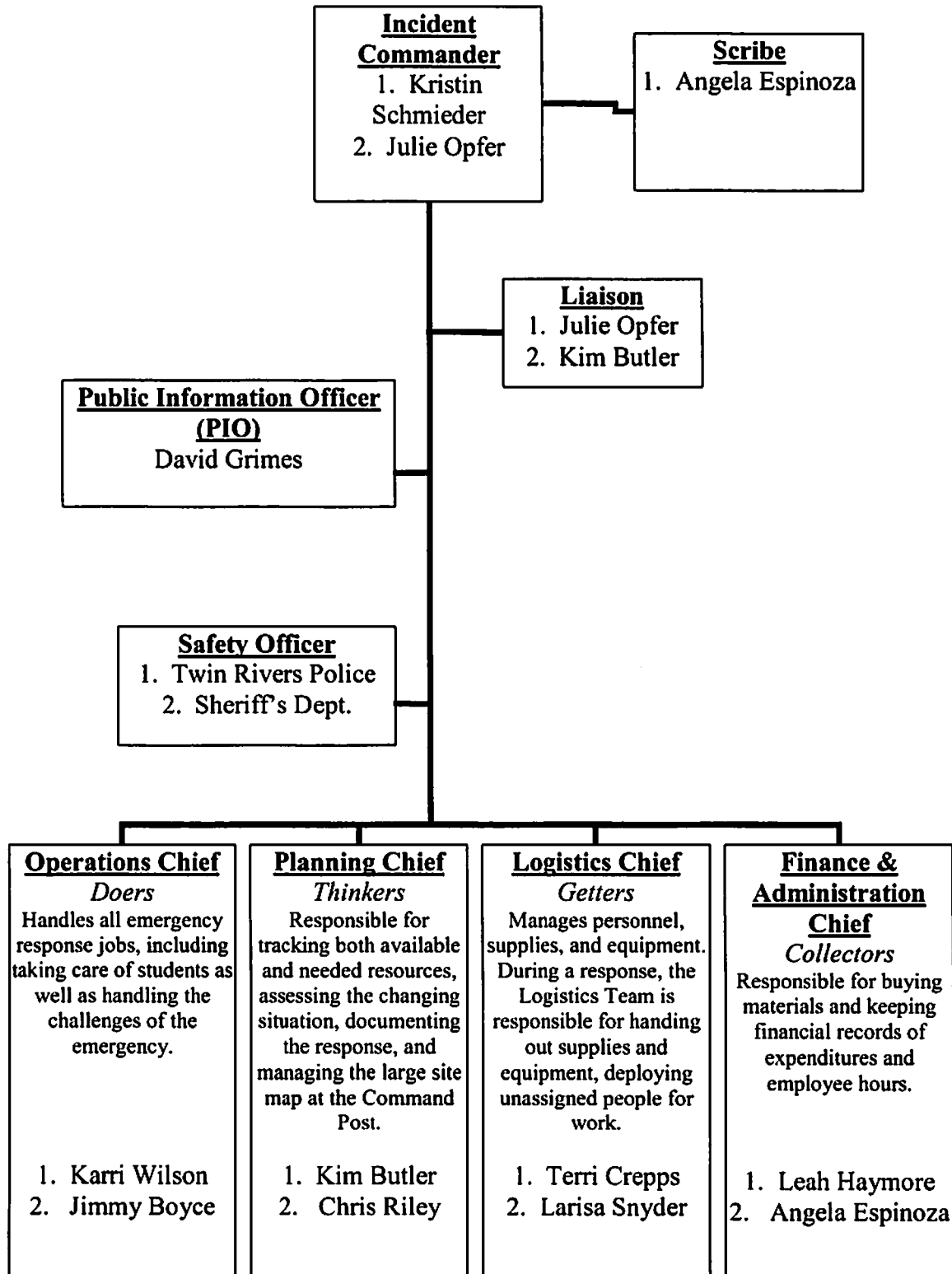
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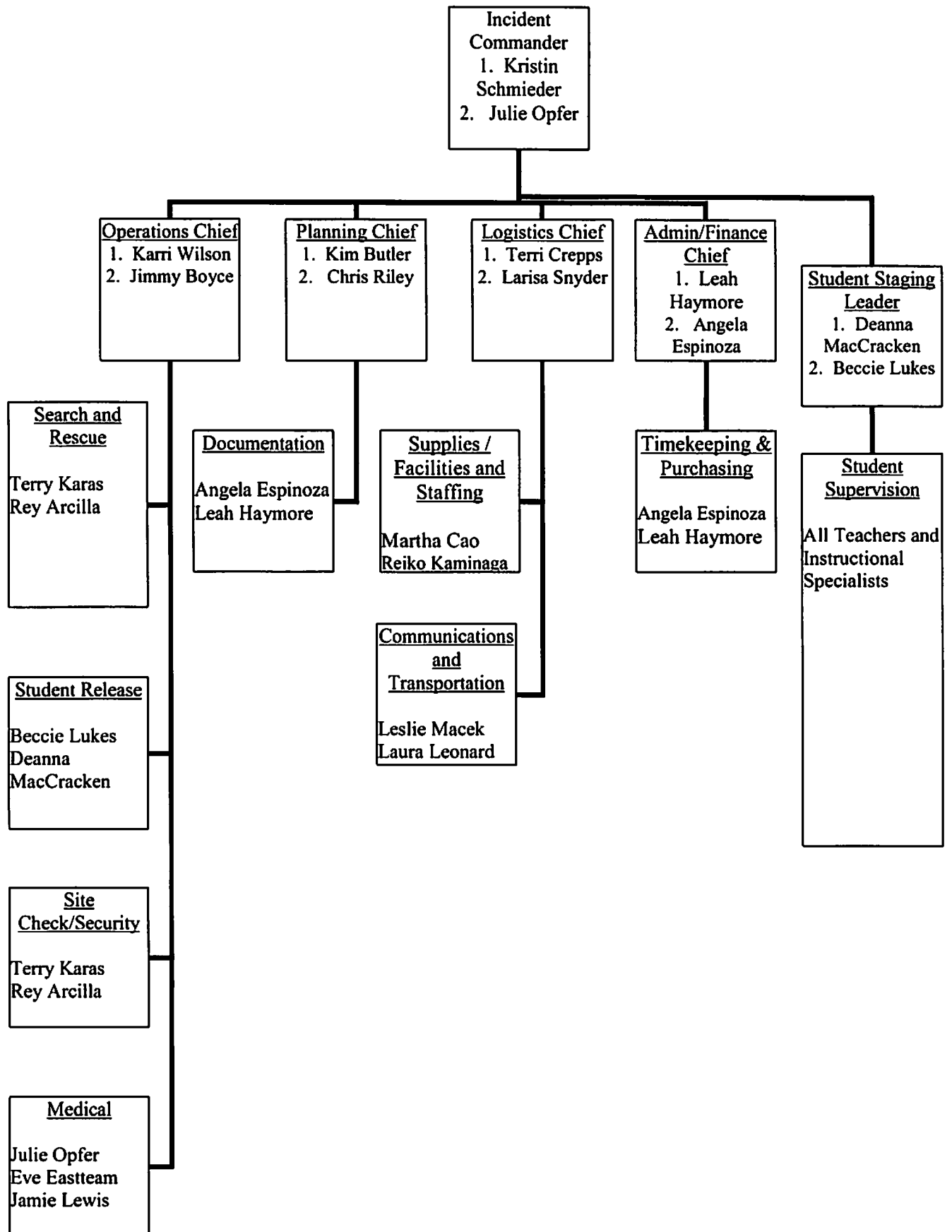
PART 1 CRISIS MANAGEMENT

SECTION 1 INCIDENT COMMAND SYSTEM

The Incident Command System (ICS) is a nationally recognized organizational structure that provides for role assignment and decision-making while planning for and reacting to critical incidents of all types. Implementing ICS will allow for all school personnel to know their area of responsibility during a crisis and to plan and practice the management of their specific role. This type of delegation limits the number of functions under any one manager, allowing each person to focus on just one or two aspects of the incident. These managers then provide information to the incident commander (principal) and help that person make informed decisions. Using this type of organizational system during a critical incident creates clear communication channels that will help limit the chaos and uncertainty associated with emergency incidents. Plans can be made, policy established, and training conducted well in advance of any emergency incident. This type of forward thinking will be needed during a critical incident and is a key component to a school being properly prepared.

Spinelli Elementary School Incident Command System





Incident Command Descriptions

Incident Commander: The Incident Commander is the overall leader during an emergency incident. This person is normally the principal or assistant principal of the school. The Incident Commander makes decisions based on the information and suggestions being provided from the Liaison and ICS Section Chiefs.

- Assume Command
- Establish the Command Post
- Conduct briefings of the Command Staff
- Identify level of threat by assessing situation
- Set specific objectives and direct development of incident action plans
- Direct protective actions to stabilize the school
- Activate and oversee ICS functions
- Establish Unified Command with responding agencies
- Update EOC as situation evolves
- Approve information to send to the EOC for media briefings
- Set objectives for resumption of normal activities
- Maintain an activity log (scribe) and oversee action reports

Admin/Finance Chief

- Report to Command Post if directed to do so; otherwise, provide finance duties as secondary duty
- Keep an envelope or box for all receipts and overtime cards
- Provide a cost-accounting update for the IC as requested
- Maintain an activity log (scribe) and write after-action report
- Check attendance for that day for both students and adults

Logistics Chief: The Logistics Chief manages the team and reports directly to the Liaison. This team is responsible for obtaining any needed resource, communication, food and water, and transportation.

- Report to Command Post (immediately or upon handing off students)
- Participate in briefing sessions, helping to identify required resources and personnel or advising of their availability
- Provide equipment, supplies, personnel, busses/cars as required by Operations
- Establish and maintain communications (radios, bullhorns, etc.)
- Stage resources (or Team Leaders) so they are readily available
- Coordinate and re-assign staff to other teams as needed by Operations
- Maintain a visible chart of available resources as a reference for Ops and the IC Team
- Provide food and water as needed (and available) for staff and students
- Maintain an activity log (scribe) and write after-action report

Operations Chief: The Operations Chief manages the members of the Operations Team. The Chief reports directly to the Liaison. This group, referred to as the “Doers”, performs the “hands on” response.

- Immediately report to Command Post
- Supervise and direct activities of all groups assigned to Operations through the Team Leaders
- Identify alternate staging areas as needed (to IC and Logistics)
- Identify alternate resource requirements (to IC and Logistics)
- Deploy resources
- Make changes as necessary to action plan based upon reports from group leaders and Planning Chief
- Update IC and IC Team with status reports
- Maintain an activity log (scribe) and write after-action report

Planning Chief: The Planning Intelligence Chief will report directly to the Incident Commander and may stay with the Incident Commander throughout the crisis. This team will gather information to assist with medium/long-range planning related to the ongoing incident and school recovery issues. They will arrange for recovery/aftermath resources so that there is no gap between the end of the incident and necessary support/ services.

- Report to Command Post (immediately or upon handing off students)
- Collect EOC forms and develop a briefing on incident size and scope for IC Team.
- With Ops, gather incident information and updates from team leaders.
- Send and supervise runners, if needed, to gather incident information
- Share information needed for decision making with IC Team
- Prepare estimates of incident escalation or de-escalation for IC Team
- Report to Safety any conditions that may cause danger
- Maintain an activity log (scribe) and write after-action report

Communications: This person will work to ensure that a communication system is in place (phones, walkie-talkies, etc). They will communicate crisis progress or changes within the site and with District Office.

Documentation: This person will collect, evaluate and document information about the development of the incidents and the status of resources.

Liaison: The liaison is the link between the Incident Commander and the Section Chiefs. The liaison may provide general information to the Incident Commander but does not make command decisions. The liaison is also the contact person/link for other community agencies, such as local police and fire departments.

Medical Team: Members of this team will take roll with their own class, send in their EOC form, and then ask a supervising teacher to watch their students. They

will then report directly to the Team Leader in a pre-determined First Aid Staging Area and organize first aid supplies. The medical area should provide privacy for the injured and easy access for cars used to transport people with major injuries.

If necessary, Medical Team members will take medical supplies and report to classrooms where injuries are being reported by Search and Rescue. They will stay in communication with Operations Chief via radio.

The Medical Team will use the First Aid and START to provide treatment and continue to prioritize injuries. Students with minor injuries can be walked to the medical area for first aid treatment. The Medical Team will determine if a student needs to be transported to the hospital. Written records must be kept of any students who are to be transported. If a transported student's name is not known, use a cell phone to take a photo of that student and document where he/she was transported to. Also, get the name of the ambulance company and the badge # of the ambulance personnel.

Off-Site Evacuation Coordinator: The duties of this position focus on organizing the off-site evacuation location during an emergency situation. This includes planning the movement of the students to the location and assisting with accounting of the students once they are moved. Many aspects of this assignment involve planning for the use of a location and planning the evacuation route to safely move the students. When organizing an evacuation, consider the special needs students and plan for how those students will be moved and what assistance will be required.

Scribe: The scribe will take roll with their own class, send in the EOC form, and then ask a supervising teacher to watch his/her students. The scribe then reports to the Command Post. The scribe stays with the Incident Commander at all times. The scribe will maintain a written record of the incident including actions taken, actions reported to the Incident Commander, time, names, dates, etc.

Search and Locate: This team is responsible to "sweep" the bathrooms, hallways, and other areas for students, visitors, and staff. This team may need to search for unaccounted for people. Emergency responders will perform any major rescue efforts if necessary. Members will take roll with their own class, send in their EOC form, and then ask a supervising teacher to watch their students. Search and Rescue Team members should report to their Team Leader in a pre-determined location. It may be near (but not in) the Command Post or by the Student Staging Area. The Operations Chief will direct the Team Leader as to the location of the missing or injured. Room by room searches are not conducted by Search and Rescue until after they have gone to all the rooms with known problems and then only if it is deemed safe to do so. As Search and Rescue teams (2 each for safety) proceed, they should check back in with the Team Leader to report

progress and/or need for additional help. The Team Leader reports progress/needs to the Operations Chief.

Site Check/Security Team: Members of this team will take roll with their own class, send in their EOC form, and then ask a supervising teacher to watch their students. The Team Leader will report to the Operations Chief and then, if it is safe, send the team to check on utilities, etc. The Site Check/Security Team will notify the utility companies of a break or suspected break in utilities. The team will then proceed to the entrances where public safety and/or parents may arrive and help direct people to the Command Post or Student Reunification Areas. If neighbors arrive, the team should direct them to help support Traffic Control.

A violent crime or other situation near a school may require that the school staff take steps to quickly secure the school from outside intruders. This will involve developing specific assignments for school personnel during such an emergency and creating a check system to make sure the school is secure. This person would then act as a liaison with the agency handling the local event.

Situation Analysis: The person in charge of situation analysis will provide ongoing analysis of situation and resources status - *What if...*

Staffing Assignment Coordinator: The role of this position is to use available personnel to assist with carrying out the core functions associated with an incident. Any teacher not assigned students during an incident and any school personnel arriving at the incident should directly report to this person. Working closely with the Incident Supervisor, the person will direct staff to the areas that need assistance. Those responsible for organizing the various areas will coordinate with this person in requesting manpower during the incident. This person will keep a roster of assignments and manpower needs and make requests of administrative offices when needed.

Student Release a.k.a. Parent Reunion Coordinator: This team will supervise the release of students. They will document the persons picking up students. They must record the time, signature, and where they will be taking the student. Pictures of each child with the adult picking them up may be useful. Members will take roll with their own class, send in their EOC form, and wait to be called up. Before parents begin arriving, the Team Leader will begin setting up the Reunification Center, with support if needed, in a predetermined location. They will gather information regarding attendance from the Admin/Finance Team. When parents begin arriving, the Team Leader will call up the rest of the team and notify the Operations Chief. As more parents arrive, more teachers and classified staff will be assigned to this staging area. Students will be re-assigned to other Supervising Teachers. If evacuating the site, before leaving the school grounds, the Student Release Team will post a notice on the front door informing

parents where to pick up their children. If the front door is no longer there, the notice will be placed on the flagpole.

Student Supervision Team: This team supervises all students unless otherwise assigned. Other teachers who have designated responsibilities that take them away from their class will be reporting to a member of the Student Supervision Team before they leave their class in his care. This team will be working closely with the Student Release Team to make sure that students do not leave until their parent or adult has signed them out from the release area.

Supplies/Facilities: This person will locate and provide facilities, equipment, supplies and materials as needed.

Timekeeping & Purchasing: This person will maintain accurate records of staff hours and of purchases.

Transportation: The school staff member responsible for organizing this operation works with the district Transportation Department to coordinate the arrival of buses and the loading of students onto the proper bus. Responsibilities for this person include: arranging for buses, supervising loading and moving of buses, and arranging alternative forms of transportation as needed. The Operations Chief will direct the team to move students off campus, if necessary.

SECTION 2 STAGING AREAS

Indoor Command Post:

1. Main Office
2. Cafeteria/Multipurpose Room

Outdoor Command Post:

1. Outside Principal's Office on playground inside gates
2. Picnic Table area behind cafeteria

Triage Area:

Indoor-room 10

Outdoor-grassy area next to room 10

Parent Reunification Area:

Cafeteria

Classrooms

Field

Bus Staging Area:

Field

Cafeteria

Media Staging Area:

Grassy area in front of school (outside gates)

Off-Site Evacuation Location:

SECTION 3 LOCKDOWN PROCEDURES

The school lockdown procedure serves many functions during an emergency situation:

- When a lockdown is initiated, the majority of students and teachers will be taken away from the threat.
- The dangerous situation can be isolated from much of the school.
- Accounting for students can accurately take place in each classroom.
- Depending on the situation, an organized evacuation can take place away from the dangerous area.

In addition to an onsite emergency, lockdown procedures can be modified for use during a local incident in which the school population is not in direct danger. A local incident might be a sheriff or fire event nearby or an injury on school grounds that requires limiting student movement in the area.

When a lockdown is announced, several steps should take place. Someone must be assigned to the dangerous situation or area to ensure students and staff do not enter the area. Immediate notification should be made to the 911, fully explaining what is known at that time. The bells must be held and instructions to ignore the fire alarm should be given.

When ordering a lockdown, the following announcements should be made and repeated several times:

A) Classes in progress (not during lunch)

"Teachers, please secure your students in your classrooms immediately. All students report directly to your classrooms and ignore any fire alarms."

B) Class change in progress

"Teachers and students, it is necessary to begin a lockdown of classrooms. All students report directly to your next assigned class and ignore any fire alarms."

C) Lunch is in session

Add the following to either announcement:

"Students in the cafeteria, follow the instructions of the staff in the cafeteria."

Unassigned teachers should ensure that students in hallways are placed in classrooms immediately. Staff members should check restrooms and other areas where students may be found. If students are found and are not close to their classroom, students should go into the closest occupied classroom. Then teachers should stay in a locked room and notify the office of their location.

During a lockdown, special attention should be given to the areas of the school where numerous students are gathered in an unsecured environment, such as the

cafeteria, auditorium, or library. Arrangements should be made so that students in these areas can be moved to nearby locations that can be secured.

When a teacher with a class hears one of the lockdown announcements he or she should follow these directions:

1. Lock the classroom door immediately.
2. Keep all students sitting on the floor, away from the door and windows.
3. Use caution and discretion in allowing students entry into the classroom.
4. Advise the students that there is some type of emergency but you don't know what it is.
5. Take attendance and prepare a list of missing students and extra students in the room. Prepare to take this list with you when you are directed to leave the classroom.
6. If there is a phone in your classroom, do not use the telephone to call out. Lines must be kept open, unless there is an emergency situation in the classroom.
7. Ignore any fire alarm activation. The school will not be evacuated using this method.
8. Project a calm attitude to maintain student behavior.
9. When or if students are moved out of the classroom, assist them in moving as quietly and quickly as possible.
10. Remain in the room until a member of the Crisis Management Team comes to the room with directions, or a sheriff arrives with directions.

Teachers should be aware of the emotional response some students may have to a lockdown situation. For example, teachers could prepare for frightened students vomiting by keeping plastic bags and cleaning supplies available in the classroom. Another idea is to keep a supply of gum, mints, or hard candy in each room to help relax students.

Depending on the grade level, students will ask many questions that teachers will not be able to answer. Being familiar with the lockdown procedures and the role of the ICS will provide a better understanding of what is taking place and what can be expected.

As a lockdown is taking place, the Incident Command Team should ensure that several functions are taking place. Depending on the situation, the school may need to be completely secured from the inside. This will require specific individuals being assigned to lock any open doors. Notifications will continue to be made to school administration and possibly the sheriff department if the sheriff has not arrived on the scene. Any known injuries should also be reported to the administration, who will relay that information to the sheriff.

Communication via school radio is permissible as long as the incident does not involve an explosive device or a suspect in possession of a radio or scanner. The

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

Once a lockdown has been started, wait for the sheriff department to arrive before arranging for evacuation of the school. This will allow for a more secure environment during the evacuation and assist the sheriff if a tactical operation is necessary.

Special areas of concern:

Special attention should be paid to the playground area of each school. Teachers must be able to hear the lockdown announcement and an alternate lockdown location must be identified. This location can be indoors or outdoors, if students can be safely hidden on the playground. In either case the lockdown location must be determined during initial crisis planning and the information should be clearly communicated to all staff members.

SECTION 4 EVACUATION PROCEDURES SECTION 4

General Evacuation

Evacuation decisions are very incident-specific. If the release occurs slowly, or if there is a fire that cannot be controlled within a short time, then evacuation may be the sensible option. Evacuation during incidents involving the airborne release of chemicals is sometimes necessary. If a general evacuation is ordered, the school population will be sent home, to the off site evacuation location, or to another location. Students are evacuated by walking or on school busses. If the school has been evacuated, the response personnel will need to decide when it is safe to return. They will need to verify data collected by the monitoring crews and consider the advice of the health officials concerned.

Evacuation of School Grounds

In the event the school cannot be occupied following an evacuation, it may be necessary to evacuate the school grounds. We will evacuate to the off site evacuation location.

The principal will call the Superintendent. Before leaving the school grounds, the Student Release Team will post a notice on the front door informing parents where to pick up their children. If the front door is no longer there, the notice will be placed on the flagpole.

During evacuation, the students will walk quickly, quietly, and in single file. If busses are available, students will board {insert location}. When releasing students to the care of parents or other adults, refer to the section entitled, "Release of Students to Parents".

School Evacuation Instructions

Exit the Building

- Go to the designated assembly area.
- Immediately upon hearing the fire alarm signal or instructions to "leave the building" over the intercom, students, faculty and others in the building shall evacuate the building via prearranged evacuation route quickly, quietly and in single file. The last person out of the room shall pull the door closed, but will not lock it. All will proceed to the designated assembly area.

Teachers

- Take class lists, red/green cards and student emergency card.
- Make special provisions to assist handicapped students.
- Exit the building through assigned exit or nearest unblocked exit.
- Lead the class out of the building to pre-designated area at least 500 feet from building. Area must be free from hazards such as overhead power lines, gas lines and motor vehicle traffic.

- Take roll and report any missing students (by name) to the Student Supervision Leader at pre-designated location away from building.
- Necessary first aid should be performed.

Students

In homeroom class

- Leave all personal items in classroom.
- Follow their teacher and exit in a quiet and orderly manner.

NOT in homeroom

- Leave all personal items in classroom.
- Exit with their supervisor, or if alone, exit the nearest unblocked exit.
- Remain with the class with which they exited until it is deemed safe for the student to return to his/her regular class.

At recess / break

- During recess, students should go to their assembly area.
- Students should go to the assembly area of the next class on their schedule.

Staff Not Assigned To Classrooms

- Will follow as directed in the Incident Command System.
- Assist as directed by principal or designee.

Principal or Designee

- Report any missing persons to emergency response personnel.
- If building is determined to be safe to re-enter:
 - Determine WHEN it is safe to re-enter
 - Notify teachers by all clear signal or runner. DO NOT USE FIRE ALARM SIGNAL for re-entry.
- If building is unsafe to re-enter, evacuate the school site, using predetermined plan.

Instruct teachers to:

- Release students to responsible adults using predetermined procedure.
- Students will exit school grounds to the blacktop/field either to board busses or to walk to {insert location}.

Evacuation of Students with Disabilities

Students with sensory, developmental, cognitive and mobility disabilities will have evacuation protocol in place that meets the requirements of their Individualized Education Plan, their Health Plan and/or Americans with Disabilities Act requirements. During an evacuation:

- A pre-designated staff member will assist with the evacuation.
- The staff member will describe the situation and actions to be taken in advance of beginning the evacuation procedures.
- The staff member will use facial expressions and hand gestures as clues when describing the procedures.
- The staff member will give one direction at a time during the evacuation.
- The student will never be left unattended.

Exit Route

An emergency exit route will be posted in the classroom beside the door. All who use this room should be familiar with the fire evacuation route as it applies to that room. When you have a substitute, make sure they are aware of where this map is located and that the roll sheet and student emergency information must be taken with them during the drill.

SECTION 5 STUDENT RELEASE PROCEDURES

Early Dismissal

The ultimate responsibility for the student's safety from the school to home in cases of emergency lies with the parent or guardian. Parents should work through community emergency preparedness groups to make preparations for the safety of their own children.

If an emergency occurs during the school day, and it is believed advisable to dismiss school, students will be provided shelter and supervision at the school as long as deemed reasonable by the principal.

The school will proceed on the basis that there will be no bus transportation or telephone communication. School will not be dismissed early unless school authorities have been assured by local emergency authorities that routes are safe for student use.

Follow the "Release of Students to Parents" plan.

Release of Students to Parents

Each teacher will have a copy of the student emergency information and a list of students on a clipboard. The adults listed on this card will be the only adults the students will be released to. Any other adult showing up may stay with the student, but he/she will not be permitted to leave with them. This clipboard is to remain with the teacher during any building evacuation exercise including a fire drill.

Prior to the approved adult taking the student, a release form must be filled out and signed. (See student release form.)

Teachers must stay with the students until all their students are picked up and/or the principal or his/her replacement approves of their leaving.

STUDENT RELEASE FORM

Date _____ Time _____

Student _____

Teacher _____

Room # _____ Grade _____

PERSON CHECKING OUT STUDENT: _____

Signature _____

STUDENT RELEASE FORM

Date _____ Time _____

Student _____

Teacher _____

Room # _____ Grade _____

PERSON CHECKING OUT STUDENT: _____

Signature _____

STUDENT RELEASE FORM

Date _____ Time _____

Student _____

Teacher _____

Room # _____ Grade _____

PERSON CHECKING OUT STUDENT: _____

Signature _____

SECTION 6 SCHOOL PARTNERSHIPS

Off Site Partnership:

SECTION 7 RESOURCES

Staff List/Special Skills

Staff Emergency Information

Staff Member

	Phone Number	Health Concerns	Special Skills
Abundia, Ammie			
AhddMaleh, Samia			
Alcala, Jeffrey			
Arakelyan, Kristine			
Arcilla, Rey			
Bennefeld, Michael			
Bolton, Lois			
Boyce, Jimmy			
Boyle, Michaelann			
Brown, Senovia			
Bryant, Angella			
Butler, Jerome			
Butler, Kimberly			
Cao, Martha			
Chamberlain, Denae			
Collier, Alyson			
Craven, Kimberly			
Crepps, Terri			
Davidson, Jessica			
Domalakes, Alyssa			
Domalakes, Andrea			
Eastteam, Eve			

Staff Member	Phone Number	Health Concerns	Special Skills
Edwards, Lori			
Erwin, Christina			
Erwin, Rita			
Espinoza, Angela			
Gamboa, Susanne			
Goodman, Shelia			
Hayes, Suzanne			
Haymore, Leah			
Hitzemann, Kayla			
Jensen, Carin			
Kaminaga, Reiko			
Karas, Terry			
Katkanova, Lyubov			
Kitchens, Katrina			
Klyuchnik, Tatyana			
Kyle, Stephen			
Leclaire, Kimberlee			
Leonard, Laura			
Lewis, Jamie			
Lewis, Jodie			
Luigi, Jean			
Lukes, Rebecca			
Lyons, Anne			
MacCracken, Deanna			
Macek, Leslie			
Mallory, Sandra			
Mendoza, Herminia			
Miller, Vickie			
Moreno-O'Connor, Margie			
Morgan, Kathleen			
Murta, Elizabeth			
Opfer, Julie			
Parker, Ginger			
Pessoa, Lupe			
Prince, Sarah			
Reason, Darlene			
Riley, Christian			
Robinson, Lauren			

Rogers, Jordan
Rucker, Carla
Sato, Amanda
Schmieder, Kristin
Smith-Lehmann, Rebecca
Smirnov, Michael
Snyder, Larisa
Stevens, Judy
Uhlman, Karen
Weiser-Lewis, Gloria
Wilson, Karri

SECTION 8 COMMUNICATIONS

It is likely that the public address system will be operational in most emergencies during which inside-the-building announcements need to be made. If it's not, communication will be by messenger(s) from the office to each teacher.

Communication between the custodial staff and the office staff will be by radio. One radio shall be assigned to each of the following people:

Principal
Secretary
Day Custodian
Night Custodian
Noon Duty Aide
Resource Teacher
Counselor
Operations Chiefs
Planning Chiefs
Logistics Chiefs
Incident Commanders

Telephone Communication

1. The school telephones may NOT be used by ANY person for outgoing calls of any kind during an emergency, except when authorized by the principal.
2. Appropriate authorities will be notified including 911, Twin Rivers Police Department, and the Superintendent.

SECTION 9 CRISIS PHONE DIRECTORY

- Sheriff/Fire Department: 911
- Twin Rivers Police Department: (916) 566-2777
- Poison Control Center, UCD Medical Center:(916) 734-3692
- Citizens Utilities (Water): (916) 568-4200
- SMUD (Electricity): (916) 456-7683
- PG&E (Gas): (916) 743-5000
- Superintendent's Office: (916) 338-6409
- Maintenance, Operations, Transportation (MOT):
 - Craig Deason, Assistant Superintendent: (916) 338-6337
 - Carol Surryhne, Assistant Superintendent's Secretary: (916) 338-6337
 - Kim Rogers, Staff Secretary: (916) 338-6417
- Child Protective Services (CPS): (916) 875-5437
- 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 off-site location indicated in Part 1 Section 2: Staging Areas section of this document. 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



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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 [ATTACHMENT 12]

Drills

The principal shall hold fire drills monthly and intruder alert and earthquake drills each trimester to ensure that all students, faculty members, and others are sufficiently familiar with such drills that they can be activated and accomplished quickly and efficiently. These drills shall be held at both regular and inopportune times to take care of almost any situation. Everyone in the building, including other employees, all office workers, all lunch workers, all custodial staff, and visitors must obey the instructions in the room or area they occupy when the alarm is sounded. Drills will also be carried out for quick evacuation of the multi-purpose room. The school secretary will be responsible to notify Sacramento Fire Department and Twin Rivers Police Department as necessary.

Once yearly, a full scale disaster drill will be held to give the staff an opportunity to fully implement the Incident Command System.

Training

The staff has participated in the following trainings:

- Arson Prevention (every other year – odd years)
- Bloodborne Pathogens for School Employees (every other year – even years) – October 2014
- Code Red Lockdown Training (annually) – October 2014
- CPR Training (every other year – even years) – {Insert date}
- NIMMS/ICS video (discuss components annually, can watch video every other year) – October 2014
- Mandated Child Abuse Reporter Training (annually) – October 2014
- Triage Training (every other year – odd years) – October 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 the sheriff or fire department.
- Bring classes being conducted in trailers into the school.
- Secure the school building, if necessary.
- Coordinate with team members and faculty to ensure all doors are secured and post lookouts inside the school who can alert you to approaching danger.
- Notify the District's Central Office.
- Assign sheriff and fire liaison member of Incident Command Team to monitor situation and provide updates as needed.
- Prepare for possible lockdown or evacuation depending on the situations. Follow sheriff or fire guidance.
- If sheriff or fire have not resolved the situation by dismissal time, plans will need to be made to alter or delay dismissal of students and transportation should be contacted with information.
- Informational letter for parents should be developed in conjunction with district office and sheriff or fire officials.

SECTION 2 AFTER-HOURS CRISIS PROCEDURES

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 Sheriff (911) and ask for a sheriff's unit to be dispatched to the school.

II. Administration

Make a judgment as to the validity of the threat, and react in the following manner whether or not you believe this to be a prank:

- a. Notify teachers to evacuate their rooms by announcing the bomb threat. All students should be at least 500 ft. away from the building.
- b. Wait for the sheriff's unit to arrive. Assist the officers as needed.

- c. Provide a designated employee(s) to assist law enforcement in search of suspicious objects on school grounds.
- d. Administrator must determine if students will need to evacuate the school grounds if no suspicious item is found.
- e. Maintenance, Operations, & Transportation will be called to provide busses for students, if necessary.

III. Teachers

- a. Upon receiving the notice to evacuate, have your students assemble outside your classroom in an orderly manner and wait for you.
- b. Students should take their backpacks with them.
- c. Check your room before you leave for anything out of the ordinary. Take a 360-degree sweep from eye level to floor and if you see anything suspicious, report it to an administrator.
- d. Keep your group together and walk with them to the field. Take your roll sheet and emergency information and call roll when you get there. Get your group together in an orderly manner and stay with them. You will probably be there for awhile, so take your time with these tasks and make sure students obey you perfectly.
- e. When you hear the all clear signal (announcement over the intercom or on the bullhorn) return to your classroom in an orderly manner.

IV. Custodians, Cooks, and other Classified Employees

- a. Check your work areas. Do a 360 degree visual check of your room(s) as described under "Teachers" above.
- b. Assist Administration as needed.

BOMB THREAT FORM

RECEIVING A BOMB THREAT

INSTRUCTIONS:

Be calm and courteous: LISTEN! Do not interrupt the caller. Quietly attract the attention of someone nearby, indicating to them the nature of the call. Ask the questions in the order they are listed. Complete this form as soon as the caller hangs up and the school administration has been notified.

Exact time of call: _____

Exact words of caller:

Questions to Ask

1. When is the bomb going to explode? _____
2. Where is the bomb? _____
3. What does it look like? _____
4. What kind of bomb is it? _____
5. What will cause it to detonate? _____
6. Did you place the bomb? _____
7. Why? _____
8. Where are you calling from? _____
9. What is your address? _____
10. What is your name? _____

Caller's Voice (Circle):

Calm	Disguised	Nasal	Angry	Broken
Stutter	Slow	Sincere	Lisp	Rapid
Giggling	Deep	Crying	Squeaky	Excited
Stressed	Accent	Loud	Slurred	Normal

Voice Description (Circle):

Male	Female	
Calm	Nervous	
Young	Old	Middle-Aged
Rough	Refined	

Accent: Yes No Describe _____

Speech Impediment: Yes No Describe_____

Unusual Phrases_____

Recognize Voice? If so, who do you think it was?_____

Background Noises (Circle):

Music TV
Traffic Running Motor (type)_____
Horns Whistles Bells
Machinery Aircraft Tape Recorder Other_____

Additional Information:

A. Did the caller indicate knowledge of the facility? If so, how? In what ways?_____

B. What line did the call come in on?_____

C. Is the number listed? Private number? Whose?

D. Person Receiving Call_____

E. Telephone number the call was received at_____

F. Date_____

G. Report call immediately to:_____
(Refer to bomb incident plan)

Signature_____ Date_____

THREATENING PHONE CALL FORM

Time call was received_____ Time caller hung up_____

Try to get another person on the line and record the conversation. Exact words of person: _____

Questions to ask if not already covered by caller's statement (record exact words)

1. What is your name? _____
2. What are you going to do? _____
3. What will prevent you from doing that? _____
4. Why are you doing this? _____

5. When are you doing this? _____
6. Where is the device right now? _____
7. What kind of device or material is it? _____
8. What does it look like? _____

Person receiving the call

Department _____

Dept Phone No. _____

Home Address _____

Date: _____

Person monitoring the call

Department _____

Dept. Phone No. _____

Home Address _____

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 12-10-1999

Domestic or Civil Disturbance

It should be noted that the normal school routine serves to reduce the threat of civil disturbance within the school. The classroom unit keeps students in small groups where each student is more easily known and can be held responsible for his/her actions. Outsiders are generally recognized and the potential for problems can be reduced if the integrity of the individual classroom unit can be maintained.

To reduce the potential for problems, these steps are standard procedure:

1. All teachers are to be at their lines directly after the final recess bell.
2. Teachers are expected to attend assemblies and sit with their classes.
3. Teachers and administrators are available if the need for control should arise before and after school.
4. The administration is aware of substitutes in the building and teachers in adjoining classrooms are available to assist substitutes in controlling students if the need should arise. Each substitute is provided with lesson plans by the teacher who is absent, whether by direct communication, previously prepared plans, or emergency plans on file in the office.
5. Teachers are asked to report the presence of any outsider they see to the administration.

In addition to the above listed procedures, teachers and administrators should be keenly aware of the general morale of the students. An atmosphere in which students feel free to approach teachers and discuss problems is encouraged so that a close working relationship with all the different groups in the school can be achieved.

It is important to be aware of community problems, which could possibly set the stage for civil disturbance. The PTA and School Site Council organizations can be helpful in determining problems and offering assistance. A liaison with law enforcement agencies must also be maintained.

Procedure to Deal with Civil Disturbances

Violent Person:

Teachers are to be notified by intercom to close and lock classrooms until the situation is cleared by the administration and/or police. The "duck and cover" drill will be initiated. Students located in the halls shall be moved to the nearest classroom as quickly as possible. While contact is made with law enforcement, one person (determined by the administration) may attempt to establish rapport

with the person, otherwise do not confront this person; contact the office immediately. The office will call 911. Administrators will inform the Superintendent.

If it is a parent with a restraining order planning to take his/her child, allow him/her to do so if it appears that it may be dangerous to intervene. Get a description of the subject, license number, make and model of car and direction of travel. If there are any records on this person in the school office have them ready for law enforcement. See further information under the heading, "Kidnapping/Attempted Kidnapping."

Mob:

If the persons involved are from outside the school, the same procedure as used with a violent person should be implemented. If students are involved, the administration will determine the need for police assistance. If advance warning is received, steps will be taken to try to prevent the incident. In the absence of law enforcement, the administration will do whatever it believes necessary to alleviate the problem. The administration will make a written report of the entire incident.

Unidentified Person(s) Taking Control:

If an unidentified voice gives orders over the intercom threatening or calling a general assembly or asking for individuals, teachers are to close and lock their classroom doors. If an unidentified person comes to the room, he/she is to be asked for office clearance. Pick up the phone and contact the office if the person refuses to leave.

SECTION 13 KIDNAPPING/ATTEMPTED KIDNAPPING

Definition: The physical capture or attempted physical capture of a student or staff member against their will.

1. Principal or designee will contact the Sacramento Sheriff (911).
2. Principal or designee will contact the Superintendent and report the situation.
3. Principal or designee will contact the parent or guardian of the kidnapping victim.
4. Principal or designee will inform the teachers of the situation and give further instructions regarding child safety.
5. Principal or designee will inform secretary on how to respond to phone calls regarding the incident.

SECTION 14 MEDICAL EMERGENCY

Our school shall be prepared to provide basic first aid while summoning necessary emergency assistance. A list of qualified persons who have had First Aid and CPR training should be maintained by the principal. This list must be updated and distributed to the staff annually.

An emergency card will be filed in the office for each student with emergency numbers to call in case of an accident, injury, or illness. Parents will always be notified as soon as possible of any reportable accident, injury, or illness.

Any reportable accident or injury incurred on school property or during a school activity off campus will be reported in writing to the office of the principal no later than 24 hours from the occurrence. Accident forms are kept in office filing cabinet.

The general emergency number 9-1-1 will be explained each year to all school personnel, and this number will be readily visible on all telephones.

A first aid kit shall be maintained in the office and rotated. A Red Cross first aid booklet is provided with each kit. First aid procedures will follow the current American Red Cross First Aid Manual.

Although some staff members are trained in basic first aid and CPR procedures, they are not to be considered medical experts. The first aid kits are to be used only in cases of emergency.

First Aid Stations

A first aid station is always maintained in the nurse's office. In the event of a large scale emergency that requires an evacuation, a medical station will be set up by the Medical Team in a pre-determined location. If evacuation is not necessary, the nurse's station and/or the multi-purpose room will be used.

Rescue

With a non-critical or less serious injury, move the victim to the nurse's office.

With a serious or critical injury, do the following:

1. Evaluate the situation. Unless the victim is in further danger, do not move him/her.
2. Be sure the victim is breathing.
3. Control serious bleeding.
4. Send a runner to notify the office.
5. Treat for shock.
6. Keep comfortable and try to maintain normal body temperature.

With non-critical illness or injury, do the following:

1. Administer first aid.
2. Notify parents for their information and action. If parents cannot be contacted, notify other adults on the emergency card.
3. If no one can be contacted, lie the student down in the nurse's office or send the student back to class if the injury doesn't warrant the need to keep a close watch on the student.
4. Keep a record of time of injury, what first aid was administered and at what time.

With critical illness or injury, do the following:

1. Administer first aid to the extent possible.
2. Call 9-1-1 if the situation is life threatening or if the child is in need of immediate medical intervention.
3. Notify parents for their action and information.
4. Keep a record of time of injury, what first aid was administered and at what time.
5. Notify the superintendent's office.
6. Complete appropriate injury, illness, or insurance report promptly.
7. Keep a record of which students were sent to the hospital.

FIRST AID INSTRUCTIONS

Abdominal Pain	Eyes
Artificial Respiration	Fainting
Bleeding	Fracture
Internal Bleeding	Frostbite
Bone Injuries	Head Injury
Breathing	Heart Attack
Rescue Breathing	Nosebleeds
Burns	Pandemic Flu Plan
Choking (Heimlich Maneuver)	Poisoning
Convulsions or Seizures	Puncture Wounds
Diabetics	Seizure
Dog Bites	Shock
Ears	Sunstroke
Electric Shock	Wounds

Abdominal Pain

Abdominal pain may be due to food poisoning, appendicitis, hernia, ulcer, gallstones, or kidney stones. The symptoms are so similar that medical assistance should be obtained if the pains continue for several hours.

Artificial Respiration

1. Steps for mouth-to-mouth artificial respiration:
 - Clear airway

- Tilt head back (unless possible neck injury - use jaw thrust)
 - Pinch nostrils
 - Seal mouth and blow
 - Watch for chest to rise
 - Listen for air to escape from mouth
 - Watch for chest to fall
 - Repeat: 12-16 times per minute in adults; 16-20 times per minute in children.
2. If victim's tongue obstructs airway:
 - Tilt the head
 - Jut the jaw forward
 3. If facial injuries make it impossible to use mouth-to-mouth method then use the manual method.
 - Use mouth-to-nose if airtight seal is impossible over victim's mouth.
 - Small child - cover both mouth and nose.
 4. Continue artificial respiration until victim begins to breathe for him/herself or until help arrives.
 5. Carbon Monoxide Poisoning or Asphyxiation (due to lack of oxygen):
Check for breathing difficulties and give artificial respiration.

Bleeding

1. Apply direct pressure on the wound.
2. Elevate the wounded area if an arm or leg is bleeding.
3. Apply pressure on the supplying artery of the arm or leg if steps 1 and 2 do not stop bleeding.
4. Only as a last resort (if they will die without this), apply a tourniquet to stop the bleeding. Once applied, a tourniquet must be loosened or removed only by a doctor.

*Internal bleeding – Treat for shock

Bone Injuries

1. Dislocations: fingers, thumb, shoulder
Keep the part quiet. Immobilize shoulder with arm sling.
2. Fractures:
 - Signs of a closed fracture:
 1. Swelling
 2. Tenderness to touch
 3. Deformity
 4. Discoloration
 - Treatment (closed fracture - no bleeding or broken skin at wound)
 1. Keep broken bone ends from moving
 2. Keep adjacent joints from moving
 3. Treat for shock

- Treatment (open fracture - broken bone and broken skin)
 1. Do not move protruding bone end
 2. If bleeding, control bleeding by direct pressure on wound
 3. Treat the same as closed fracture after bleeding is controlled.
- 3. Sprains (injury to soft tissue around a joint)
 - Always immobilize
 - Elevate joint
 - Apply cold packs during first half hour
 - Treat the same as closed fractures
 - X-ray may be necessary

Breathing - Unconscious Person

Breathing is the most critical thing we must do to stay alive. A primary cause of death is lack of air!

Be careful approaching an unconscious person. He or she may be in contact with electrical current. If this is the case, turn off the electricity before you touch the victim.

There are hundreds of possible causes of unconsciousness; the first thing you must check for is breathing.

1. Try to awaken the person by firmly tapping him or her on the shoulder and shouting, "Are you all right?"
2. If there is no response, check for signs of breathing.
 - a. Be sure the victim is lying flat on the back. If you have to roll the victim over, move the entire body at one time.
 - b. Loosen tight clothing around neck and chest.
3. Open the airway:
 - a. If there are no signs of head or neck injuries, tilt the head back and lift the chin to move the tongue away from the back of the throat.
 - b. Place your ear close to the victim's mouth; listen and feel for breathing.
 - c. If you can't see, hear, or feel any signs of breathing, you must begin breathing for the victim.
 - d. Begin rescue breathing immediately. Have someone else summon professional help.

Rescue Breathing:

1. Giving mouth-to-mouth rescue breathing to an adult:
 - a. Put your hand on the victim's forehead, pinching the nose shut with your fingers. Your other hand is lifting the victim's chin to maintain an open airway.
 - b. Place your mouth over the victim's, making a tight seal.
 - c. Breathe slowly and gently into the victim until you see the chest rise. Give 2 breaths, each lasting about 1½ seconds. Pause between breaths

- to let the airflow out. Watch the victim's chest rise each time you give a breath to make sure air is going in.
- d. Check for a pulse after giving these 2 initial, slow breaths. If you feel a pulse but the victim is still not breathing, give one breath about every 5 seconds. After 10 to 12 breaths, re-check pulse to make sure the heart is still beating.
 - e. Repeat the cycle every 5 seconds, 10-12 breaths per minute, rechecking the pulse after each cycle. Continue rescue breathing until one of the following happens:
 - The victim begins to breathe without your help
 - The victim has no pulse (begin CPR).
 - Another trained rescuer takes over for you.
 - 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:
 - The child begins to breathe on his/her own.
 - The child has no pulse (begin CPR).
 - Another trained rescuer takes over for you.
 - You are too tired to go on.

Burns

1. Degrees:
 - Skin red (1st degree)
 - Blisters develop (2nd degree). Never break open blisters.
 - Deep tissue damage (3rd degree)
2. First Aid for thermal burns (1st and 2nd degree burns) to exclude air:
 - Submerge in cold water
 - Apply a cold pack
 - Cover with a thick dressing or plastic. (Do not use plastic on face.)
 - After using cold water or ice pack, cover burned area with a thick, dry, sterile dressing and bandage firmly to exclude air.
3. First Aid for 3rd degree burns:
 - Apply a thick, dry sterile dressing and bandage to keep out air.
 - If large area, wrap with a clean sheet or towel.

- Keep burned hands and feet elevated and get medical help immediately.
 - Treat the same as shock victim, giving fluids as indicated; warmth necessary.
4. First Aid for chemical burns
- Wash chemical away with water.
5. Acid burn to the eye (also alkali burns)
- Wash eye thoroughly with a solution of baking soda (1 teaspoon per 8-ounce glass of water) or plain water for 5 minutes.
 - If victim is lying down, turn head to side. Hold the lid open and pour from inner corner outward. Make sure chemical isn't washed out onto the skin.
 - Have victim close the eye, place eye pad over lid, bandage and get medical help.

Choking (Heimlich Maneuver)

If the air passage is blocked by food or other foreign material, remove it with your finger if possible. Be careful not to force it deeper into the throat. If the person is coughing, he is getting some air. But if the passage is completely blocked, he can't breathe or speak; immediately do the following:

- Stand behind a slumped-over victim; wrap your arms around his waist below the diaphragm.
- Grasp your wrist with your other hand.
- Place your fist against the victim's abdomen, slightly above the navel and below the rib cage.
- Press your fist strongly and quickly in and slightly up into his abdomen.

If the victim is on his back:

- Kneel, facing him, astride his hips.
- With one of your hands on top of the other, place the heel of the bottom hand on the victim's abdomen slightly above the navel and below the rib cage.
- Press the heel of your hand forcefully into the abdomen with a quick, upward thrust. If necessary, repeat several times.

Convulsions or Seizures

1. Symptoms

- Jerking movements
- Muscular rigidity
- Blue about the lips
- May drool
- High fever

These seizures are seldom dangerous, but they are frightening.

2. Causes

- Head injuries

- Severe infections
 - Epilepsy
3. Treatment
- Prevent patient from hurting himself
 - Loosen tight clothing
 - Do not restrain
 - If breathing stops, apply mouth to mouth resuscitation
 - Do not give liquids nor put patient in warm water
 - When the seizure is over, treat as for shock keeping patient warm

Prompt medical help is needed if the patient does not have a history of convulsive disorders.

Diabetics

Diabetics may lose consciousness when they have too little or too much insulin. Unless you are thoroughly familiar with his treatment, it is better to seek medical help rather than to attempt first aid. These people often wear some type of medical identification.

Dog/Animal Bites

1. It is extremely important that the dog/animal be identified if the person bitten is to avoid rabies shots. Secure the animal, if possible without danger to yourself, with a leash, rope or in an enclosed area. If the animal cannot be contained, attempt to remember as much as possible about the animal's description so that animal control can make a thorough search of the area.
2. Attend to the wound by washing the area with water and soap for five minutes and bandage if possible. Inform parents and refer to the family physician.
3. Notify animal control center. Give description of the animal and name and address of the victim.
4. Complete the Report of Student Accident Form.
5. Notify school nurse so that information can be recorded in the pupil's health folder.

Ears

Foreign objects usually require medical assistance. Insects may be removed by using warm mineral or olive oil. When the head is tilted, the insect and oil usually drain out.

Electric Shock

1. Do not touch the victim if he is still in contact with the electricity.
2. Turn off the main switch or pull plug.
3. Be aware of the possibility of breathing emergency.

Eyes

Contact a physician immediately if the foreign substance is metallic or abrasive. Particles can often be washed out with water or removed with the corner of a clean handkerchief.

Fainting

1. Fainting is due to a temporary decrease of blood and oxygen to the brain. It may be preceded by paleness, sweating, dizziness, disturbance of vision and nausea.
2. Place the victim in a reclining position and treat as for shock. If a victim feels faint, have him sit and place his head between his knees.

Fracture

Bone Fracture (unless in imminent danger, do not move the individual)

Closed Fracture: The signs of a closed fracture are swelling, tenderness, deformity, and discoloration. When there is a fracture (or suspected fracture):

1. Keep the injured person calm
2. Do not permit the victim to walk about.
3. Notify parent.
4. Splint fractures to prevent further injury if the victim must be transported by someone other than emergency medical personnel.
5. Call for emergency help for leg, back, neck, or hip injuries, or if parent is unable to take child for medical care.

Compound Fracture: Your objectives are to prevent shock, further injury, or infection in compound fractures (where skin has been broken).

1. Keep the injured person calm and cover him only enough to keep him from losing body heat.
2. Do not try to push the broken bone back into place if it is sticking out of the skin.
3. Do not try to straighten out a fracture or put it back into place.
4. Do not permit the victim to walk about.
5. Notify parent.
6. Splint fractures to prevent further injury if the victim must be transported by someone other than emergency medical personnel.
7. Call for emergency help for legs, back, neck, severe bleeding, hip injuries, or if parent is unable to take the child for medical care.

Frostbite

1. The frostbitten area will be slightly reddened with a tingling sensation of pain. The skin becomes grayish-yellow, glossy and feels numb. Blisters eventually appear.

2. Re-warm the area by quickly submerging it in warm water (start with 98 degrees and gradually warm to 102-103 degrees). Don't rub the area nor break the blisters.

Head Injury

1. Symptoms

- May or may not be unconscious
- Unconsciousness may be delayed one-half hour or more
- Bleeding from mouth, nose or ear
- Paralysis of one or more extremities
- Difference in size of pupils of the eyes

2. First Aid for Head Injuries:

- No stimulants or fluids
- Don't raise his feet; keep the victim FLAT
- Observe carefully for stopped breathing or blocked airway
- Get medical help immediately
- When transported, gently lay flat
- Position head to side so secretions may drool from corner of mouth
- Loosen clothing at neck

Heart Attack

A heart attack may be identified by severe chest pains, shortness of breath, paleness and perspiration. Extreme exhaustion may also accompany the attack. The patient may breathe easier if he is propped up. Mouth-to-mouth resuscitation may be needed. Medical help with oxygen may be required.

Nosebleeds

Nosebleeds can be controlled by grasping the nose firmly between the fingers and holding it for 5-10 minutes. Ice packs will also help control bleeding. Nosebleeds are usually minor, but if bleeding can't be controlled, medical help is needed. Maintain pressure on nose until a doctor is present.

Pandemic Flu Plan

Seasonal Flu:

- Caused by influenza viruses that are closely related to viruses that have previously circulated; most people will have some immunity to it.
- Symptoms include fever, cough, runny nose and muscle pain.
- Complications such as pneumonia are most common in the very young and very old and may result in death.
- Vaccine is produced each season to protect people from the three influenza strains predicted to be most likely to cause illness.

Mild to Moderate Pandemic:

- Caused by new influenza virus that has not previously circulated and can be easily spread.

- It is likely most people will have no immunity to the new virus; it will likely cause illness in high numbers of people and more severe illness and deaths than seasonal influenza.
- Symptoms are similar to seasonal flu, but may be more severe and have more serious complications.
- Healthy adults may be at increased risk for serious complications.

Severe Pandemic:

- A severe strain causes more severe illness, results in a greater loss of life and has a greater impact on society.
- Workplace absenteeism could reach up to 40% due to people being ill themselves or caring for family members.

Measures to limit the spread of flu:

- Promote hand-washing/use of antibacterial wipes, cough hygiene via modeling by school staff.
- Cover nose and mouth with a tissue or upper arm if a tissue is not available
- Dispose of used tissue in a waste basket and wash hands after coughing, sneezing or blowing nose.
- Use warm water and soap or alcohol-based sanitizers to clean hands.
- Wash hands before eating or touching eyes, nose or mouth.

Encourage vaccination of staff and students for whom the flu vaccine is recommended.

Persons developing symptoms at school should be sent home as soon as possible and instructed not to return until well.

Social distancing:

In a pandemic, the risk of getting the flu is greatest when one has close contact with an infected person. Social distancing measures may include standing three feet apart when communicating, canceling outdoor recess, and monitoring hand washing after bathroom use and after sneezing/coughing/blowing nose. Wipe phones with antibacterial wipes after each use. Limit use of headphones, keyboards and any other shared items in the classroom – wipe with antibacterial wipes after each use.

Use a bacterial spray (such as Lysol) in the classroom twice daily.

Open windows if weather permits while room is occupied or when students leave the room for lunch. Consider possible school closure for a short amount of time early in the course of a community outbreak.

Consult www.pandemicflu.gov for new and updated information.

Poisoning

1. In all oral poisoning, give liquids to dilute the poison.

2. Procedures for handling specific oral poisoning cases should be reviewed by teachers of classes in areas where poisoning may take place.

Puncture Wounds (knife and gunshot)

A puncture wound may be caused by a pointed object such as a nail, piece of glass, or knife that pierces the skin. Gunshot wounds are also considered to be puncture wounds. Generally, puncture wounds do not bleed a lot and are therefore susceptible to infection. Severe bleeding can result if the penetrating object damages internal organs or major blood vessels.

If an object is impaled in a wound, DO NOT REMOVE IT.

- Place several dressings around the object to keep it from moving.
- Bandage the dressings in place around the wound.
- Call 911 and contact parents.

A puncture wound to the chest can range from minor to life threatening. A sucking chest wound is one in which the rib cage has been penetrated and you can hear a sucking sound every time the victim takes a breath.

- Without proper care, the victim's condition will quickly worsen.
- Cover the wound with a dressing that does not allow air to pass through it.
- A plastic bag, latex glove, or plastic wrap taped over the wound will help keep air circulating through the lungs.
- Give additional care as needed. Watch for shock.
- Call 911 and contact parents.

Seizure

An alarming sight, a person experiencing a seizure may exhibit limbs jerking violently, eyes that roll upward, and breath that becomes heavy with dribbling or even frothing at the mouth. Breathing may stop in some seizures, or the victim may bite his or her tongue so severely that it blocks the airway. Do not attempt to force anything into the victim's mouth. You may cause injury to the victim or yourself.

1. During a seizure:
 - a. There is little you can do to stop a seizure.
 - b. Call for help.
 - c. Let the seizure run its course.
 - d. Help the victim to lie down and keep from falling to avoid injury.
 - e. Do not use force.
 - f. Loosen restrictive clothing.
 - g. Do not try to restrain a seizure victim.
 - h. Cushion the victim's head using folded clothing or a small pillow.
 - i. If a seizure lasts 10 minutes in a known epileptic, or 5 minutes in a person with no seizure history, call 911.

2. After a seizure:
 - a. Check to see if the victim is breathing. If not, immediately begin rescue breathing.
 - b. Check to see if the victim is wearing a MEDIC ALERT or similar bracelet. It describes emergency medical requirements.
 - c. Check to see if the victim has any burns around the mouth. This would indicate poison.
3. The victim of a seizure may be conscious but confused and not talking when the intense movement stops. Stay with the victim and be certain that breathing continues. When the victim is able to move, get medical attention.

After the seizure is over, the pupil can be taken to the office to lie down until the dazed phase is over and parents are notified. The student should be attended to continuously until fully recovered.

Very rarely a condition called "status epilepticus" occurs in which one seizure follows another for a long period of time. This is a medical emergency; call 911.

Shock

1. Shock is likely to develop in any serious injury or illness. Shock may be serious enough to cause death even though the injury itself may not be fatal. Four important symptoms of shock are:
 - Pale, cold, moist skin
 - Weak and/or rapid pulse
 - Rapid breathing
 - Altered consciousness
2. The symptoms of shock may appear immediately or may be delayed for an hour or more. Give shock care to all seriously injured persons:
 - Have the victim lie down.
 - Control any external bleeding.
 - Help the victim maintain body temperature, cover to avoid chilling.
 - Reassure the victim.
 - Elevate legs about 12 inches unless you suspect head, neck, or back injuries or broken bones involving hips or legs.
 - Do not provide anything to eat or drink.
 - Call 911.
 - Call parents.

Sunstroke

1. A person with sunstroke will have nausea, weakness, headache, cramps, pounding pulse, high blood pressure and high temperatures (up to 106

degrees.) The armpits are dry; skin flushed initially but later turns ashen or purplish. Delirium or coma is common.

2. Medical help is crucial. While waiting for medical aid, reduce temperature with a cold bath, sponging with alcohol or water, until the temperature is down. Hospitalization should be immediate.

Wounds

An abrasion is a wound caused by scraping off the outer layer of skin. An abrasion is usually superficial with little bleeding but infection can occur unless the wound is cleaned with soap and water. Wash away from the wound.

An incision is a cut caused by a sharp object such as a knife, razor blade, or piece of glass. Bleeding is a serious problem. Medical help is often necessary in case the wound must be sewn.

A laceration is a tear or jagged, irregular wound caused by a hard object such as a rock, machine tool, bicycle or automobile. Animal bites are also lacerations. Surrounding tissue is damaged and bleeding may be profuse. A minor laceration can be cleaned with soap and water, but if the bleeding is severe, a pressure dressing may be needed. If the laceration is caused by an animal, medical help is required for testing and treatment of the animal.

A puncture wound is caused by deep penetration of a sharp object such as a pencil, nail, ice pick, bullet, spear or arrow. There may be little surface bleeding, but severe internal bleeding can result. A puncture wound is difficult to cleanse and may require a tetanus shot to guard against infection.

SECTION 15 MISSING STUDENT

Maintaining strict visitor control procedures and enforcing the requirement for employees to wear identification badges will help control unwanted and dangerous access to the school. Penal Code section 626 will help control access by outsiders to the school.

Access into Building

- All doors are to be locked during the school day, with the exception of the main entrance.
- Signs must be posted on all doors directing visitors to report to the main office.

Student Accountability

- Elementary and middle school students shall not be left alone unsupervised anywhere in the building or on school grounds during the school day.

Photo Identification Badges

- All personnel who work in or regularly visit schools in the course of business are required to wear an assigned identification badge. This regulation includes full and part-time staff, food services personnel, and bus drivers/attendants.
- Badges must be worn in a manner that makes them readily visible.

Visitor Badges and Log

- Schools must issue numbered visitor badges that include the name of the school and the current school year.
- School staff must be aware of visitor badge procedures and their responsibility in reporting violations.

In a missing child incident, assign a member of the Incident Command Team to organize a search of the school. Call 911. Record the name and contact number of person reporting the child missing. If the case involves abduction, begin gathering witness information for the sheriff. Confirm child attended school that day. Assign staff member to begin checking last known location of the child.

1. Begin gathering information on the child, including:
 - Description, including height, weight, skin color, eye color, clothing, backpack, etc.
 - Obtain photo, if available.
 - Home address, phone number, parents' contact numbers
 - Class schedule, special activities
 - Bus or walking route information
2. Contact custodial parents.
3. Convene crisis management team.
4. Begin recording events.

5. If incident is happening during the school day, consider holding the bells until the matter is either resolved or school has been completely searched for the student.
6. Notify the Center Unified District Office.
7. Obtain information on possible witnesses, friends, and last person to see student.
8. If incident occurred while student was on the way home, contact bus driver, safety patrol, crossing guard.
9. Double check circumstances. Could child have ridden the wrong bus or walked home? Did someone pick-up the child? Is the child at another activity?
10. Assist the sheriff's department with investigation.
11. Arrange for counseling of students as needed.

At any point during these steps, if the child is found, inform everyone who has been notified of the incident that the child is no longer missing.

SECTION 16 PUBLIC DEMONSTRATION

Most groups will give advance warning of a planned protest. When the warning comes:

- Identify a spokesperson for the group.
- Obtain information on when, why, how many.
- Contact the Center Unified District Office. The District Office should contact the sheriff and advise them of the situation.
- Notify faculty of the planned demonstration.
- Develop an information letter to parents.
- Continually work with the Office of Community Relations on any statements or contact with the demonstrating group.
- If demonstration occurs, curtail class changes to limit confusion.
- Do not allow students to be interviewed by media or join in demonstration.
- Assign CMT members to act as liaison with police, media, and the demonstrating group.
- Direct one staff member to handle all incoming calls.
- Prepare to establish areas where demonstrators can set up without affecting the operation of the school.
- Notify transportation of demonstration and any possible impact buses may encounter arriving at or departing from the school.

SECTION 17 SCHOOL SITE AS MASS CARE AND WELFARE SHELTER

The American National Red Cross ("Red Cross"), a not-for-profit corporation chartered by the United States Congress, provides services to individuals, families and communities when disaster strikes. The disaster relief activities of the Red Cross are made possible by the American public, as the organization is supported by private donations and facility owners who permit their buildings to be used as a temporary refuge for disaster victims.

The governing board of any school district shall grant the use of school buildings, grounds and equipment to public agencies, including the American Red Cross, for mass care and welfare shelters during disasters or other emergencies affecting the public health and welfare.

1. Use of Facility: Upon request and if feasible, the Center Joint Unified School District (CJUSD) will permit the Red Cross to use the Facility on a temporary basis as an emergency public shelter.
2. Shelter Management: The Red Cross will have primary responsibility for the operation of the shelter and will designate a Red Cross official, the Shelter Manager, to manage the sheltering activities. CJUSD will designate a Facility Coordinator to coordinate with the Shelter Manager regarding the use of the Facility by the Red Cross.
3. Condition of Facility: The Facility Coordinator and Shelter Manager (or designee) will jointly conduct a pre-occupancy survey of the Facility before it is turned over to the Red Cross. They will record any existing damage or conditions. The Facility Coordinator will identify and secure all equipment that the Red Cross should not use while sheltering in the Facility. The Red Cross will exercise reasonable care while using the Facility as a shelter and will make no modifications to the Facility without the express written approval of CJUSD.
4. Food Services: Upon request by the Red Cross, and if such resources exist and are available, CJUSD will make the food service resources of the Facility, including food, supplies, equipment and food service workers, available to feed the shelter occupants. The Facility Coordinator will designate a Food Service Manager to coordinate the provision of meals at the direction of and in cooperation with the Shelter Manager. The Food Service Manager will establish a feeding schedule, determine food service inventory and needs, and supervise meal planning and preparation. The Food Service Manager and Shelter Manager will jointly conduct a pre-occupancy inventory of the food and food service supplies in the Facility before it is turned over to the Red Cross.

5. Custodial Services: Upon request by the Red Cross and if such resources exist and are available, CJUSD will make its custodial resources, including supplies and custodial workers, available to provide cleaning and sanitation services at the shelter. The Facility Coordinator will designate a Facility Custodian to coordinate the provision of cleaning and sanitation services at the direction of and in cooperation with the Shelter Manager.
6. Security: In coordination with the Facility Coordinator; the Shelter Manager, as he or she deems necessary and appropriate, will coordinate with law enforcement regarding any public safety issues at the Shelter.
7. Signage and Publicity: The Red Cross may post signs identifying the shelter as a Red Cross shelter in locations approved by the Facility Coordinator and will remove such signs when the shelter is closed. CJUSD will not issue press releases or other publicity concerning the shelter without the express written consent of the Shelter Manager. CJUSD will refer all media questions about the shelter to the Shelter Manager.
8. Closing the Shelter: The Red Cross will notify the CJUSD or Facility Coordinator of the closing date for the shelter. Before the Red Cross vacates the Facility, the Shelter Manager and Facility Coordinator will jointly conduct a post-occupancy survey to record any damage or conditions. The Shelter Manager and Facility Coordinator or Food Service Manager will conduct a post-occupancy inventory of the food and supplies used during the shelter operation.
9. Reimbursement: The Red Cross will reimburse the Owner for the following:
 - a. *Damage to the Facility or other property of Owner, reasonable wear and tear excepted, resulting from the operations of the Red Cross. The Red Cross is not responsible for storm damage or other damage caused by the disaster.*
 - b. *Reasonable costs associated with custodial and food service personnel which would not have been incurred but for the Red Cross's use of the Facility for sheltering.*

Reasonable, actual, out-of-pocket operational costs to the extent that such costs would not have been incurred but for the Red Cross's use of the Premises.

SECTION 18 SEVERE WEATHER

If severe weather conditions develop or occur during the night or at a time when school is not in session, a decision on closing the school will be made before 7:00 a.m. If a decision is made to close school, news media will be notified and asked to announce the closure prior to 9:00 a.m. The emergency phone tree will be used to notify staff members.

If severe weather conditions develop while school is in session, the Emergency Coordinator will monitor the latest developments via radio and keep in contact with the principal. The principal will keep in contact with the superintendent's office.

If it is decided to close school, the following action will be taken:

1. The superintendent will notify radio stations and ask that a closure announcement be made which would specify the time students are to be released.
2. The principal will announce the closure to the faculty and students.
3. Staff members will be used to expeditiously evacuate the building.
4. Procedures outlined in the "Early Dismissal" plan will be followed.

SECTION 19 SHOOTING/STABBING

Assess the situation

- Is the suspect in the school?
- Has weapon been found and/or secured?
- Has suspect been identified?

In most cases, initiate lockdown procedures to isolate students from danger or send students to a secure area.

Provide information in announcement about incident and outline expectations of the teachers and staff.

Disable the bell system, if possible.

Once situation has been assessed:

- Provide first aid to the injured.
- Call 911 requesting police and medical aid to injured parties.
- Notify the Center Unified District Office.
- Provide full information about what has occurred and what is known at this time.
 - If the suspect is still in the school, attempt to identify his or her location and begin planning for evacuation once police arrive.
 - If suspect has left, secure all exterior doors to prevent re-entry.
- Explain what steps the school has taken (lockdown).
- Identify command post for police to respond.
- Isolate and separate any witnesses. Instruct witnesses to write statement of events while awaiting police.
- Gather crisis management team in command post.
- Initiate the Incident Command System.
- Gather information and emergency cards on anyone involved in the incident.
- Organize evacuation to an off-site location, if necessary, or prepare to continue with classes. Keep crime scene secure.
- Prepare written statements for telephone callers and media in cooperation with the sheriff and the District Office.
- Prepare letter for students to take home in cooperation with sheriff and the Office of Community Relations.
- Arrange for crisis counseling immediately and during subsequent days.
- Provide liaison for family members of any injured students.
- Continue to provide informational updates to students, family, and faculty during next few days to squelch rumors.

PART 3 SITE ACTION PLAN

SECTION 1 DISTRICT AND SITE MISSION STATEMENTS

Center Joint Unified School District Mission Statement

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

School Mission Statement

At Cyril Spinelli Elementary School all students are offered an educational environment designed to foster lifelong learning and create honorable citizens. Students will develop habits of the mind which lead to flexible thinkers, problem solvers, and team players. The school environment promotes powerful learning opportunities and curriculum rich in a variety of genres. Activities are meaning centered and relevant, address various learning styles and multiple intelligences, encourage creativity, emphasize problem solving, incorporate authentic assessments, utilize technology, and reflect an appreciation and respect for cultural diversity.

SECTION 2 People and Programs:

Create a “caring and connected” school climate.

DESCRIPTION OF SCHOOL CLIMATE

Spinelli Elementary has always had the reputation of being a caring, nurturing school. We believe in order to educate a child we need to meet their physical, social and emotional needs. To that end, we make every effort to provide the support each child needs for success.

Spinelli offers a breakfast program so students begin the day without feeling hungry. We have a hot lunch program offering a variety of foods, and a salad bar. Located on our campus, is a clothes closet where families can get needed clothing. We maintain a collaborative relationship with the *Antelope Mom’s Club* who graciously supply our students with socks and underwear, as well as school supplies. Spinelli houses *Terkensha*, a County Mental Health Program, on our campus since the year 2000. Eligible families and students receive counseling services as needed. The District’s *Family Resource Center* is located on the Spinelli campus. Families can visit their office for health, housing, food and clothing needs. Being a Title 1 school, we offer support services to all students who are not meeting grade level standards. Spinelli has a plethora of support services you won’t find at other school sites, all provided to support students and their families.

Once you enter the gates of Spinelli, you begin to feel the nurturing, caring environment we offer our students. We believe all students can and will succeed when given the proper support. Policies and procedures have been established, taught and practiced with the students so they can be successful. The student discipline policy is clearly stated in our Parent Handbook which is sent home on the first day of school. Teachers post the school rules in their classrooms. Students, who choose not to follow the expectations, receive consequences for their choices. Students, who follow the expectations and demonstrate their best effort, are rewarded with positive actions, words of praise, gift incentives, and recognition at our Tiger Days.

At Spinelli we believe open communication with our families will bring the best results for our students. Teachers and the administration have open door policies, and will work collaboratively for the success of students. We hold FAST meetings, Parent/Teacher conferences, meet with parents upon request, and hold SST meetings when students are not meeting the grade level expectations even when individual interventions have been in place. We are committed to student success!

SECTION 3 SCHOOL CLIMATE GOALS

The School Climate

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

- Objective #1:

Create a nurturing school environment

As a result of our *Safe School Survey*, student and staff safety is of the utmost importance. The following procedures have been implemented to create a nurturing environment at Spinelli.

- We offer a breakfast and lunch program to meet physical needs
- We have a clothes closet on site for students needing clothing
- We have a food pantry located at Riles for families needing food
- We offer a Walking Club for student health
- We offer an intervention program before school to get students performing at grade level
- We offer a push-in/pull-out academic program to support students throughout the school day
- We teach/play "Healthy Play" games during recesses and PE instruction to develop pro-social behaviors, and eliminate bullying
- We have a PeaceKeeper program to develop leadership skills in our students and help students resolve conflicts using their words
- Students help in other classrooms during their recesses
- We have recess buddies for students who have difficulty making good behavior choices at recess
- We have a Community Service Program designed to promote appropriate social behaviors by engaging students in positive activities during their recess time
- We have special friend groups to develop positive social behaviors

- Objective #2:

Provide clear, consistent, realistic school rules and expectations

As a result of our *Safe School Survey*, student and staff safety is of the utmost importance. The following procedures have been implemented to ensure expectations are clear, consistent and realistic at Spinelli.

- Parent Handbooks are sent home on the first day of school stating all rules, expectations and consequences for students attending Spinelli
- Teachers teach and practice appropriate behaviors and expectations during the first two weeks of school, and intermittently throughout the school year
- Back to School Night packets contain teacher's discipline policy and expectations for a successful school year
- A rules assembly is held at the beginning of the school year by the administration with grades 1-6 to review and discuss expectations for success

- Rules are enforced at all recesses by supervising staff
- Teachers teach the Second Step Program, hold class meetings to address and resolve student concerns, and utilize the strategies of Healthy Play whenever applicable throughout the school day, and the VIBE Program is provided to students in grades 4-6.

- Objective #3:

Open communication among staff, students and parents

As a result of our *Safe School Survey*, student and staff safety is of the utmost importance. The following procedures have been implemented to ensure open communication exists among staff, students and parents at Spinelli.

- Teachers provide Back to School Night packets to parents with a copy of their discipline policy and expectations for a successful school year
- Spinelli maintains a website with all pertinent information for parents
- Email addresses are provided for quick and easy communication with staff members
- FAST meetings and SST meetings are held with parents for students needing additional interventions
- Parent/Teacher conferences are held at least twice a year, or at parent or teacher request
- Staff members return phone calls within 24 hours
- Some written communication is provided in Spanish and/or Russian/Ukraine
- Translators are provided upon request
- *Homelink* is provided to parents to check attendance and grades
- Automated phone system to call families with pertinent information
- Positive phone calls home by teachers
- Teachers hold class meetings to address student concerns/issues
- School Site Council/English Language Advisory Committee meetings are held several times a year
- Absent students are called daily

SECTION 4 Place

Create a physical environment that communicates respect for learning and for individuals.

DESCRIPTION OF PHYSICAL ENVIRONMENT

Spinelli Elementary is located in Antelope at the north end of Sacramento County. The school is surrounded by a neighborhood setting of single family dwellings. The school is the center of the community, with no parks or playgrounds in the vicinity. It is the neighborhood playground for children in the area. As a result, the campus does experience some vandalism during the evening hours and weekends.

The school site encompasses approximately eight acres with five permanent structures, and four banks of portable units. We have upper and lower blacktops with basketball courts, four square, hopscotch, a ball wall, and volleyball courts. The blacktop areas are not visible from the street. The office building and multi-purpose room face the parking lot. The school and field are surrounded by chain-link fences, with locking gates at all entrances. Beyond the back field, there is a small creek bed and nature wildlife area.

The gates remain locked during the school day, with the exception of the front gate, and staff members and the administration provide campus supervision. All visitors must check in at the office and obtain a visitors pass to enter the campus. Adult education students wear ID badges while on the campus.

Spinelli's physical facility is well maintained and generally neat and clean. We had a major renovation to our oldest existing structures during the summer of 2008. The school was newly painted outside and inside of four of our permanent structures. All the buildings have been rewired and upgraded to current standards for fire safety. New phone, bell, intercom and clock systems were installed in 2009. In the summer of 2013, school doors and trim were re-painted. The grounds are maintained by the District grounds department.

Community involvement is encouraged to help increase school safety using the WE TIP hotline to report suspected vandalism, drug use or other illegal activity. An outdoor surveillance system is in effect to deter vandalism and assist in the apprehension of criminals. All school equipment has a metal ID tag or bar code sticker adhered to its surface. These items are inventoried annually and there is an established accountability system. Office and classroom supplies are secured.

Twin Rivers Police Department patrols our school during non-business hours, and investigates all acts of vandalism.

SECTION 5 PHYSICAL ENVIRONMENT GOALS

The Physical Environment

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

The following objectives were developed as the result of feedback from students, staff and parents on our Safe School Survey

- Objective #1:

Student/Staff Safety as it relates to Emergency Preparedness

As a result of our *Safe School Survey*, student and staff safety is of the utmost importance. The following procedures have been implemented to support everyone's preparedness in the event of an emergency at Spinelli.

- Yearly and Every Other Year disaster trainings (SEMS/NIMS/START) of all staff members in the event of an actual emergency
- Yearly disaster drills to include natural disasters, possible intruders, and accidental occurrences causing severe damage to the school site
- Monthly fire safety/evacuation drills
- Earthquake drills 3 times per year, bomb drills twice a year
- Assailant on campus drills practiced 3 times a year
- Spinelli's Safe School Plan is provided to each staff member
- Classrooms supplied with safety backpacks filled with supplies in the event of an emergency or lockdown
- Staff members are provided green safety vests to wear when outside the classroom, making "safe adults" easy to identify
- Every classroom has been equipped with two-way radios, and they are carried by teachers when outside of the classroom
- Students are instructed not to touch dangerous objects, but to report them to an adult ASAP
- Signs are posted at the school entrances stating visitors must check in at the office to obtain a visitor's pass to enter the campus
- All volunteers are screened using the Megan's Law database, hold current negative TB tests, and long term volunteers are finger printed
- Twin Rivers Police Officers are available 24/7 to address the school's needs
- WE TIP posters are displayed around the campus for neighbors to anonymously report suspicious activity

- Objective #2:

Student/Staff Safety as it relates to Daily School Routines

As a result of our *Safe School Survey*, student and staff safety is of the utmost importance. The following procedures have been implemented to support the daily routines of everyone at Spinelli.

- Teachers teach and practice procedures for every event happening inside and outside the classroom so students clearly understand expectations

- School assemblies are held by the administration to review and discuss school procedures and policies, thus providing students the opportunity to demonstrate appropriate behaviors in the school environment
- Anti-bullying activities are promoted throughout the school year to develop acceptable, healthy behaviors in all students
- A "healthy play" curriculum has been implemented designed to promote pro-social, team player behaviors, and reduce/prevent bullying behaviors
- Students receive instruction in the Second Step Program to learn pro-social behaviors and develop coping skills to deal with anger
- The Vibe Program is provided for students in grades 4-6
- PeaceKeepers are on the playground at recesses to help students resolve conflicts
- Sexual harassment training is available to students in grades 4-6
- The staff and administration make every effort to recognize positive student behaviors such as, student's demonstrating academic success, making good social choices, being positive role models, and tutoring younger students
- Staff trainings throughout the year for safety in all aspects of the daily routines of school

- Objective #3:

Student and Staff safety as it relates to Student Health and Well Being

As a result of our *Safe School Survey*, student and staff safety is of the utmost importance. The following procedures have been implemented to support the health and well-being of everyone at Spinelli.

- Staff and students participate in our Walking Club, promoting healthy choices
- Students are reminded to bring healthy snacks/lunches to school
- Students and staff are offered healthy breakfasts and lunches by the District's Food Services Department
- Students participate in group (Healthy Play) games at recesses
- Students and staff are encouraged to wash their hands frequently to avoid spreading germs and prevent illness
- A school nurse is available to address student/staff concerns that affect the school environment
- The District's Family Resource Center, located at Spinelli, is open to all families needing assistance for housing, food, clothing, and medical care
- A clothes closet is located on Spinelli's campus for students needing clothing items
- A food closet is located on the Riles campus for families in need of food

SECTION 6 SIGNATURE SHEET

Spinelli Elementary School's Safe School Plan was developed in accordance with SB 187 and Safe Schools, A Planning Guide for Action, published by the Department of Education. Student, parent and teacher surveys were taken into account to determine areas of greatest need. The document includes the school's personal, physical, social and cultural environment, which serves as an effective prevention plan based on parent and student surveys. Also taken into consideration are temporary restraining orders, school-generated child abuse reports, custody orders prohibiting parents from contact with a child at school, harassment complaints filed by students and staff, suspension logs and accident reports. Additionally, the District's discrimination and harassment policy, hate crime reporting procedures and the Uniform Complaint Policy are included.

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

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

Member	Title	Signature
<u>Kristin Schmieder</u>	Principal	<u>Kristin Schmieder</u>
<u>Christian Riley</u>	Teacher	<u>Christian Riley</u>
<u>Julie Opfer</u>	Teacher	<u>Julie Opfer</u>
<u>Alyson Collier</u>	Counselor	<u>Alyson Collier</u>
<u>Leah Haymore</u>	Library Technician	<u>Leah Haymore</u>
<u>Misha Green</u>	SSC Parent	<u>Misha Green</u>

Appendix A

(Insert Staff's Classroom Telephone Numbers Here) Appendix A Staff School Phone Numbers for 2014-2015SY

Staff Member		Staff Member	
Abundis, Ammie (SCOE)	1234		
Alcala, Jeff	1235	Leonard, Laura	1204
Arakelyan, Kristine	1227	Lewis, Jamie	1230
Arcilla, Reynaldo	custodian	Lewis, Jodie	1211
Bennefeld, Michael	1231	Luigi, Jean	1226
Bolton, Lois	1108	Lukes, Rebecca	1101
Boyce, Jimmy	1208	Lyons, Anne	1241
Boyle, Michaelann	1236	MacCracken, Deanna	1212
		Macek, Leslie	1224
Brown, Senovia	1108	Mallory, Sandra	1115
Bryant, Angela	1215	Mendoza, Hermienia	Noon duty
Butler, Kim	1204	Miller, Vicki (SCOE)	1236
Butler, Jerome	1215	Morgan, Kathleen	1214
Cao, Martha	1108	Murta, Elizabeth	1109
Chamberlain, Denae	1223	O'Connor, Margie	1222
Cid, Vivian	1111	Opfer, Julie	1232
Collier, Alyson	1116	Pessoa, Lupe	1109
Craven, Kim	1234	Parker, Ginger	1228
Crepps, Terri	1212		
Davidson, Jessica	Noon duty	Prince, Sarah	1232
Domalakes, Alyssa	1204		
Domalakes, Andrea	1230	Reason, Lyn	1221
Eastteam, Eve	1238	Riley, Christian	1205
Edwards, Lori	1207	Rivera, Elizabeth	Noon duty
Erwin, Rita	Noon duty	Robinson, Lauren	1205
Espinoza, Angela	1102	Rogers, Jordan	1207
Gamboa, Susanne	1204	Sato, Amanda	1207
Goodman, Shelia	1208	Schmieder, Kristin	1103
Hayes, Suzanne	1214	Smirnov, Michael	1205
Haymore, Leah	1201	Smith-Lehmann, Rebecca	1214
Jensen, Carin	1229	Snyder, Larisa	1207
Kaminaga, Reiko	1108	Stevens, Judy	1227
Karas, Terry	custodian	Snyder, Larisa	1207
Katkanova, Lyubov	1112	Uhlman, Karen	1109
Kitchens, Katrina	1204	Wieser-Lewis, Gloria	1219
Kleinschmidt, Nachele	Noon duty	Wilson, Karri	1228
Klyuchnik, Tatyana	1212		
Kyle, Stephen	1220		
Leclaire, Kim	1225		

Appendix B

(Insert Utility Shut-off Map Here)

Appendix C

(Insert Evacuation Map Here)

Appendix D

(Insert Off Campus Evacuation Map Here)

Appendix E

EOC Message Form

Student & Staff Accountability Form	
DATE:	<input style="width: 90%;" type="text"/>
TEACHER:	<input style="width: 90%;" type="text"/>
ROOM #:	<input style="width: 90%;" type="text"/>
FORM COMPLETED BY:	<input style="width: 90%;" type="text"/>
# of students enrolled in this class:	<input style="width: 90%;" type="text"/>
# of students marked absent in this class:	<input style="width: 90%;" type="text"/>
Please list students marked absent by name:	
# of students unaccounted for* in this class:	<input style="width: 90%;" type="text"/>
*You didn't mark them absent and they are not with your class at this time	
Please list students unaccounted for by name:	
Are there any adult staff from this room unaccounted for? <input style="width: 50%;" type="text"/>	
If so, please list by name: (Include staff staying behind with injured)	
# of students with you but not on roster:	<input style="width: 90%;" type="text"/>
Please list these students by name:	
# of extra adults in room	<input style="width: 90%;" type="text"/>
Please list extra adults by name:	
For Command Staff: <input style="width: 20%;" type="text"/> Missing students/adults recorded <input style="width: 20%;" type="text"/> Triage recorded <input style="width: 20%;" type="text"/>	

EOC Message Form Data		
Tally and insert into the grid below		
<u>Category</u>	<u>Description</u>	<u>Number</u>
<u>A</u> Fatalities		<input style="width: 90%;" type="text"/>
<u>B</u> Minor Injuries (First aid only)		<input style="width: 90%;" type="text"/>
<u>C</u> Injuries - Ambulance (Major + Moderate)		<input style="width: 90%;" type="text"/>
	Major (Immediate): 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: 90%;" type="text"/>
	Moderate (Delayed): Burns, major multiple fractures, back injuries with or without spinal cord damage.	<input style="width: 90%;" type="text"/>
<u>D</u> Property Damages	<u>Circle One</u>	
Major damage: Building collapse, building leaning, major ground movement causing large cracks in ground.	Major	
Moderate damage: Falling hazards present, hazard present (toxic chemical spill, broken gas line, fallen power lines).	Moderate	
Minor damage: Dislodged overhead air duct terminals, light fixtures, suspended ceiling grid, overhead mechanical systems and broken windows	Minor	

Appendix F

California Child Abuse and Neglect Reporting Law

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

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

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

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

Who Are Mandated Reporters?

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

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

- caseworker is working with an attorney appointed pursuant to Section 317 of the Welfare and Institutions Code to represent a minor.
- 19) A peace officer, as defined in Chapter 4.5 (commencing with Section 830) of Title 3 of Part 2 of the Penal Code, who is not otherwise described in P.C. 11165.7.
 - 20) A firefighter, *except for volunteer firefighters*.
 - 21) A physician, surgeon, psychiatrist, psychologist, dentist, resident, intern, podiatrist, chiropractor, licensed nurse, dental hygienist, optometrist, marriage, family and child counselor, clinical social worker, or any other person who is currently licensed under Division 2 (commencing with Section 500) of the Business and Professions Code.
 - 22) Any emergency medical technician I or II, paramedic, or other person certified pursuant to Division 2.5 (commencing with Section 1797) of the Health and Safety Code.
 - 23) A psychological assistant registered pursuant to Section 2913 of the Business and Professions Code.
 - 24) A marriage, family and child therapist trainee, as defined in subdivision (c) of Section 4980.03 of the Business and Professions Code.
 - 25) An unlicensed marriage, family, and child therapist intern registered under Section 4980.44 of the Business and Professions Code.
 - 26) A state or county public health employee who treats a minor for venereal disease or any other condition.
 - 27) A coroner.
 - 28) A medical examiner, or any other person who performs autopsies.
 - 29) A commercial film and photographic print processor, as specified in subdivision (e) of P.C. 11166. For purposes of the California Child Abuse Reporting Law, "commercial film and photographic print processor" means any person who develops exposed photographic film into negatives, slides, or prints, or who makes prints from negatives or slides, for compensation. The term includes any employee of such a person; it does not include a person who develops film or makes prints for a public agency.
 - 30) A child visitation monitor. For purposes of the California Child Abuse Reporting Law, "child visitation monitor" means any person who, for financial compensation, acts as monitor of a visit between a child and any other person when the monitoring of that visit has been ordered by a court of law.
 - 31) An animal control officer or humane society officer. For purposes of the California Child Abuse Reporting Law, the following terms have the following meanings: (A) "Animal control officer" means any person employed by a city, county, or city and county for the purpose of enforcing animal control laws and regulations. (B) "Humane society officer" means any person appointed or employed by a public or private entity as a humane officer who is qualified pursuant to Section 14502 or 14503 of the Corporations Code.
 - 32) A clergy member, as specified in subdivision (d) of P.C. 11166. For purposes of the California Child Abuse Reporting Law, "clergy member" means a priest, minister, rabbi, religious practitioner, or similar functionary of a church, temple, or recognized denomination or organization.
 - 33) Any custodian of records of a clergy member, as specified in P.C. 11165.7 and subdivision (d) of Section 11166.
 - 34) Any employee of any police department, county sheriff's department, county probation department, or county welfare department.
 - 35) An employee or volunteer of a Court Appointed Special Advocate program, as defined in Rule 1424 of the Rules of the Court.
 - 36) A custodial officer as defined in Section 831.5 of the Penal Code.
 - 37) Any person providing services to a minor child under Section 12300 or 12300.1 of the Welfare and Institutions Code.

Note: Unless otherwise stated, **volunteers are not mandated reporters.**

Why Must You Report?

The primary intent of the reporting law is to protect an abused child from further abuse. Protecting the identified child may also provide the opportunity to protect other children. It is equally important to provide help for the parents. Parents may be unable to ask for help directly, and child abuse may be their way of calling attention to family problems. The report of abuse may be a catalyst for bringing about change in the home environment, which in turn may help to lower the risk of abuse in the home.

What Do You Have To Report?

Under the law, when the victim is a child (a person under the age of 18) and the perpetrator is any person (including a child), the following types of abuse must be reported by all legally mandated reporters:

- a. A physical injury inflicted by other than accidental means upon a child. (P.C. 11165.6)
Note that child abuse *does not* include a “mutual affray” between minors. It also *does not* include an injury caused by “reasonable and necessary force used by a peace officer acting within the course and scope of his or her employment.” (P.C. 11165.6)
- b. Sexual abuse of a child, including both sexual assault and sexual exploitation. “Sexual assault” includes sex acts with a child, lewd or lascivious acts with a child, and intentional masturbation in the presence of a child. “Sexual exploitation” includes preparing, selling, or distributing pornographic materials involving children; employing a minor to perform in pornography; and employing or coercing a child to engage in prostitution. (P.C. 11165.1)
- c. Willful harming or injuring of a child or the endangering of the person or health of a child, including inflicting or permitting unjustifiable physical pain or mental suffering. (P.C. 11165.3)

Note: Any mandated reporter may report any child who is suffering serious emotional damage or is at substantial risk of suffering serious emotional damage. (P.C. 11166.05)

- d. Willful infliction of cruel or inhuman corporal punishment or injury resulting in a traumatic condition. (P.C. 11165.4)
- e. Neglect of a child, whether “severe” or “general,” by a person responsible for the child’s welfare. The term “neglect” includes both acts or omissions harming or threatening to harm the child’s health or welfare. (P.C. 11165.2)

When Do You Have To Report?

Child abuse must be reported when a mandated reporter, “in his or her professional capacity or within the scope of his or her employment, has knowledge of or observes a child whom the mandated reporter knows or reasonably suspects has been the victim of child abuse or neglect.” (P.C. 11166 (a))

“Reasonable suspicion” occurs when “it is objectively reasonable for a person to entertain a suspicion, based upon facts that could cause a reasonable person in a like position, drawing, when appropriate, on his or her training and experience, to suspect child abuse or neglect.” (P.C. 11166 (a)(1)) Although wordy, the intent of this definition is clear: if you suspect that abuse has occurred, make a report.

You must make a report immediately (or as soon as practicably possible) by telephone and you must prepare and send, fax or electronically transmit a written report within 36 hours of receiving the information regarding the incident. (P.C. 11166 (a)) Written reports must be submitted on Department of Justice form (SS 8572), which can be downloaded from the California Attorney General’s Web site at www.ag.ca.gov (click on Child Protection Program; click on forms; click on SS 8572). The mandated reporter may include with the report any nonprivileged documentary evidence he or she possesses related to the incident.

To Whom Must You Report?

The report must be made to any police department or sheriff's department (not including a school district police or security department), county probation department, if designated by the county to receive mandated reports, or county welfare department. (P.C. 11165.9)

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

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

Immunity

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

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

Additional Safeguards for Mandated Reporters

No supervisor or administrator may impede or

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

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

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

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

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

Liability for Failure to Make A Required Report

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

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

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

Responsibilities of Agencies Employing Mandated Reporters

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

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

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

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

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

Feedback to Mandated Reporters

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

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

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

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

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

Appendix G Child Abuse Reporting Form

Print

SUSPECTED CHILD ABUSE REPORT

Reset Form

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

CASE NAME: _____

PLEASE PRINT OR TYPE

CASE NUMBER: _____

A. REPORTING PARTY	NAME OF REPORTING REPORTER		TITLE		LOCATION OF REPORTER (CITY/ST)	
	REPORTER'S COUNCIL/AGENCY NAME AND ADDRESS		CITY		STATE	
	REPORTER'S TELEPHONE (NUMBER)		BUSINESS		HOME	
B. REPORT NOTIFICATION	TO LAW ENFORCEMENT - TO COUNTY PROSECUTOR		TO COUNTY AG. NAME - CPT (Child Protective Services)		ADDRESS	
	CITY		STATE		CITY	
	CITY		STATE		CITY	
C. VICTIM Child or Adolescent	NAME (LAST, FIRST, MIDDLE)		DATE OF BIRTH		SEX	
	ADDRESS		CITY		STATE	
	CITY		STATE		CITY	
	CITY		STATE		CITY	
	CITY		STATE		CITY	
	CITY		STATE		CITY	
	CITY		STATE		CITY	
	CITY		STATE		CITY	
	CITY		STATE		CITY	
	CITY		STATE		CITY	
D. INVOLVED PARTIES Victim's Family	NAME (LAST, FIRST, MIDDLE)		DATE OF BIRTH		SEX	
	ADDRESS		CITY		STATE	
	CITY		STATE		CITY	
	CITY		STATE		CITY	
	CITY		STATE		CITY	
	CITY		STATE		CITY	
	CITY		STATE		CITY	
	CITY		STATE		CITY	
	CITY		STATE		CITY	
	CITY		STATE		CITY	
E. INCIDENT INFORMATION	DATE/TIME OF INCIDENT		PLACE OF INCIDENT		NATURE OF INCIDENT	
	CITY		STATE		CITY	
	CITY		STATE		CITY	

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 22-5520 (1/1); an active investigation was conducted and (2) the incident was determined not to be substantiated.

WHITE COPY - State of Alaska Department of Social Services; BLUE COPY - Alaska Division of Probation Department; GREEN COPY - District Attorney's Office; YELLOW COPY - Reporting Party

Appendix H

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

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. 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 12th grade were not provided the opportunity to receive intensive instruction and services pursuant to Education Code 37254 (d) (4) and (5) after the completion of grade 12.

Date of Problem: _____

Location of Problem (School Name, Address, and Room Number or Location): _____

Course or Grade Level and Teacher Name: _____

Please describe the issue of your complaint in detail. You may attach additional pages if necessary to fully describe the situation. _____

Please file this complaint at the following location:

David Grimes, Director of Personnel/Student Services 8408 Watt Avenue, Antelope, CA 95843

Appendix I

Center Joint Unified School District Discipline Policies

Grounds for Suspension or Expulsion; Legislative Intent: California Education Code 48900 and Center Unified School District Board Policy 5144 (a) allow the superintendent or site administrator to suspend or recommend for expulsion a student for any violation of the following rules while on school grounds, going to or coming from school, during the lunch period whether on or off the campus, or during, or while going to, or coming from a school sponsored activity. Suspension of up to 5 days or a recommendation for expulsion may occur when the conduct is of an extreme nature.

- 1 *48900(a-1): Caused, Attempted, or Threatened Physical Injury (S)
- 2 *48900(a-2): Use of Force or Violence (S)
- 3 *48900(b): Weapons (S)
- 4 *48900(c): Drugs or Alcohol, Possession/Use of (S)
- 5 *48900(d): Drugs or Alcohol, Sale of (S)
- 6 *48900(e): Robbery/Extortion (S)
- 7 *48900(f): School Property Damage (S)
- 8 *48900(g): Property Theft (S)
- 9 *48900(h): Tobacco, Possession/Use(S)
- 10 *48900(i): Language, Obscene/Profanity (S)
- 11 *48900(j): Drugs, Paraphernalia (S)
- 12 *48900(k): Disrupted School Activities / Defiance of Authority(S)
- 13 *48900(l): Stolen Property, Possession of (S)
- 14 *48900(m): Firearm, Imitation (S)
- 15 *48900(n): Sexual Assault (S)
- 16 *48900(o): Harassment, Witness (S)
- 17 *48900(p): Soma, Selling of (S)
- 18 *48900(q): Hazing (S)
- 19 *48900(r): Bullying/Harassment (S)
- 20 *48900(t): Aids or Abets Physical Injury(S)
- 21 *48900.2: Sexual Harassment (S)(E)
- 22 *48900.3: Hate Violence (S)(E)
- 23 *48900.4: Harassment, threats, intimidation (S)(E)
- 24 *48900.7(a): Terroristic threats against school officials or property (S)(E)
- 25 *48900.7(b): Terroristic Threat (S)(E)
- 50 *48915(a-1): Caused Serious Physical injury (S)(E)
- 51 *48915(a-2): Possession of Knife or other Dangerous Object (S)(E)
- 52 *48915(a-3): Possession of any Controlled Substance (S)(E)
- 53 *48915(a-4): Robbery/Extortion (S)(E)
- 54 *48915(a-5): Assault or Battery on a School Employee (S)(E)
- 55 *48915(c-1): Firearm; Possessing, Selling or Furnishing (E)**
- 56 *48915(c-2): Brandishing a Knife (E)**
- 57 *48915(c-3): Sales of Controlled Substance (E)**
- 58 *48915(c-4a): Sexual Assault(E)**
- 59 *48915(c-4b): Sexual Battery (E)**
- 60 *48915(c-5): Possession of an Explosive (E)**

Appendix J

Center Joint Unified School District Previous Suspension/Expulsion Notification

Dated: _____

To: _____
Teacher's Name

From: _____

Re: _____
Student Name

Pursuant to Legislative Bill AB 29 and ED Code 49079, this notice is to inform you that our office has received a copy of the above named student's cumulative file. The cumulative file includes previous suspension or expulsion information during the previous three school years.

You have a right to view this information. You may check out the cumulative file from the office at your convenience. Please sign this notice indicating that you have been made aware of the prior suspensions/expulsions and of your right to view the cumulative folder. Then, return the form to my office as soon as possible.

Signature: _____

Date: _____

Appendix K

Hate Motivated Behavior

As California's population becomes more diverse, it is important that school districts provide a safe and harmonious learning environment for all students. Pursuant to Education Code 201, schools have an affirmative obligation to combat racism, sexism, and other forms of bias, as well as a responsibility to provide equal educational opportunity. Developing policy to address hate-motivated behavior is one way districts can help teach students respect and understanding of diversity.***

In its publication entitled "Hate-Motivated Behavior in Schools", the California Department of Education defines hate-motivated behavior as an act, or attempted act, motivated by hostility towards a victim's real or perceived ethnicity, national origin, immigrant status, gender, sexual orientation, religious belief, age, disability, or any other physical or cultural characteristic. Some hate-motivated behavior may also be a crime as defined in state or federal law. These crimes include, but are not limited to: bomb threats, cross burnings, destruction or defacement of property, and certain types of vandalism and assaults.***

The following optional policy is for use by districts in the implementation of a prevention strategy for hate-motivated incidents and should be modified to reflect district practice. Elements of this policy should also be integrated into existing school plans, such as the school safety and staff development plan, as well as any policies developed by the district regarding Positive School Climate and Multicultural Education; see BP 5137 and BP 6141.6, respectively.***

The Governing Board affirms the right of every student to be protected from hate-motivated behavior. It is the intent of the Board to promote harmonious relationships that enable students to gain a true understanding of the civil rights and social responsibilities of people in our society. Behavior or statements that degrade an individual on the basis of his/her race, ethnicity, culture, heritage, gender, sexual orientation, physical/mental attributes, religious beliefs or practices shall not be tolerated.

(cf. 0410 – Nondiscrimination in District Programs and Activities)

Appendix L

Nondiscrimination/Harassment

District programs and activities shall be free from discrimination, including harassment, with respect to a student's actual or perceived sex, gender, ethnic group identification, race, national origin, religion, color, physical or mental disability, age or sexual orientation.

The Governing Board shall ensure equal opportunities for all students in admission and access to the educational program, guidance and counseling programs, athletic programs, testing procedures, and other activities. School staff and volunteers shall carefully guard against segregation, bias and stereotyping in instruction, guidance and supervision. The district may provide male and female students with separate shower rooms and sexual health and HIV/AIDS prevention classes in order to protect student modesty.

The Board prohibits intimidation or harassment of any student by any employee, student or other person in the district. Staff shall be alert and immediately responsive to student conduct which may interfere with another student's ability to participate in or benefit from school services, activities or privileges.

Students who harass other students shall be subject to appropriate discipline, up to and including counseling, suspension and/or expulsion. An employee who permits or engages in harassment may be subject to disciplinary action, up to and including dismissal.

The Board hereby designates the following position as Coordinator for Nondiscrimination to handle complaints regarding discrimination and inquiries regarding the district's nondiscrimination policies:

Director of Personnel
8408 Watt Avenue
Antelope, California 95843
(916) 338-6419

Any student who feels that he/she is being harassed should immediately contact the Coordinator for Nondiscrimination, the principal or any other staff member. Any student who observes an incident of harassment should report the harassment to a school employee, whether or not the victim files a complaint.

Employees who become aware of an act of harassment shall immediately report the incident to the Coordinator for Nondiscrimination. Upon receiving a complaint of discrimination or harassment, the Coordinator shall immediately investigate the complaint in accordance with site-level grievance procedures specified in AR 5145.7 - Sexual Harassment. Where the Coordinator finds that harassment has occurred, he/she shall take prompt, appropriate action to end the harassment and address its effects on the victim.

The Coordinator shall also advise the victim of any other remedies that may be available. The Coordinator shall file a report with the Superintendent or designee and refer the matter to law enforcement where required.

Appendix M

**(Insert Site Dress Code,
if it contains language about “gang-related apparel)**

Center Joint Unified School District

AGENDA REQUEST FOR:

Dept./Site: Facilities & Operations Department

To: Board of Trustees

Action Item X

Date: February 18, 2015

Information Item

From: Craig Deason, Assist. Supt.

Attached Pages

Assist. Supt. Initials: CD

**SUBJECT: RFP #2015-100 Consolidated Communications to Provide
Telecommunication Service - Local Voice & Data
Service**

Telecommunications bids were accepted and opened on February 4, 2015, for local voice and data service to Center Joint Unified School District. Of the two companies that turned in bids, Consolidated Communications was the low bidder.

RECOMMENDATION: That the Board of Trustees approves the Telecommunication Services Contract By and Between Consolidated Communications and Center Joint Unified School District.

CONSENT AGENDA

Center Joint Unified School District

AGENDA REQUEST FOR:

Dept./Site: Facilities & Operations Department

To: Board of Trustees

Action Item X

Date: February 18, 2015

Information Item

From: Craig Deason, Assist. Supt.

Attached Pages

Assist. Supt. Initials: CD

**SUBJECT: RFP #2015-101 Consolidated Communications to Provide
Telecommunication Service - Broadband/Ethernet
Service**

Telecommunications bids were accepted and opened on January 29, 2015, for broadband/ethernet service to Center Joint Unified School District. Of the two companies that turned in bids, Consolidated Communications was the low bidder.

RECOMMENDATION: That the Board of Trustees approves the Telecommunication Services Contract By and Between Consolidated Communications and Center Joint Unified School District.

CONSENT AGENDA

Center Joint Unified School District

AGENDA REQUEST FOR:

Dept. /Site: Business Department

Date: 02/10/2015

Action Item

To: Board of Trustees

Information Item

From: Jeanne Bess

Attached Page1

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 January 2015.

RECOMMENDATION: That the CJUSD Board of Trustees approve the
District Payroll Orders for July 2014 through January 2015.

CONSENT AGENDA

DISTRICT PAYROLL-SUMMARIZED FOR FISCAL YEAR ENDING JUNE 30,2015
--

	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	\$ 2,259,468.22	\$ 74,121.98		\$ 2,333,590.20	691
FEB				\$ -	
MARCH				\$ -	
APRIL				\$ -	
MAY				\$ -	
JUNE				\$ -	
SPECIAL				\$ -	

\$ 14,498,312.65	\$ 716,025.57	\$ 23,849.58	\$ 15,238,187.80	4680
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Center Joint Unified School District

AGENDA REQUEST FOR:

Dept./Site: Business Department

Date: January, 2015

To: Board of Trustees

From: Jeanne Bess

Action Item

Information Item

Attached Pages 61

SUBJECT: Supplemental Agenda – Commercial Warrant Registers

January 6, 2015 \$235,237.00, January 15, 2015 \$246,504.84,
January 22, 2015 \$368,308.58, January 29, 2015 \$128,059.61

The commercial warrant payments to vendors totals
\$ 978,110.03

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

CONSENT AGENDA

XIV-14

81 CENTER UNIFIED SCHOOL DIST.
01-06-15

ACCOUNTS PAYABLE PRELIST

J94

API500

H.02.05 01/06/15 PAGE 0

Batch status: A All

From batch: 0047

To batch: 0047

Include Revolving Cash: Y

Include Address: N

81 CENTER UNIFIED SCHOOL DIST.
01-06-15

ACCOUNTS PAYABLE PRELIST
BATCH: 0047 1-7-15
FUND : 01 GENERAL FUND

J94 APY500 H.02.05 01/06/15 PAGE 1
<< Open >>

Vendor/Addr	Remit name	Tax ID num	Deposit type	ABA num	Account num		Liq Amt	Net Amount
Req Reference	Date	Description	FD RESO P OBJE SIT GOAL FUNC RES DEP T9MP					
011802/00	A-Z BUS SALES INC.							
1408 PO-151203	01/07/2015	DI47530	1 01-0000-0-5600-112-0000-3600-007-000 NN P				111.03	111.03
TOTAL PAYMENT AMOUNT				111.03 *				111.03
010669/00	ALHAMBRA & SIERRA SPRINGS							
19 PO-150010	01/07/2015	4782453121814	1 01-8150-0-4300-106-0000-8110-007-000 NN P				56.51	56.51
59 PO-150036	01/07/2015	4781257121814	1 01-0000-0-4300-112-0000-3600-007-000 NN P				55.39	55.39
405 PO-150352	01/07/2015	27050334781839	1 01-0000-0-4300-475-3200-2700-015-000 NN P				34.01	34.01
408 PO-150396	01/07/2015	4780794121814	1 01-0000-0-4300-103-0000-7200-003-000 NN P				30.94	30.94
408 PO-150396	01/07/2015	4780794121814	2 01-6500-0-4300-102-5001-2700-002-000 NN P				30.95	30.95
TOTAL PAYMENT AMOUNT				207.80 *				207.80
014733/00	ALL WEST COACHLINES INC.							
1318 PO-151154	01/07/2015	53165	1 01-7220-0-5810-472-1110-1000-014-000 NN F				2,844.63	2,844.63
TOTAL PAYMENT AMOUNT				2,844.63 *				2,844.63
019769/00	AMERICAN EXPRESS							
1476 PO-151255	01/07/2015	03000	1 01-0000-0-4300-472-0000-2700-014-000 NN F				90.85	90.85
1484 PO-151262	01/07/2015	WORKSHOP 0-03000	1 01-0000-0-5200-101-0000-7150-002-000 NN F				189.99	189.99
1484 PO-151262	01/07/2015	0-03000	2 01-0000-0-5200-120-0000-7110-001-000 NN F				189.99	189.99
TOTAL PAYMENT AMOUNT				470.83 *				470.83
010564/00	APPLE COMPUTER							
1361 PO-151152	01/07/2015	4311718375	1 01-6300-0-4300-234-1110-1000-008-000 NN P				1,095.12	1,095.12
1361 PO-151152	01/07/2015	4311856492	1 01-6300-0-4300-234-1110-1000-008-000 NN P				10,720.32	10,720.32
1361 PO-151152	01/07/2015	4319089252	1 01-6300-0-4300-234-1110-1000-008-000 NN F				2,566.08	2,566.08
TOTAL PAYMENT AMOUNT				14,381.52 *				14,381.52
021097/00	ASSOCIATED VALUATION SERVICES							
191 PO-150170	01/07/2015	4682	1 01-0000-0-5800-105-0000-7200-005-000 NN P				1,704.60	1,704.60
TOTAL PAYMENT AMOUNT				1,704.60 *				1,704.60

81 CENTER UNIFIED SCHOOL DIST.
01-06-15

ACCOUNTS PAYABLE PRELIST
BATCH: 0047 1-7-15
FUND : 01 GENERAL FUND

J94 APY500 H.02.05 01/06/15 PAGE 2
<< 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				
018533/00	ATKINSON ANDELSON LOYA RUDD							
617	PO-150516	01/07/2015 465241		1 01-0000-0-5804-105-0000-7200-005-000 NE P			6,563.75	6,563.75
				TOTAL PAYMENT AMOUNT	6,563.75 *			6,563.75
021604/00	ATLAS DISPOSAL INDUSTRIES							
23	PO-150014	01/07/2015 19168		1 01-0000-0-5550-106-0000-8110-007-000 NN P			400.54	400.54
23	PO-150014	01/07/2015 19167		1 01-0000-0-5550-106-0000-8110-007-000 NN P			504.17	504.17
23	PO-150014	01/07/2015 21107		1 01-0000-0-5550-106-0000-8110-007-000 NN P			337.80	337.80
23	PO-150014	01/07/2015 19641		1 01-0000-0-5550-106-0000-8110-007-000 NN P			1,265.03	1,265.03
23	PO-150014	01/07/2015 19645		1 01-0000-0-5550-106-0000-8110-007-000 NN P			854.50	854.50
23	PO-150014	01/07/2015 23767		1 01-0000-0-5550-106-0000-8110-007-000 NN P			2,530.06	2,530.06
23	PO-150014	01/07/2015 19643		1 01-0000-0-5550-106-0000-8110-007-000 NN P			241.07	241.07
23	PO-150014	01/07/2015 19640		1 01-0000-0-5550-106-0000-8110-007-000 NN P			568.65	568.65
23	PO-150014	01/07/2015 19642		1 01-0000-0-5550-106-0000-8110-007-000 NN P			2,017.76	2,017.76
23	PO-150014	01/07/2015 19644		1 01-0000-0-5550-106-0000-8110-007-000 NN P			242.43	242.43
				TOTAL PAYMENT AMOUNT	8,962.01 *			8,962.01
017561/00	BAIONI, KIM							
1570	PO-151316	01/07/2015 ER REIMB		1 01-0000-0-3403-475-3200-1000-000-000 NN F			50.00	50.00
				TOTAL PAYMENT AMOUNT	50.00 *			50.00
016805/00	BATES, CHERYL							
398	PO-150673	01/07/2015 NOV MILEAGE		1 01-6500-0-5210-102-5750-1130-003-000 NY P			45.57	45.57
398	PO-150673	01/07/2015 DEC		1 01-6500-0-5210-102-5750-1130-003-000 NY P			45.57	45.57
398	PO-150673	01/07/2015 OCT		1 01-6500-0-5210-102-5750-1130-003-000 NY P			45.57	45.57
				TOTAL PAYMENT AMOUNT	136.71 *			136.71
019075/00	BRIGHT FUTURES THERAPY							
1298	PO-151110	01/07/2015 3192		1 01-6500-0-5800-102-5750-1180-002-000 NN P			12,400.00	12,400.00
				TOTAL PAYMENT AMOUNT	12,400.00 *			12,400.00
018196/00	BULBMAN SACRAMENTO							
1505	PO-151276	01/07/2015 200594		1 01-6500-0-4300-102-5770-1110-002-000 NN F			42.23	41.35
				TOTAL PAYMENT AMOUNT	41.35 *			41.35

81 CENTER UNIFIED SCHOOL DIST.
01-06-15

ACCOUNTS PAYABLE PRELIST
BATCH: 0047 1-7-15
FUND : 01 GENERAL FUND

J94 APY500 H.02.05 01/06/15 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				
013988/00	BUTTES/CENTER STATE PIPE &						
1169 PO-150998	01/07/2015	S008197166.002	1 01-8150-0-4300-106-0000-8110-007-000 NN P			77.44	77.44
TOTAL PAYMENT AMOUNT				77.44 *			77.44
020540/00	CALIFORNIA AMERICAN WATER CO						
25 PO-150015	01/07/2015	1015-210021268822	1 01-0000-0-5540-106-0000-8110-007-000 NN P			290.05	290.05
25 PO-150015	01/07/2015	210020956980	1 01-0000-0-5540-106-0000-8110-007-000 NN P			612.65	612.65
25 PO-150015	01/07/2015	210020445299	1 01-0000-0-5540-106-0000-8110-007-000 NN P			383.43	383.43
25 PO-150015	01/07/2015	210019904293	1 01-0000-0-5540-106-0000-8110-007-000 NN P			615.48	615.48
25 PO-150015	01/07/2015	210021395847	1 01-0000-0-5540-106-0000-8110-007-000 NN P			601.33	601.33
25 PO-150015	01/07/2015	210020037810	1 01-0000-0-5540-106-0000-8110-007-000 NN P			689.05	689.05
25 PO-150015	01/07/2015	210020037919	1 01-0000-0-5540-106-0000-8110-007-000 NN P			570.20	570.20
25 PO-150015	01/07/2015	210021268303	1 01-0000-0-5540-106-0000-8110-007-000 NN P			184.50	184.50
25 PO-150015	01/07/2015	210018891530	1 01-0000-0-5540-106-0000-8110-007-000 NN P			223.14	223.14
25 PO-150015	01/07/2015	210020952327	1 01-0000-0-5540-106-0000-8110-007-000 NN P			1,472.91	1,472.91
25 PO-150015	01/07/2015	210020062960	1 01-0000-0-5540-106-0000-8110-007-000 NN P			606.98	606.98
25 PO-150015	01/07/2015	210018891530	1 01-0000-0-5540-106-0000-8110-007-000 NN P			223.14	223.14
25 PO-150015	01/07/2015	210019904460	1 01-0000-0-5540-106-0000-8110-007-000 NN P			674.90	674.90
25 PO-150015	01/07/2015	210019694541	1 01-0000-0-5540-106-0000-8110-007-000 NN P			182.76	182.76
25 PO-150015	01/07/2015	210019694008	1 01-0000-0-5540-106-0000-8110-007-000 NN P			183.44	183.44
25 PO-150015	01/07/2015	210019695896	1 01-0000-0-5540-106-0000-8110-007-000 NN P			183.44	183.44
25 PO-150015	01/07/2015	210019695896	1 01-0000-0-5540-106-0000-8110-007-000 NN P			77.50	77.50
25 PO-150015	01/07/2015	210021268389	1 01-0000-0-5540-106-0000-8110-007-000 NN P			183.44	183.44
TOTAL PAYMENT AMOUNT				7,958.34 *			7,958.34
020305/00	CDW GOVERNMENT INC.						
1458 PO-151243	01/07/2015	RH77623	1 01-0000-0-4400-115-0000-7700-007-000 NN P			79.83	79.83
1458 PO-151243	01/07/2015	RH60324	1 01-0000-0-4400-115-0000-7700-007-000 NN F			1,746.24	1,718.21
TOTAL PAYMENT AMOUNT				1,798.04 *			1,798.04
016261/00	CEBULA RN, GAIL						
795 PO-150688	01/07/2015	DEC	1 01-0000-0-5210-102-0000-3140-003-000 NN F			20.51	32.99
TOTAL PAYMENT AMOUNT				32.99 *			32.99
015768/00	CHAMBERLAIN, JOE MATTHEW						
1559 PO-151321	01/07/2015	TRAVEL EXPENSE	1 01-7220-0-5800-472-1110-1000-014-944 NN F			52.56	52.56
1561 PO-151323	01/07/2015	TRAVEL EXPENSE	1 01-7220-0-5211-472-1110-1000-014-944 NN F			94.38	94.38
TOTAL PAYMENT AMOUNT				146.94 *			146.94

81 CENTER UNIFIED SCHOOL DIST.
01-06-15

ACCOUNTS PAYABLE PRELIST
BATCH: 0047 1-7-15
FUND : 01 GENERAL FUND

J94 APY500 H.02.05 01/06/15 PAGE 4
<< Open >>

Vendor/Addr	Remit name		Tax ID num	Deposit type	ABA num	Account num							
Req Reference	Date	Description		FD RESO P	OBJE SIT	GOAL FUNC	RES DEP T9MP	Liq Amt	Net Amount				
019910/00	CHANEY, AMY												
1556 PO-151318	01/07/2015	TRAVEL EXPENSE		1	01-7220-0-5800-472-1110-1000-014-944	NN F		48.82	48.82				
1560 PO-151322	01/07/2015	RAVEL EXPENSE		1	01-7220-0-5211-472-1110-1000-014-944	NN F		101.00	101.00				
		TOTAL PAYMENT AMOUNT						149.82 *	149.82				
022562/00	CHRISTIAN RILEY												
1596 PO-151351	01/07/2015	REIMB SUPPLIES		1	01-6500-0-4300-102-5750-1110-002-000	NN F		131.34	131.34				
		TOTAL PAYMENT AMOUNT						131.34 *	131.34				
021573/00	CLEMENTS, KRISTEN												
1557 PO-151319	01/07/2015	TRAVEL EXPENSE		1	01-7220-0-5800-472-1110-1000-014-944	NN F		44.85	44.85				
		TOTAL PAYMENT AMOUNT						44.85 *	44.85				
021813/00	CONSOLIDATED COMMUNICATIONS												
36 PO-150023	01/07/2015	604800-001		1	01-0000-0-5902-106-0000-8110-007-000	NN P		207.13	207.13				
		TOTAL PAYMENT AMOUNT						207.13 *	207.13				
020779/00	COWAN, ANNE												
1555 PO-151317	01/07/2015	TRAVEL EXPENSE		1	01-7220-0-5800-472-1110-1000-014-944	NN F		37.00	37.00				
		TOTAL PAYMENT AMOUNT						37.00 *	37.00				
021797/00	D3 SPORTS INC												
963 PO-150830	01/07/2015	19764		1	01-0472-0-4300-472-1263-4200-014-000	NN F		1,162.64	1,162.64				
		TOTAL PAYMENT AMOUNT						1,162.64 *	1,162.64				
017462/00	DAVIS, SHANNON												
1589 PO-151346	01/07/2015	DEC MILEAGE		1	01-5630-0-5800-601-1220-1000-017-000	NN F		202.72	202.72				
		TOTAL PAYMENT AMOUNT						202.72 *	202.72				

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

018951/00	DELL							
1110 PO-150946	01/07/2015	XJK5M2458	1	01-9115-0-4400-115-0000-7700-007-000	NN F	6,689.11	6,617.82	
1423 PO-151202	01/07/2014	XJM1FR993	1	01-0740-0-4300-103-4760-1000-003-000	NN F	1,676.65	1,642.09	
TOTAL PAYMENT AMOUNT				8,259.91 *			8,259.91	
017784/00	DIEL, JULIE							
1590 PO-151347	01/07/2015	DEC MILEAGE	1	01-5630-0-5800-601-1220-1000-017-000	NN F	47.04	47.04	
TOTAL PAYMENT AMOUNT				47.04 *			47.04	
018507/00	DILES, JACQUELYN							
414 PO-150359	01/07/2015	SEPT-DEC	1	01-0000-0-5210-105-0000-7200-005-000	NN P	39.79	39.79	
TOTAL PAYMENT AMOUNT				39.79 *			39.79	
018444/00	ELITE TROPHIES & AWARDS							
1367 PO-151164	01/07/2015	1470	1	01-0000-0-5800-120-0000-7110-001-000	NN F	41.93	41.93	
TOTAL PAYMENT AMOUNT				41.93 *			41.93	
015899/00	EMERGENCY INSTRUCTION							
1583 PO-151337	01/07/2015	1411	1	01-0000-0-5800-112-0000-3600-007-000	NN F	165.00	165.00	
TOTAL PAYMENT AMOUNT				165.00 *			165.00	
017959/00	FIRST CHOICE COFFEE SERVICES							
1359 PO-151158	01/07/2015	873292	2	01-8150-0-5600-106-0000-8110-007-927	NN P	100.00	100.00	
1582 PO-151336	01/07/2015	877760	1	01-8150-0-4300-106-0000-8110-007-927	NN F	52.50	52.50	
TOTAL PAYMENT AMOUNT				152.50 *			152.50	
022347/00	GIVE SOMETHING BACK							
1167 PO-150996	01/07/2015	IN-0301057	1	01-0000-0-4300-475-3200-1000-015-000	NN F	255.26	195.18	
1305 PO-151170	01/07/2015	IN-0309916	1	01-6500-0-4300-102-5770-1110-002-000	NN F	213.93	213.93	
1305 PO-151170	01/07/2015	IN-0310378	1	01-6500-0-4300-102-5770-1110-002-000	NN F	15.56	13.00	
1495 PO-151270	01/07/2015	IN-0316889	1	01-0000-0-4300-472-0000-2700-014-000	NN F	40.23	40.23	
1495 PO-151270	01/07/2015	IN-0320032	2	01-0000-0-5800-472-0000-2700-014-000	NN F	28.63	29.09	
1507 PO-151277	01/07/2015	IN-0316890	1	01-7220-0-4300-472-1110-1000-014-944	NN F	495.34	495.33	
1512 PO-151281	01/07/2015	IN-0316891	1	01-6500-0-4300-102-5001-2700-002-000	NN F	99.42	99.42	

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Vendor/Addr	Remit name		Tax ID num	Deposit type	ABA num	Account num		
Req Reference	Date	Description		FD RESO P OBJE SIT GOAL FUNC RES DEP T9MP			Liq Amt	Net Amount
014389/00	LOMOVA, YELENA							
1456 PO-151241	01/07/2015	TRIP 346		1 01-0000-0-5800-112-0000-3600-007-000 NN P			9.13	9.13
				TOTAL PAYMENT AMOUNT	9.13 *			9.13
018091/00	LUIGI, JEAN							
1577 PO-151341	01/07/2015	REIMB		1 01-6300-0-4300-240-1110-1000-011-000 NN F			108.00	108.00
				TOTAL PAYMENT AMOUNT	108.00 *			108.00
015368/00	MAGNATAG PRODUCTS							
1504 PO-151275	01/07/2015	440745		1 01-0000-0-4300-472-0000-2700-014-000 NN F			153.60	140.33
				TOTAL PAYMENT AMOUNT	140.33 *			140.33
022230/00	MANAGED HEALTH NETWORK							
190 PO-150169	01/07/2015	3200064195		1 01-0000-0-3401-100-1110-1000-000-000 NN P			1,197.90	1,197.90
				TOTAL PAYMENT AMOUNT	1,197.90 *			1,197.90
021994/00	MARCO PRODUCTS INC							
1445 PO-151233	01/07/2015	166623		2 01-5630-0-4200-601-1220-1000-017-000 YN F			24.62	20.80
1445 PO-151233	01/07/2015	166623		1 01-5630-0-4300-601-1220-1000-017-000 YN F			34.00	34.00
				TOTAL PAYMENT AMOUNT	54.80 *			54.80
				TOTAL USE TAX AMOUNT	4.38			
022406/00	MAXIM HEALTHCARE SERVICES INC							
466 PO-150403	01/07/2015	2870440262		1 01-0000-0-5800-102-0000-3140-003-000 NN P			3,739.20	3,739.20
				TOTAL PAYMENT AMOUNT	3,739.20 *			3,739.20
017160/00	MCINNES, ROBERT							
1563 PO-151325	01/07/2015	TRAVEL EXPENSE		1 01-7220-0-5800-472-1110-1000-014-944 NN F			40.04	40.04
				TOTAL PAYMENT AMOUNT	40.04 *			40.04

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Vendor/Addr	Remit name	Description	Tax ID num	Deposit type	ABA num	Account num	Liq Amt	Net Amount
Req Reference	Date			FD RESO P OBJE SIT	GOAL FUNC RES DEP T9MP			
021692/00	MONOPRICE INC							
1502 PO-151274	01/07/2015	11561434		1 01-0000-0-4300-475-3200-2420-015-000	NN F	62.37	59.89	
TOTAL PAYMENT AMOUNT						59.89 *	59.89	
021058/00	MULDOON, CARRIE							
1546 PO-151308	01/07/2015	MILEAGE		1 01-3010-0-5210-371-1110-1000-012-000	NN F	30.69	30.69	
TOTAL PAYMENT AMOUNT						30.69 *	30.69	
016912/00	NATOMAS AUTOMOTIVE							
130 PO-150106	01/07/2015	17323		1 01-0000-0-5600-112-0000-3600-007-000	NN P	49.95	49.95	
TOTAL PAYMENT AMOUNT						49.95 *	49.95	
015787/00	O'REILLY AUTO PARTS							
1378 PO-151187	01/07/2015	3558311660		1 01-0000-0-4300-112-0000-3600-007-000	NN P	86.18	86.18	
1378 PO-151187	01/07/2015	311706		1 01-0000-0-4300-112-0000-3600-007-000	NN P	143.94	143.94	
1378 PO-151187	01/07/2015	312054		1 01-0000-0-4300-112-0000-3600-007-000	NN P	26.99	26.99	
1378 PO-151187	01/07/2015	311720		1 01-0000-0-4300-112-0000-3600-007-000	NN P	4.94	4.94	
TOTAL PAYMENT AMOUNT						262.05 *	262.05	
017576/00	OFFICE DEPOT/BUS.SERVICES DIV							
1438 PO-151226	01/07/2015	743844117001		1 01-0000-0-4300-234-1110-1000-008-000	NN P	12.72	12.72	
1438 PO-151226	01/07/2015	743844116001		1 01-0000-0-4300-234-1110-1000-008-000	NN P	21.49	21.49	
1438 PO-151226	01/07/2015	743844115001		1 01-0000-0-4300-234-1110-1000-008-000	NN F	265.97	177.76	
1451 PO-151238	01/07/2015	744036119001		1 01-0000-0-4300-238-1110-1000-010-000	NN F	53.99	25.08	
1482 PO-151261	01/07/2015	745210104001		1 01-0000-0-4300-238-1110-1000-010-000	NN F	158.05	158.05	
TOTAL PAYMENT AMOUNT						395.10 *	395.10	
014358/00	OPFER, JULIE							
1576 PO-151340	01/07/2015	REIMB		1 01-0000-0-4300-240-0000-2700-011-000	NN F	10.18	10.18	
TOTAL PAYMENT AMOUNT						10.18 *	10.18	

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Vendor/Addr	Remit name	Tax ID num	Deposit type	ABA num	Account num	Liq Amt	Net Amount
Req Reference	Date	Description	FD RESO P OBJE SIT GOAL FUNC RES DEP T9MP				
021050/00	PACHECO, SHAWNA						
1529 PO-151350	01/07/2015	TRAVEL EXPNSE	1 01-6520-0-5200-472-5770-1110-003-982 NN F			427.10	427.10
TOTAL PAYMENT AMOUNT						427.10 *	427.10
010426/00	PAULS SAFE & LOCK						
198 PO-150175	01/07/2015	20783	1 01-8150-0-4300-106-0000-8110-007-000 NY P			29.03	29.03
TOTAL PAYMENT AMOUNT						29.03 *	29.03
014544/00	PLACER COUNTY CLERK						
1564 PO-151326	01/07/2014	2014-1147	1 01-0000-0-5805-120-0000-7110-001-000 NN F			250.00	250.00
TOTAL PAYMENT AMOUNT						250.00 *	250.00
014069/00	PLATT ELECTRIC SUPPLY INC						
46 PO-150032	01/07/2015	F615466	1 01-8150-0-4300-106-0000-8110-007-000 NN P			61.28	61.28
46 PO-150032	01/07/2015	F728584	1 01-8150-0-4300-106-0000-8110-007-000 NN P			244.08	244.08
46 PO-150032	01/07/2015	F716843	1 01-8150-0-4300-106-0000-8110-007-000 NN P			42.82	42.82
46 PO-150032	01/07/2015	F688578	1 01-8150-0-4300-106-0000-8110-007-000 NN P			207.47	207.47
46 PO-150032	01/07/2015	F103249	1 01-8150-0-4300-106-0000-8110-007-000 NN P			26.99	26.99
1551 PO-151312	01/07/2015	F495447	1 01-8150-0-4300-106-0000-8110-007-000 NN P			3,349.33	3,349.33
1551 PO-151312	01/07/2015	F701053	1 01-8150-0-4300-106-0000-8110-007-000 NN P			762.73	762.73
TOTAL PAYMENT AMOUNT						4,694.70 *	4,694.70
021194/00	PRUDENTIAL OVERALL SUPPLY INC						
133 PO-150070	01/07/2015	180200907	1 01-0000-0-5600-112-0000-3600-007-000 NN P			58.12	58.12
TOTAL PAYMENT AMOUNT						58.12 *	58.12
015006/00	R.C.I PLUMBING						
1584 PO-151338	01/07/2015	S002333	1 01-8150-0-4300-106-0000-8110-007-000 NN F			212.65	212.65
TOTAL PAYMENT AMOUNT						212.65 *	212.65
011238/00	RELIABLE TIRE						
356 PO-150308	01/07/2015	120705	1 01-0000-0-4300-112-0000-3600-007-000 NN P			1,100.26	1,100.26
356 PO-150308	01/07/2015	120742	1 01-0000-0-4300-112-0000-3600-007-000 NN P			1,349.18	1,349.18
TOTAL PAYMENT AMOUNT						2,449.44 *	2,449.44

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Vendor/Addr Req Reference	Remit name Date	Description	Tax ID num	Deposit type FD RESO P OBJE SIT GOAL FUNC RES DEP T9MP	ABA num	Account num	Liq Amt	Net Amount
010242/00	ROTO-ROOTER	PLUMBERS						
199 PO-150176	01/07/2015	SA42264		1 01-8150-0-5600-106-0000-8110-007-000 NN P			205.00	205.00
				TOTAL PAYMENT AMOUNT	205.00 *			205.00
014071/00	SACRAMENTO COUNTY	OFFICE OF						
999 PO-150857	01/07/2015	150811		1 01-7405-0-5200-234-0000-2140-008-000 NN F			25.00	25.00
				TOTAL PAYMENT AMOUNT	25.00 *			25.00
010266/00	SACRAMENTO COUNTY	UTILITIES						
30 PO-150018	01/07/2015	50000185866		1 01-0000-0-5540-106-0000-8110-007-000 NN P			746.43	746.43
				TOTAL PAYMENT AMOUNT	746.43 *			746.43
013973/00	SAMBA SAFETY							
66 PO-150038	01/07/2015	6137201411		1 01-0000-0-4300-112-0000-3600-007-000 NN P			54.21	54.21
				TOTAL PAYMENT AMOUNT	54.21 *			54.21
017106/00	SCHOOLS INSURANCE	AUTHORITY						
PV-151050	01/05/2015	JANUARY		01-0000-0-9552-000-0000-0000-000-000 NN				6,993.06
				TOTAL PAYMENT AMOUNT	6,993.06 *			6,993.06
018099/00	SHANKLIN, RACHEL							
1591 PO-151348	01/07/2015	DEC MILEAGE		1 01-5630-0-5800-601-1220-1000-017-000 NN F			215.04	215.04
				TOTAL PAYMENT AMOUNT	215.04 *			215.04
010263/00	SMUD							
31 PO-150019	01/07/2015	70000000347		1 01-0000-0-5530-106-0000-8110-007-000 NN P			45,657.10	45,657.10
				TOTAL PAYMENT AMOUNT	45,657.10 *			45,657.10
020252/00	STAPLES ADVANTAGE							
1317 PO-151124	01/07/2015	3248904920-CREDIT		1 01-6512-0-4300-102-5001-2700-002-000 NN P			106.03	106.03
1317 PO-151124	01/07/2015	3248957694		1 01-6512-0-4300-102-5001-2700-002-000 NN P			31.38	31.38
1317 PO-151124	01/07/2015	3249117013		1 01-6512-0-4300-102-5001-2700-002-000 NN F			205.93	128.84

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Vendor/Addr	Remit name	Description	Tax ID num	Deposit type	ABA num	Account num	Liq Amt	Net Amount
Req Reference	Date			FD RESO P OBJE SIT GOAL FUNC RES DEP T9MP				
020252 (CONTINUED)								
1372 PO-151167	01/07/2015	3250876439		1 01-7405-0-4400-472-0000-2140-014-000 NN F			2,157.84	2,157.84
1379 PO-151176	01/07/2015	3251550522		1 01-6500-0-4400-102-5001-2700-002-000 NN F			93.92	93.92
TOTAL PAYMENT AMOUNT							2,518.01 *	2,518.01
010963/00 THE MARKERBOARD PEOPLE								
1466 PO-151247	01/07/2015	193087		1 01-6300-0-4300-240-1110-1000-011-000 YN F			189.65	175.60
TOTAL PAYMENT AMOUNT							175.60 *	175.60
TOTAL USE TAX AMOUNT							14.05	
010139/00 TROXELL COMMUNICATIONS INC								
1452 PO-151239	01/07/2015	811204		1 01-9115-0-4400-115-0000-7700-007-000 NN P			2,505.60	2,505.60
TOTAL PAYMENT AMOUNT							2,505.60 *	2,505.60
018567/00 TRULITE WSG LLC								
48 PO-150034	01/07/2015	739346		1 01-8150-0-4300-106-0000-8110-007-000 NN P			105.26	105.26
48 PO-150034	01/07/2015	739348		1 01-8150-0-4300-106-0000-8110-007-000 NN P			164.60	164.60
48 PO-150034	01/07/2015	739347		1 01-8150-0-4300-106-0000-8110-007-000 NN P			114.64	114.64
TOTAL PAYMENT AMOUNT							384.50 *	384.50
016370/00 TWIN RIVERS UNIFIED SCH DIST								
1026 PO-150877	01/07/2015	151037		1 01-0000-0-5801-105-0000-8300-005-000 NN P			11,250.00	11,250.00
TOTAL PAYMENT AMOUNT							11,250.00 *	11,250.00
015191/00 WACHOB, CYNTHIA								
792 PO-150685	01/07/2015	NOV. MILEAGE		1 01-6500-0-5210-102-5060-2110-002-000 NN P			133.84	133.84
TOTAL PAYMENT AMOUNT							133.84 *	133.84
019497/00 WOODS, HEATHER								
1558 PO-151320	01/07/2015	TRAVELK EXPENSE		1 01-7220-0-5800-472-1110-1000-014-944 NN F			39.17	39.17
TOTAL PAYMENT AMOUNT							39.17 *	39.17

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Req Reference	Date			FD RESO P OBJE SIT GOAL FUNC RES DEP T9MP				
020026/00		WORTHINGTON DIRECT						
1034 PO-150888	01/07/2015	333619-CEN134		1 01-6500-0-4400-102-5001-2700-002-000 YN F			703.22	651.13
				TOTAL PAYMENT AMOUNT	651.13 *			651.13
				TOTAL USE TAX AMOUNT	52.09			
017313/00		XEROX						
1 PO-150001	01/07/2015	077159928		1 01-3010-0-5612-240-1110-1000-011-000 NN P			19.96	19.96
				TOTAL PAYMENT AMOUNT	19.96 *			19.96
				TOTAL FUND PAYMENT	156,830.13 **			156,830.13
				TOTAL USE TAX AMOUNT	101.32			

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

010669/00	ALHAMBRA & SIERRA SPRINGS						
387 PO-150336	01/07/2015	122614	2	09-0000-0-4300-501-1110-1000-016-000	NN P	23.37	23.37
387 PO-150336	01/07/2015	4779099112614	1	09-0700-0-4300-503-0000-2700-018-000	NN P	70.09	70.09
TOTAL PAYMENT AMOUNT						93.46 *	93.46
TOTAL FUND PAYMENT						93.46 **	93.46

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Req Reference	Date	Description	FD RESO	P OBJE	SIT GOAL	FUNC RES	DEP T9MP	Liq Amt	Net Amount
021093/00	SACRAMENTO COUNTY OFFICE OF								
1324 PO-151172	01/07/2015	150816	1	11-0030-0-5200-601-4130-1000-017-000	NN	F		25.00	25.00
TOTAL PAYMENT AMOUNT				25.00	*				25.00
020981/00	SAVE MART SUPERMARKETS								
844 PO-150728	01/07/2015	2296057	1	11-0030-0-4300-601-4130-1000-017-098	NN	P		18.27	18.27
TOTAL PAYMENT AMOUNT				18.27	*				18.27
TOTAL FUND			PAYMENT	43.27	**				43.27

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Req Reference	Date	Description	FD RESO P OBJE SIT GOAL FUNC RES DEP T9MP			Liq Amt	Net Amount
018143/00		CHILD DEVELOPMENT CENTERS INC					
947 PO-150818	01/07/2015	5030-NOV14	1 12-5025-0-5800-100-8500-1000-005-000 NN P			19,874.99	19,874.99
947 PO-150818	01/07/2015	5030-NOV14	2 12-6105-0-5800-100-8500-1000-005-000 NN P			21,531.23	21,531.23
			TOTAL PAYMENT AMOUNT	41,406.22 *			41,406.22
			TOTAL FUND PAYMENT	41,406.22 **			41,406.22

81 CENTER UNIFIED SCHOOL DIST.
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ACCOUNTS PAYABLE PRELIST
BATCH: 0047 1-7-15
FUND : 13 CAFETERIA FUND

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Vendor/Addr	Remit name	Tax ID num	Deposit type	ABA num	Account num		Liq Amt	Net Amount
Req Reference	Date	Description	FD RESO P OBJE SIT GOAL FUNC RES DEP T9MP					
019834/00	BERKELEY FARMS INC							
161 PO-150147	01/07/2015	1098018	1 13-5310-0-4700-108-0000-3700-007-000 NN P			8,532.89	8,532.89	
TOTAL PAYMENT AMOUNT				8,532.89 *			8,532.89	
011602/00	DANIELSEN CO., THE							
155 PO-150141	01/07/2015	61477	2 13-5310-0-4300-108-0000-3700-007-000 NN P			81.11	81.11	
155 PO-150141	01/07/2015	62079	2 13-5310-0-4300-108-0000-3700-007-000 NN P			33.92	33.92	
155 PO-150141	01/07/2015	61477	1 13-5310-0-4700-108-0000-3700-007-000 NN P			4,077.22	4,077.22	
155 PO-150141	01/07/2015	62079	1 13-5310-0-4700-108-0000-3700-007-000 NN P			3,097.43	3,097.43	
TOTAL PAYMENT AMOUNT				7,289.68 *			7,289.68	
011255/00	EARTHGRAINS BAKING CO INC							
156 PO-150142	01/07/2015	64-01890-0300-04	1 13-5310-0-4700-108-0000-3700-007-000 NN P			353.05	353.05	
156 PO-150142	01/07/2015	6401891030004	1 13-5310-0-4700-108-0000-3700-007-000 NN P			534.24	534.24	
156 PO-150142	01/07/2015	6401893030004	1 13-5310-0-4700-108-0000-3700-007-000 NN P			402.35	402.35	
156 PO-150142	01/07/2015	6401894030004	1 13-5310-0-4700-108-0000-3700-007-000 NN P			142.62	142.62	
156 PO-150142	01/07/2015	6419052030004	1 13-5310-0-4700-108-0000-3700-007-000 NN P			468.12	468.12	
156 PO-150142	01/07/2015	6419639030004	1 13-5310-0-4700-108-0000-3700-007-000 NN P			201.55	201.55	
TOTAL PAYMENT AMOUNT				2,101.93 *			2,101.93	
021080/00	ED JONES FOOD SERVICE INC							
159 PO-150145	01/07/2015	175166	2 13-5310-0-4300-108-0000-3700-007-000 NN P			600.27	600.27	
159 PO-150145	01/07/2015	175166	1 13-5310-0-4700-108-0000-3700-007-000 NN P			8,835.39	8,835.39	
TOTAL PAYMENT AMOUNT				9,435.66 *			9,435.66	
015608/00	KNUTSON, KARI							
1173 PO-151011	01/07/2015	NOV-DEC-	1 13-5310-0-5210-108-0000-3700-007-000 NN P			38.98	38.98	
TOTAL PAYMENT AMOUNT				38.98 *			38.98	
016279/00	P&R PAPER SUPPLY							
175 PO-150159	01/07/2015	30018965-00	1 13-5310-0-4300-108-0000-3700-007-000 NN P			2,452.70	2,452.70	
TOTAL PAYMENT AMOUNT				2,452.70 *			2,452.70	

81 CENTER UNIFIED SCHOOL DIST.
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ACCOUNTS PAYABLE PRELIST
BATCH: 0047 1-7-15
FUND : 13 CAFETERIA FUND

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Vendor/Addr	Remit name	Tax ID num	Deposit type	ABA num	Account num	Liq Amt	Net Amount
Req Reference	Date	Description	FD RESO P OBJE SIT GOAL FUNC RES DEP T9MP				
021194/00	PRUDENTIAL OVERALL SUPPLY INC						
163 PO-150149	01/07/2015	180199675	1 13-5310-0-5800-108-0000-3700-007-000 NN P			71.60	71.60
163 PO-150149	01/07/2015	180198430	1 13-5310-0-5800-108-0000-3700-007-000 NN P			71.60	71.60
163 PO-150149	01/07/2015	180203149	1 13-5310-0-5800-108-0000-3700-007-000 NN P			71.60	71.60
163 PO-150149	01/07/2015	180203696	1 13-5310-0-5800-108-0000-3700-007-000 NN P			71.60	71.60
163 PO-150149	01/07/2015	180202634	1 13-5310-0-5800-108-0000-3700-007-000 NN P			71.60	71.60
TOTAL PAYMENT AMOUNT			358.00 *				358.00
017334/00	SEVEN UP BOTTLING CO. OF S.F.						
162 PO-150148	01/07/2015	2190323839	1 13-5310-0-4700-108-0000-3700-007-000 NN P			380.16	380.16
TOTAL PAYMENT AMOUNT			380.16 *				380.16
020252/00	STAPLES ADVANTAGE						
1424 PO-151220	01/07/2015	3251550524	1 13-5310-0-4300-108-0000-3700-007-000 NN P			11.11	11.11
1424 PO-151220	01/07/2015	3251550525	1 13-5310-0-4300-108-0000-3700-007-000 NN P			10.79	10.79
1424 PO-151220	01/07/2015	3250876440-CREDIT	1 13-5310-0-4300-108-0000-3700-007-000 NN F			382.58	318.45
TOTAL PAYMENT AMOUNT			340.35 *				340.35
011422/00	SYSCO OF SAN FRANCISCO						
158 PO-150144	01/07/2015	412160768	2 13-5310-0-4300-108-0000-3700-007-000 NN P			841.52	841.52
158 PO-150144	01/07/2015	412160768	1 13-5310-0-4700-108-0000-3700-007-000 NN P			1,859.75	1,859.75
TOTAL PAYMENT AMOUNT			2,701.27 *				2,701.27
TOTAL FUND PAYMENT			33,631.62 **				33,631.62

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ACCOUNTS PAYABLE PRELIST
BATCH: 0047 1-7-15
FUND : 14 DEFERRED MAINTENANCE FUND

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Vendor/Addr	Remit name	Tax ID num	Deposit type	ABA num	Account num		
Req Reference	Date	Description	FD RESO P OBJE SIT GOAL FUNC RES DEP T9MP			Liq Amt	Net Amount
017002/00	HOME DEPOT CREDIT SERVICES						
1581 PO-151335	01/07/2015	7283241	1 14-0024-0-4300-106-9611-8110-007-000 NN P			3,232.30	3,232.30
			TOTAL PAYMENT AMOUNT	3,232.30 *			3,232.30
			TOTAL FUND PAYMENT	3,232.30 **			3,232.30
			TOTAL BATCH PAYMENT	235,237.00 ***	0.00		235,237.00
			TOTAL USE TAX AMOUNT	101.32			
			TOTAL DISTRICT PAYMENT	235,237.00 ****	0.00		235,237.00
			TOTAL USE TAX AMOUNT	101.32			
			TOTAL FOR ALL DISTRICTS:	235,237.00 ****	0.00		235,237.00
			TOTAL USE TAX AMOUNT	101.32			

Number of warrants to be printed: 87, not counting voids due to stub overflows.

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ACCOUNTS PAYABLE PRELIST

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Batch status: A All

From batch: 0048

To batch: 0049

Include Revolving Cash: Y

Include Address: N

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ACCOUNTS PAYABLE PRELIST
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Vendor/Addr	Remit name	Tax ID num	Deposit type	ABA num	Account num		Liq Amt	Net Amount
Req Reference	Date	Description	FD RESO P OBJE SIT GOAL FUNC RES DEP T9MP					
011802/00	A-Z BUS SALES INC.							
1408 PO-151203	01/15/2015	DI48061	1 01-0000-0-5600-112-0000-3600-007-000 NN P			46.74	46.74	
TOTAL PAYMENT AMOUNT			46.74 *				46.74	
018439/00	ALEXANDER D. PLATT							
1613 PO-151373	01/15/2015	WORKSHOP&TRAVEL	1 01-7405-0-5800-103-0000-2140-003-000 NY F			7,979.28	7,979.28	
TOTAL PAYMENT AMOUNT			7,979.28 *				7,979.28	
010669/00	ALHAMBRA & SIERRA SPRINGS							
413 PO-150358	01/15/2015	100615	1 01-0000-0-4300-105-0000-7200-005-000 NN P			18.63	18.63	
TOTAL PAYMENT AMOUNT			18.63 *				18.63	
021763/00	ALL STAR RENTS							
42 PO-150028	01/15/2015	491754-10	1 01-8150-0-5600-106-0000-8110-007-000 NN P			365.38	365.38	
TOTAL PAYMENT AMOUNT			365.38 *				365.38	
017011/00	ANDERSON, NANCY							
1610 PO-151356	01/15/2015	REIMB ER	1 01-0000-0-3404-120-0000-7110-000-000 NN F			50.00	50.00	
TOTAL PAYMENT AMOUNT			50.00 *				50.00	
011268/00	APS ENVIRONMENTAL INC							
1624 PO-151375	01/15/2015	WO-7243	1 01-8150-0-5800-106-0000-8110-007-000 NN F			125.00	125.00	
TOTAL PAYMENT AMOUNT			125.00 *				125.00	
011675/00	AT&T MESSAGING							
22 PO-150013	01/15/2015	7008684	1 01-0000-0-5902-106-0000-8110-007-000 NN P			720.00	720.00	
TOTAL PAYMENT AMOUNT			720.00 *				720.00	
021604/00	ATLAS DISPOSAL INDUSTRIES							
23 PO-150014	01/15/2015	01-149398-0	1 01-0000-0-5550-106-0000-8110-007-000 NN P			1,265.03	1,265.03	
23 PO-150014	01/15/2015	149400	1 01-0000-0-5550-106-0000-8110-007-000 NN P			241.07	241.07	
23 PO-150014	01/15/2015	149399	1 01-0000-0-5550-106-0000-8110-007-000 NN P			595.45	595.45	

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ACCOUNTS PAYABLE PRELIST
BATCH: 0048 01-15-15
FUND : 01 GENERAL FUND

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Vendor/Addr Req Reference	Remit name Date	Description	Tax ID num	Deposit type FD RESO P OBJE SIT	ABA num GOAL FUNC RES DEP T9MP	Account num	Liq Amt	Net Amount
021604 (CONTINUED)								
23 PO-150014	01/15/2015	00010310		1 01-0000-0-5550-106-0000-8110-007-000 NN P			168.05	168.05
23 PO-150014	01/15/2015	149397		1 01-0000-0-5550-106-0000-8110-007-000 NN P			568.65	568.65
23 PO-150014	01/15/2015	184538		1 01-0000-0-5550-106-0000-8110-007-000 NN P			1,265.03	1,265.03
23 PO-150014	01/15/2015	149404		1 01-0000-0-5550-106-0000-8110-007-000 NN P			255.31	255.31
TOTAL PAYMENT AMOUNT							4,358.59 *	4,358.59
019504/00 B & H PHOTO-VIDEO								
1374 PO-151168	01/15/2015	89167495		1 01-9115-0-4400-115-0000-7700-007-000 NN F			755.95	755.95
TOTAL PAYMENT AMOUNT							755.95 *	755.95
021235/00 BECKER, LEE ANN								
787 PO-150678	01/15/2015	DEC		1 01-0000-0-5210-102-0000-3140-003-000 NN P			50.91	50.91
TOTAL PAYMENT AMOUNT							50.91 *	50.91
011038/00 BUREAU OF EDUCATION & RESEARCH								
1545 PO-151307	01/15/2015	4576774		1 01-0000-0-4300-103-0000-7200-003-000 NN F			561.33	519.75
TOTAL PAYMENT AMOUNT							519.75 *	519.75
010340/00 CA DEPT OF JUSTICE								
811 PO-150695	01/15/2015	075065		1 01-0000-0-5800-110-0000-7200-004-000 NN P			288.00	288.00
TOTAL PAYMENT AMOUNT							288.00 *	288.00
021678/00 CAPITOL ACADEMY								
217 PO-150725	01/15/2015	563		1 01-6500-0-5800-102-5750-1180-002-000 NN P			4,947.40	4,947.40
217 PO-150725	01/15/2015	575		1 01-6500-0-5800-102-5750-1180-002-000 NN P			318.75	318.75
TOTAL PAYMENT AMOUNT							5,266.15 *	5,266.15
010575/00 CAPITOL CLUTCH & BRAKE INC.								
80 PO-150180	01/15/2015	1335337		1 01-0000-0-4300-112-0000-3600-007-000 NN P			65.36	65.36
TOTAL PAYMENT AMOUNT							65.36 *	65.36

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ACCOUNTS PAYABLE PRELIST
BATCH: 0048 01-15-15
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Vendor/Addr	Remit name	Tax ID num	Deposit type	ABA num	Account num	Liq Amt	Net Amount
Req Reference	Date	Description	FD RESO P OBJE SIT GOAL FUNC RES DEP T9MP				
017639/00	CDT INC.						
810 PO-150694	01/15/2015	29534	1 01-0000-0-5800-110-0000-7200-004-000 NN F		2,660.00	232.00	
TOTAL PAYMENT AMOUNT			232.00 *			232.00	
018004/00	CONTEXTUAL LEARNING CONCEPTS						
1632 PO-151381	01/15/2015	2015118	1 01-6382-0-5200-472-1110-1000-014-000 NN F		4,785.00	4,785.00	
TOTAL PAYMENT AMOUNT			4,785.00 *			4,785.00	
010236/00	CREATIVE BUS SALES						
396 PO-150345	01/15/2015	8009364	1 01-0000-0-4300-112-0000-3600-007-000 NN P		167.67	167.67	
TOTAL PAYMENT AMOUNT			167.67 *			167.67	
016925/00	CREATIVE SPIRIT LLC						
1657 PO-151401	01/15/2015	TRAINING	1 01-0000-0-5800-238-1110-1000-010-000 NN F		929.35	929.35	
1657 PO-151401	01/15/2015	TRAINING	2 01-9601-0-5800-601-1110-1000-017-000 NN F		5,536.04	5,536.04	
TOTAL PAYMENT AMOUNT			6,465.39 *			6,465.39	
011166/00	DAILY JOURNAL CORPORATION						
1548 PO-151310	01/15/2015	A2698595	1 01-0000-0-5800-115-0000-7700-007-000 NN F		55.50	55.50	
TOTAL PAYMENT AMOUNT			55.50 *			55.50	
014858/00	DEASON, CRAIG						
1667 PO-151409	01/15/2015	REIMB	1 01-8150-0-4300-106-0000-8110-007-000 NN P		216.90	216.90	
TOTAL PAYMENT AMOUNT			216.90 *			216.90	
018951/00	DELL						
1491 PO-151259	01/15/2015	XJM24DDX9	1 01-0000-0-4400-475-3200-2420-015-000 NN F		1,120.73	1,090.97	
TOTAL PAYMENT AMOUNT			1,090.97 *			1,090.97	

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BATCH: 0048 01-15-15
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Vendor/Addr	Remit name	Tax ID num	Deposit type	ABA num	Account num	Liq Amt	Net Amount
Req Reference	Date	Description	FD RESO	P OBJE	SIT GOAL FUNC RES DEP T9MP		
018277/00	EASTER SEAL SOCIETY OF CA. INC						
220 PO-150546	01/15/2015	NOV	' 1	01-6500-0-5800-102-5750-1180-002-000	NN P	1,365.00	1,365.00
TOTAL PAYMENT AMOUNT						1,365.00 *	1,365.00
010336/00	ECOTECH PEST MANAGEMENT INC						
28 PO-150016	01/15/2015	6518	1	01-0000-0-5500-106-0000-8110-007-000	NN P	712.00	712.00
28 PO-150016	01/15/2015	6452	1	01-0000-0-5500-106-0000-8110-007-000	NN P	787.00	787.00
TOTAL PAYMENT AMOUNT						1,499.00 *	1,499.00
020587/00	ELECTRIC GOLF CAR COMPANY INC						
1601 PO-151354	01/15/2015	6524	1	01-0000-0-4300-472-0000-2700-014-000	NN F	300.00	284.30
TOTAL PAYMENT AMOUNT						284.30 *	284.30
019262/00	ENTERPRISE RENT A CAR						
1691 PO-151422	01/15/2015	8KKW8D	1	01-0000-0-5600-472-1110-4000-014-915	NN F	151.19	151.19
1692 PO-151423	01/15/2015	8PL1R2	1	01-0000-0-5600-472-1110-4000-014-915	NN F	151.19	151.19
TOTAL PAYMENT AMOUNT						302.38 *	302.38
022411/00	ESPORTSONLINE.COM						
899 PO-150773	01/15/2015	5748611	1	01-0000-0-4300-236-1110-1000-009-000	NN F	1,261.66	1,261.65
TOTAL PAYMENT AMOUNT						1,261.65 *	1,261.65
016162/00	EVE EASTTEAM						
1617 PO-151366	01/15/2015	REIMB BOOKS	1	01-5640-0-4300-601-9728-3150-017-000	NN F	37.79	37.79
TOTAL PAYMENT AMOUNT						37.79 *	37.79
010592/00	EWING IRRIGATION PRODUCTS						
945 PO-150814	01/15/2015	9057565	1	01-0000-0-4300-106-0000-8110-007-000	NN P	93.73	93.73
TOTAL PAYMENT AMOUNT						93.73 *	93.73

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BATCH: 0048 01-15-15
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Vendor/Addr	Remit name	Tax ID num	Deposit type	ABA num	Account num		Liq Amt	Net Amount
Req Reference	Date	Description	FD RESO P OBJE SIT	GOAL FUNC RES DEP T9MP				
017959/00	FIRST CHOICE COFFEE SERVICES							
1626 PO-151376	01/15/2015	882820	1	01-8150-0-4300-106-0000-8110-007-927	NN F	229.44	229.44	
1626 PO-151376	01/15/2015	883611	2	01-8150-0-5600-106-0000-8110-007-927	NN F	100.00	100.00	
TOTAL PAYMENT AMOUNT				329.44 *			329.44	
016159/00	GARLAND, LESLI							
1633 PO-151382	01/15/2015	DEC MILEAGE	1	01-6500-0-5210-102-5001-2700-002-000	NN F	7.06	7.06	
TOTAL PAYMENT AMOUNT				7.06 *			7.06	
017681/00	GEARY PACIFIC SUPPLY							
464 PO-150401	01/15/2015	2917446	1	01-8150-0-4300-106-0000-8110-007-000	NN P	258.02	258.02	
TOTAL PAYMENT AMOUNT				258.02 *			258.02	
010994/00	GENESEE SCIENTIFIC							
642 PO-150550	01/15/2015	0296738-IN	1	01-0029-0-4300-472-1110-1000-014-000	NN F	37.52	35.18	
TOTAL PAYMENT AMOUNT				35.18 *			35.18	
020534/00	GLUSHKO, NADEZHDA							
1612 PO-151360	01/15/2015	AUG-DEC MILEAGE	1	01-0000-0-5210-103-0000-2110-003-000	NN F	81.76	81.76	
TOTAL PAYMENT AMOUNT				81.76 *			81.76	
015636/00	HASTIE'S SAND AND GRAVEL							
432 PO-150378	01/15/2015	128460	1	01-0000-0-4300-106-0000-8110-007-000	NN P	38.70	38.70	
TOTAL PAYMENT AMOUNT				38.70 *			38.70	
014160/00	HOLLINBECK, ALICE							
872 PO-150750	01/15/2015	JAN MILEAGE	1	01-0000-0-5210-103-1110-1004-003-000	NN P	44.85	44.85	
TOTAL PAYMENT AMOUNT				44.85 *			44.85	

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Vendor/Addr	Remit name	Tax ID num	Deposit type	ABA num	Account num	Liq Amt	Net Amount
Req Reference	Date	Description	FD RESO P OBJE SIT GOAL FUNC RES DEP T9MP				
010830/00	HOLT OF CALIFORNIA						
1170 PO-150999	01/15/2015	B7462301-CREDIT	1 01-8150-0-4400-106-0000-8110-007-000 NN F			2,977.75	2,683.79
TOTAL PAYMENT AMOUNT				2,683.79 *			2,683.79
017002/00	HOME DEPOT CREDIT SERVICES						
1147 PO-150981	01/15/2015	5020606	1 01-8150-0-4300-106-0000-8110-007-000 NN P			24.45	24.45
1147 PO-150981	01/15/2015	5020607	1 01-8150-0-4300-106-0000-8110-007-000 NN P			15.25	15.25
1147 PO-150981	01/15/2015	2014060	1 01-8150-0-4300-106-0000-8110-007-000 NN P			28.43	28.43
1147 PO-150981	01/15/2015	5022454	1 01-8150-0-4300-106-0000-8110-007-000 NN P			24.39	24.39
1147 PO-150981	01/15/2015	6012586	1 01-8150-0-4300-106-0000-8110-007-000 NN P			55.91	55.91
1147 PO-150981	01/15/2015	3073280	1 01-8150-0-4300-106-0000-8110-007-000 NN P			191.49	191.49
1147 PO-150981	01/15/2015	9564437	1 01-8150-0-4300-106-0000-8110-007-000 NN P			140.05	140.05
TOTAL PAYMENT AMOUNT				479.97 *			479.97
018990/00	INTERSTATE BATTERY SYSTEM						
135 PO-150108	01/15/2015	10084635	1 01-0000-0-4300-112-0000-3600-007-000 NN P			335.72	335.72
TOTAL PAYMENT AMOUNT				335.72 *			335.72
017912/00	J.J. KELLER & ASSOC. INC.						
1338 PO-151135	01/15/2015	9100399851	1 01-0000-0-4300-112-0000-3600-007-000 NN P			381.14	381.14
1338 PO-151135	01/15/2015	9100424749	1 01-0000-0-4300-112-0000-3600-007-000 NN P			299.00	299.00
1338 PO-151135	01/15/2015	finance charge	1 01-0000-0-4300-112-0000-3600-007-000 NN P			5.26	5.26
TOTAL PAYMENT AMOUNT				685.40 *			685.40
015165/00	JOHN L. SULLIVAN CHEVROLET						
728 PO-150622	01/15/2015	ORDER RTCJ16	1 01-0000-0-6400-106-0000-8110-007-000 NN F			37,820.31	37,820.31
TOTAL PAYMENT AMOUNT				37,820.31 *			37,820.31
017726/00	LOS ANGELES FREIGHTLINER						
1270 PO-151080	01/15/2015	BN62121	1 01-0000-0-4300-112-0000-3600-007-000 NN P			56.34	56.34
TOTAL PAYMENT AMOUNT				56.34 *			56.34

81 CENTER UNIFIED SCHOOL DIST.
01-15-15

ACCOUNTS PAYABLE PRELIST
BATCH: 0048 01-15-15
FUND : 01 GENERAL FUND

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Vendor/Addr	Remit name	Tax ID num	Deposit type	ABA num	Account num	Liq Amt	Net Amount
Req Reference	Date	Description	FD RESO P OBJE SIT GOAL FUNC RES DEP T9MP				
022406/00	MAXIM HEALTHCARE SERVICES INC						
466 PO-150403	01/15/2015	2923830262	1 01-0000-0-5800-102-0000-3140-003-000 NN P			2,939.60	2,939.60
466 PO-150403	01/15/2015	2941080262	1 01-0000-0-5800-102-0000-3140-003-000 NN P			3,129.40	3,129.40
466 PO-150403	01/15/2015	2894990262	1 01-0000-0-5800-102-0000-3140-003-000 NN F			3,930.40	3,179.60
TOTAL PAYMENT AMOUNT						9,248.60 *	9,248.60
022249/00	MCCLOSKEY, ELIZABETH						
1643 PO-151396	01/15/2015	REIMB	1 01-5640-0-4300-601-9728-3140-017-086 NN F			66.81	66.81
TOTAL PAYMENT AMOUNT						66.81 *	66.81
019059/00	MILLENNIUM TERMITE & PEST						
29 PO-150017	01/15/2015	TR-71099	1 01-0000-0-5500-106-0000-8110-007-000 NN P			91.00	91.00
29 PO-150017	01/15/2015	TR-72628	1 01-0000-0-5500-106-0000-8110-007-000 NN P			57.00	57.00
29 PO-150017	01/15/2015	TR-72628	1 01-0000-0-5500-106-0000-8110-007-000 NN P			59.00	59.00
TOTAL PAYMENT AMOUNT						207.00 *	207.00
021058/00	MULDOON, CARRIE						
1609 PO-151359	01/15/2015	MILEAGE	1 01-0036-0-5210-103-0000-7200-000-000 NN F			113.79	113.79
TOTAL PAYMENT AMOUNT						113.79 *	113.79
017576/00	OFFICE DEPOT/BUS.SERVICES DIV						
1603 PO-151357	01/15/2015	749174952001	1 01-0000-0-4300-238-1110-1000-010-000 NN F			92.63	92.09
1608 PO-151358	01/15/2015	749174275001	1 01-0000-0-4300-238-1110-1000-010-000 NN F			47.43	47.43
TOTAL PAYMENT AMOUNT						139.52 *	139.52
011345/00	PLACER LEARNING CENTER						
247 PO-150481	01/15/2015	DEC14	1 01-6500-0-5800-102-5750-1180-002-000 NN P			4,947.40	4,947.40
TOTAL PAYMENT AMOUNT						4,947.40 *	4,947.40
014069/00	PLATT ELECTRIC SUPPLY INC						
1551 PO-151312	01/15/2015	F801408	1 01-8150-0-4300-106-0000-8110-007-000 NN P			18.26	18.26
1551 PO-151312	01/15/2015	F801213	1 01-8150-0-4300-106-0000-8110-007-000 NN P			348.62	348.62
1551 PO-151312	01/15/2015	F826067	1 01-8150-0-4300-106-0000-8110-007-000 NN P			19.50	19.50
1551 PO-151312	01/15/2015	F800259	1 01-8150-0-4300-106-0000-8110-007-000 NN P			239.04	239.04

81 CENTER UNIFIED SCHOOL DIST.
01-15-15

ACCOUNTS PAYABLE PRELIST
BATCH: 0048 01-15-15
FUND : 01 GENERAL FUND

J547 APY500 H.02.05 01/15/15 PAGE 8
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Vendor/Addr	Remit name	Tax ID num	Deposit type	ABA num	Account num			
Req Reference	Date	Description	FD RESO P OBJE SIT GOAL FUNC RES DEP T9MP				Liq Amt	Net Amount
014069 (CONTINUED)								
1551 PO-151312	01/15/2015	F782525	1 01-8150-0-4300-106-0000-8110-007-000 NN P				10.20	10.20
1551 PO-151312	01/15/2015	F762499	1 01-8150-0-4300-106-0000-8110-007-000 NN P				28.91	28.91
1551 PO-151312	01/15/2015	F773443	1 01-8150-0-4300-106-0000-8110-007-000 NN P				140.76	140.76
1551 PO-151312	01/15/2015	F759125	1 01-8150-0-4300-106-0000-8110-007-000 NN P				260.06	260.06
1551 PO-151312	01/15/2015	F835416	1 01-8150-0-4300-106-0000-8110-007-000 NN P				8.40	8.40
TOTAL PAYMENT AMOUNT							1,073.75 *	1,073.75
022525/00 POST-IT LLC								
977 PO-150837	01/15/2015	NOV	1 01-0000-0-5800-110-0000-7200-004-000 NN P				100.00	100.00
TOTAL PAYMENT AMOUNT							100.00 *	100.00
021194/00 PRUDENTIAL OVERALL SUPPLY INC								
133 PO-150070	01/15/2015	180202635	1 01-0000-0-5600-112-0000-3600-007-000 NN P				58.12	58.12
133 PO-150070	01/15/2015	180203150	1 01-0000-0-5600-112-0000-3600-007-000 NN P				58.12	58.12
133 PO-150070	01/15/2015	180202066	1 01-0000-0-5600-112-0000-3600-007-000 NN P				58.12	58.12
TOTAL PAYMENT AMOUNT							174.36 *	174.36
010627/00 RIVERVIEW INTERNATIONAL TRUCKS								
579 PO-150500	01/15/2015	849033	2 01-0000-0-4300-112-0000-3600-007-000 NN P				179.27	179.27
TOTAL PAYMENT AMOUNT							179.27 *	179.27
010242/00 ROTO-ROOTER PLUMBERS								
199 PO-150176	01/15/2015	SA48103	1 01-8150-0-5600-106-0000-8110-007-000 NN P				470.00	470.00
199 PO-150176	01/15/2015	SA42288	1 01-8150-0-5600-106-0000-8110-007-000 NN P				410.00	410.00
TOTAL PAYMENT AMOUNT							880.00 *	880.00
010266/00 SACRAMENTO COUNTY UTILITIES								
30 PO-150018	01/15/2015	50000878546	1 01-0000-0-5540-106-0000-8110-007-000 NN P				675.11	675.11
30 PO-150018	01/15/2015	50000878608	1 01-0000-0-5540-106-0000-8110-007-000 NN P				335.11	335.11
30 PO-150018	01/15/2015	500006974207	1 01-0000-0-5540-106-0000-8110-007-000 NN P				1,619.38	1,619.38
TOTAL PAYMENT AMOUNT							2,629.60 *	2,629.60

81 CENTER UNIFIED SCHOOL DIST.
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ACCOUNTS PAYABLE PRELIST
BATCH: 0048 01-15-15
FUND : 01 GENERAL FUND

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Vendor/Addr	Remit name	Description	Tax ID num	Deposit type	ABA num	Account num	Liq Amt	Net Amount
Req Reference	Date			FD RESO P OBJE SIT GOAL FUNC RES DEP T9MP				
016337/00	SAECHOA, MUANG							
1635 PO-151384	01/15/2015 NOV			1 01-6500-0-5800-102-5770-3600-002-000 NN P		156.80	156.80	
1635 PO-151384	01/15/2015 DEC			1 01-6500-0-5800-102-5770-3600-002-000 NN P		156.80	156.80	
TOTAL PAYMENT AMOUNT				313.60 *			313.60	
010373/00	SCHOOLS INSURANCE AUTHORITY							
1153 PO-150986	01/15/2015 2015UST-KAM.12			1 01-0000-0-5800-112-0000-3600-007-000 NN P		150.00	150.00	
TOTAL PAYMENT AMOUNT				150.00 *			150.00	
011500/00	SCHOOLS INSURANCE AUTHORITY							
PV-151051	01/13/2015 JANUARY			01-0000-0-9552-000-0000-0000-000-000 NN			45,824.75	
TOTAL PAYMENT AMOUNT				45,824.75 *			45,824.75	
015675/00	SCOTT ELECTRIC							
1628 PO-151378	01/15/2015 0851904			1 01-8150-0-4300-106-0000-8110-007-000 YN F		42.00	42.00	
TOTAL PAYMENT AMOUNT				42.00 *			42.00	
TOTAL USE TAX AMOUNT				3.36				
014558/00	SPURR							
34 PO-150022	01/15/2015 61290			1 01-0000-0-5520-106-0000-8110-007-000 NN P		3,964.95	3,964.95	
TOTAL PAYMENT AMOUNT				3,964.95 *			3,964.95	
010137/00	STATE BOARD OF EQUALIZATION							
1071 PO-150922	01/15/2015 57-415168			1 01-0000-0-5800-112-0000-3600-007-000 NN P		80.09	80.09	
1071 PO-150922	01/15/2015 SHORTAGE-JULY-SEPT			1 01-0000-0-5800-112-0000-3600-007-000 NN P		24.85	24.85	
1620 PO-151374	01/15/2015 44-010026			1 01-0000-0-5800-112-0000-3600-007-000 NN F		542.22	542.22	
TOTAL PAYMENT AMOUNT				647.16 *			647.16	
020371/00	SUMNER, SHERYL							
1598 PO-151372	01/15/2015 MILEAGE DEC			1 01-6500-0-5210-102-5750-1130-003-000 NN F		19.71	19.71	
TOTAL PAYMENT AMOUNT				19.71 *			19.71	

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81 CENTER UNIFIED SCHOOL DIST.
01-15-15

ACCOUNTS PAYABLE PRELIST
BATCH: 0048 01-15-15
FUND : 01 GENERAL FUND

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Vendor/Addr	Remit name	Tax ID num	Deposit type	ABA num	Account num			
Req Reference	Date	Description	FD RESO	P	OBJE	SIT	GOAL	FUNC
			RES	DEP	T9MP	Liq Amt	Net Amount	
010492/00	WOLVERINE SPORTS							
1300 PO-151111	01/15/2015	588792	1	01-0000-0-4300-371-1110-1000-012-000	NN F	351.91	329.24	
TOTAL PAYMENT AMOUNT							329.24 *	329.24
017313/00	XEROX							
622 PO-150534	01/15/2015	300228247	1	01-0000-0-5800-115-9790-8200-007-000	NN P	510.31	510.31	
622 PO-150534	01/15/2015	300227855	1	01-0000-0-5800-115-9790-8200-007-000	NN P	36,108.37	36,108.37	
746 PO-150640	01/15/2015	300227855	1	01-7220-0-5612-472-1110-1000-014-000	NN P	100.00	100.00	
747 PO-150641	01/15/2015	300227855	1	01-3550-0-5612-472-1110-1000-014-000	NN P	100.00	100.00	
1212 PO-151031	01/15/2015	300227855	1	01-6500-0-5612-102-5001-2700-002-000	NN P	50.00	50.00	
TOTAL PAYMENT AMOUNT							36,868.68 *	36,868.68
TOTAL FUND PAYMENT							211,474.28 **	211,474.28
TOTAL USE TAX AMOUNT							3.36	

81 CENTER UNIFIED SCHOOL DIST.
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ACCOUNTS PAYABLE PRELIST
BATCH: 0048 01-15-15
FUND : 09 CHARTER SCHOOLS

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Vendor/Addr	Remit name	Tax ID num	Deposit type	ABA num	Account num			
Req Reference	Date	Description	FD RESO	P OBJE	SIT GOAL	FUNC RES	DEP T9MP	Liq Amt
								Net Amount
017313/00		XEROX						
1217 PO-151036	01/15/2015	300227855	1	09-0000-0-5612-501-0000-2700-016-000	NN	P		20.00
1217 PO-151036	01/15/2015	300227855	2	09-0000-0-5612-501-1110-1000-016-000	NN	P		80.00
TOTAL PAYMENT AMOUNT								100.00 *
TOTAL FUND PAYMENT								100.00 **

81 CENTER UNIFIED SCHOOL DIST.
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ACCOUNTS PAYABLE PRELIST
BATCH: 0048 01-15-15
FUND : 11 ADULT EDUCATION FUND

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

017313/00	XEROX						
748 PO-150642	01/15/2015	300227855	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

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ACCOUNTS PAYABLE PRELIST
BATCH: 0048 01-15-15
FUND : 13 CAFETERIA FUND

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Vendor/Addr	Remit name	Description	Tax ID num	Deposit type	ABA num	Account num	Liq Amt	Net Amount
Req Reference	Date			FD RESO P OBJE SIT GOAL FUNC RES DEP T9MP				
020098/00	BIG TRAY							
164 PO-150150	01/15/2015	763121		1 13-5310-0-4400-108-0000-3700-007-000 NN P		152.28	152.28	
				TOTAL PAYMENT AMOUNT	152.28 *		152.28	
020305/00	CDW GOVERNMENT INC.							
1547 PO-151309	01/15/2015	RP81416		1 13-5310-0-4300-108-0000-3700-007-000 NN F		328.00	328.00	
				TOTAL PAYMENT AMOUNT	328.00 *		328.00	
011205/00	CULTURE SHOCK YOGURT							
176 PO-150160	01/15/2015	2260		1 13-5310-0-4700-108-0000-3700-007-000 NN P		142.80	142.80	
				TOTAL PAYMENT AMOUNT	142.80 *		142.80	
021080/00	ED JONES FOOD SERVICE INC							
159 PO-150145	01/15/2015	175428		1 13-5310-0-4700-108-0000-3700-007-000 NN P		5,252.88	5,252.88	
				TOTAL PAYMENT AMOUNT	5,252.88 *		5,252.88	
019905/00	FERGUSON, RENI							
1645 PO-151389	01/15/2015	REFUND LUNCH MONEY		1 13-5310-0-8634-000-0000-0000-000 NN F		20.50	20.50	
				TOTAL PAYMENT AMOUNT	20.50 *		20.50	
019893/00	HD DISTRIBUTION CO							
1579 PO-151334	01/15/2015	188517		1 13-5310-0-4300-108-0000-3700-007-000 NN F		258.03	258.03	
				TOTAL PAYMENT AMOUNT	258.03 *		258.03	
016279/00	P&R PAPER SUPPLY							
175 PO-150159	01/15/2015	BAL 30018965-00		1 13-5310-0-4300-108-0000-3700-007-000 NN P		207.69	207.69	
				TOTAL PAYMENT AMOUNT	207.69 *		207.69	
019993/00	PROPACIFIC FRESH							
160 PO-150146	01/15/2015	60270		1 13-5310-0-4700-108-0000-3700-007-000 NN P		2,317.02	2,317.02	
160 PO-150146	01/15/2015	62230		1 13-5310-0-4700-108-0000-3700-007-000 NN P		1,557.46	1,557.46	
160 PO-150146	01/15/2015	61188		1 13-5310-0-4700-108-0000-3700-007-000 NN P		1,051.05	1,051.05	

81 CENTER UNIFIED SCHOOL DIST.
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ACCOUNTS PAYABLE PRELIST
BATCH: 0048 01-15-15
FUND : 13 CAFETERIA FUND

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Vendor/Addr	Remit name	Tax ID num	Deposit type	ABA num	Account num		Liq Amt	Net Amount
Req Reference	Date	Description	FD RESO P	OBJE SIT	GOAL FUNC	RES DEP T9MP		
019993 (CONTINUED)								
160 PO-150146	01/15/2015	61883	1	13-5310-0-4700-108-0000-3700-007-000	NN P		423.92	423.92
160 PO-150146	01/15/2015	60507	1	13-5310-0-4700-108-0000-3700-007-000	NN P		1,061.62	1,061.62
160 PO-150146	01/15/2015	61169	1	13-5310-0-4700-108-0000-3700-007-000	NN P		776.78	776.78
TOTAL PAYMENT AMOUNT				7,187.85 *				7,187.85
015521/00 S.A. PRODUCTS CO.								
1376 PO-151186	01/15/2015	996195	1	13-5310-0-4300-108-0000-3700-007-000	NN P		317.95	317.95
TOTAL PAYMENT AMOUNT				317.95 *				317.95
017334/00 SEVEN UP BOTTLING CO. OF S.F.								
162 PO-150148	01/15/2015	2190324084	1	13-5310-0-4700-108-0000-3700-007-000	NN P		442.40	442.40
TOTAL PAYMENT AMOUNT				442.40 *				442.40
016043/00 SHELTONS UNLIMITED MECHANICAL								
165 PO-150151	01/15/2015	15-01NUTRI	1	13-5310-0-5600-108-0000-3700-007-000	NY P		1,785.00	1,785.00
TOTAL PAYMENT AMOUNT				1,785.00 *				1,785.00
011422/00 SYSCO OF SAN FRANCISCO								
158 PO-150144	01/15/2015	501061919	1	13-5310-0-4700-108-0000-3700-007-000	NN P		1,721.02	1,721.02
158 PO-150144	01/15/2015	1623721PUCB	1	13-5310-0-4700-108-0000-3700-007-000	NN P		175.44	175.44
TOTAL PAYMENT AMOUNT				1,896.46 *				1,896.46
TOTAL FUND PAYMENT				17,991.84 **				17,991.84

81 CENTER UNIFIED SCHOOL DIST.
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ACCOUNTS PAYABLE PRELIST
BATCH: 0048 01-15-15
FUND : 14 DEFERRED MAINTENANCE FUND

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Vendor/Addr	Remit name	Tax ID num	Deposit type	ABA num	Account num	Liq Amt	Net Amount
Req Reference	Date	Description	FD RESO P OBJE SIT GOAL FUNC RES DEP T9MP				
015121/00	B.J. FLOORING INC						
1565 PO-151327	01/15/2015	2009336	1 14-0024-0-5600-106-9611-8110-007-000 NN F			11,650.00	11,650.00
TOTAL PAYMENT AMOUNT				11,650.00 *			11,650.00
017002/00	HOME DEPOT CREDIT SERVICES						
1581 PO-151335	01/15/2015	6013637	1 14-0024-0-4300-106-9611-8110-007-000 NN P			80.07	80.07
1581 PO-151335	01/15/2015	6283327	1 14-0024-0-4300-106-9611-8110-007-000 NN P			39.32	39.32
TOTAL PAYMENT AMOUNT				119.39 *			119.39
010609/00	KELLY MOORE PAINT CO						
1604 PO-151362	01/15/2015	203-00000195299	1 14-0024-0-4300-106-9602-8110-007-000 NN F			699.55	699.55
TOTAL PAYMENT AMOUNT				699.55 *			699.55
016043/00	SHELTONS UNLIMITED MECHANICAL						
888 PO-150782	01/15/2015	14-14537	2 14-0024-0-4300-106-9607-8110-007-000 NY F			996.81	996.81
888 PO-150782	01/15/2015	14-14537	1 14-0024-0-4400-106-9607-8110-007-000 NY F			2,152.97	2,152.97
888 PO-150782	01/15/2015	14-14537	3 14-0024-0-5600-106-9607-8110-007-000 NY F			1,295.00	1,295.00
TOTAL PAYMENT AMOUNT				4,444.78 *			4,444.78
TOTAL FUND PAYMENT				16,913.72 **			16,913.72
TOTAL BATCH PAYMENT				246,504.84 ***	0.00		246,504.84
TOTAL USE TAX AMOUNT				3.36			
TOTAL DISTRICT PAYMENT				246,504.84 ****	0.00		246,504.84
TOTAL USE TAX AMOUNT				3.36			
TOTAL FOR ALL DISTRICTS:				246,504.84 ****	0.00		246,504.84
TOTAL USE TAX AMOUNT				3.36			

Number of warrants to be printed: 87, not counting voids due to stub overflows.

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ACCOUNTS PAYABLE PRELIST

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Batch status: A All

From batch: 0050

To batch: 0050

Include Revolving Cash: Y

Include Address: N

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ACCOUNTS PAYABLE PRELIST
BATCH: 0050 01-22-15
FUND : 01 GENERAL FUND

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Vendor/Addr	Remit name	Description	Tax ID num	Deposit type	ABA num	Account num	Liq Amt	Net Amount
Req Reference	Date			FD RESO P OBJE SIT GOAL FUNC RES DEP T9MP				
011636/00	I # 1	TOUCH-SCREEN TABLET						
1704	PO-151437	01/22/2015	1201411	1 01-3010-0-5800-103-1110-1000-003-832 NN P			1,020.00	1,020.00
				TOTAL PAYMENT AMOUNT	1,020.00 *			1,020.00
017749/00	IACE TUTORING SERVICES INC							
1702	PO-151435	01/22/2015	201411	1 01-3010-0-5800-103-1110-1000-003-832 NN P			240.00	240.00
				TOTAL PAYMENT AMOUNT	240.00 *			240.00
018388/00	123 MATH & READING							
1699	PO-151432	01/22/2015	20141511004	1 01-3010-0-5800-103-1110-1000-003-832 NN P			1,170.00	1,170.00
				TOTAL PAYMENT AMOUNT	1,170.00 *			1,170.00
011802/00	A-Z BUS SALES INC.							
1724	PO-151456	01/22/2015	09781	1 01-0000-0-5800-112-0000-3600-007-000 NN P			500.00	500.00
1724	PO-151456	01/22/2015	09781	1 01-0000-0-5800-112-0000-3600-007-000 NN P			1,954.82	1,954.82
				TOTAL PAYMENT AMOUNT	2,454.82 *			2,454.82
017115/00	ACADEMIC COMMUNICATION ASSOC							
1588	PO-151345	01/22/2015	251993	1 01-5640-0-4300-601-9728-3150-017-000 NN F			33.74	33.60
				TOTAL PAYMENT AMOUNT	33.60 *			33.60
017325/00	ACADEMIC TUTORING SERVICE							
1703	PO-151436	01/22/2015	155	1 01-3010-0-5800-103-1110-1000-003-832 NN P			90.00	90.00
				TOTAL PAYMENT AMOUNT	90.00 *			90.00
017647/00	ACT FINANCE							
1706	PO-151439	01/22/2015	31622536	1 01-3010-0-5800-371-1110-1000-012-000 NN F			258.10	258.10
				TOTAL PAYMENT AMOUNT	258.10 *			258.10

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Vendor/Addr	Remit name	Tax ID num	Deposit type	ABA num	Account num	Liq Amt	Net Amount
Req Reference	Date	Description	FD RESO P OBJE SIT GOAL FUNC RES DEP T9MP				
010340/00	CA DEPT OF JUSTICE						
811 PO-150695	01/22/2015	064381	1 01-0000-0-5800-110-0000-7200-004-000 NN P			160.00	160.00
TOTAL PAYMENT AMOUNT						160.00 *	160.00
020540/00	CALIFORNIA AMERICAN WATER CO						
25 PO-150015	01/22/2015	1015-210019904293	1 01-0000-0-5540-106-0000-8110-007-000 NN P			1,204.71	1,204.71
25 PO-150015	01/22/2015	210018891530	1 01-0000-0-5540-106-0000-8110-007-000 NN P			675.96	675.96
25 PO-150015	01/22/2015	210019904460	1 01-0000-0-5540-106-0000-8110-007-000 NN P			1,295.77	1,295.77
25 PO-150015	01/22/2015	210020062960	1 01-0000-0-5540-106-0000-8110-007-000 NN P			1,141.55	1,141.55
25 PO-150015	01/22/2015	210020445299	1 01-0000-0-5540-106-0000-8110-007-000 NN P			737.44	737.44
25 PO-150015	01/22/2015	210019694541	1 01-0000-0-5540-106-0000-8110-007-000 NN P			368.67	368.67
25 PO-150015	01/22/2015	210019695896	1 01-0000-0-5540-106-0000-8110-007-000 NN P			156.34	156.34
25 PO-150015	01/22/2015	210021268303	1 01-0000-0-5540-106-0000-8110-007-000 NN P			366.03	366.03
25 PO-150015	01/22/2015	210020956980	1 01-0000-0-5540-106-0000-8110-007-000 NN P			1,070.34	1,070.34
25 PO-150015	01/22/2015	210020037810	1 01-0000-0-5540-106-0000-8110-007-000 NN P			1,302.50	1,302.50
25 PO-150015	01/22/2015	210020957327	1 01-0000-0-5540-106-0000-8110-007-000 NN P			2,951.64	2,951.64
TOTAL PAYMENT AMOUNT						11,270.95 *	11,270.95
021036/00	CCHAT CENTER						
218 PO-150408	01/22/2015	CENTER12-14	1 01-6500-0-5800-102-5750-1180-002-000 NN P			1,878.60	1,878.60
TOTAL PAYMENT AMOUNT						1,878.60 *	1,878.60
020305/00	CDW GOVERNMENT INC.						
1497 PO-151271	01/22/2015	RS88784	1 01-0000-0-4300-475-3200-2420-015-000 NN F			266.72	260.56
1514 PO-151282	01/22/2015	RQ57768	1 01-0000-0-4300-115-0000-7700-007-000 NN P			305.89	305.89
1514 PO-151282	01/22/2015	RP73629	1 01-0000-0-4300-115-0000-7700-007-000 NN F			181.10	254.69
TOTAL PAYMENT AMOUNT						821.14 *	821.14
018180/00	CITRUS HEIGHTS SAW & MOWER						
50 PO-150082	01/22/2015	296308	1 01-0000-0-4300-106-0000-8110-007-000 NN P			145.75	145.75
TOTAL PAYMENT AMOUNT						145.75 *	145.75
017019/00	CLUBZ! IN-HOME TUTORING SVCS						
1701 PO-151434	01/22/2015	0002	1 01-3010-0-5800-103-1110-1000-003-832 NN P			1,322.25	1,322.25
1701 PO-151434	01/22/2015	0003	1 01-3010-0-5800-103-1110-1000-003-832 NN P			1,537.50	1,537.50
TOTAL PAYMENT AMOUNT						2,859.75 *	2,859.75

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Vendor/Addr	Remit name	Tax ID num	Deposit type	ABA num	Account num		Liq Amt	Net Amount
Req Reference	Date	Description	FD RESO P	OBJE SIT	GOAL FUNC	RES DEP T9MP		
021464/00	CMI EDUCATION INSTITUTE INC							
1621 PO-151369	01/22/2015	732971	1	01-6512-0-4300-102-5001-2700-002-000	NN F		110.69	104.21
TOTAL PAYMENT AMOUNT								104.21
021813/00	CONSOLIDATED COMMUNICATIONS							
37 PO-150024	01/22/2015	604457-001	1	01-0000-0-5902-106-0000-8110-007-000	NN P		468.00	468.00
TOTAL PAYMENT AMOUNT								468.00
010433/00	COUNTY OF SACRAMENTO							
257 PO-150217	01/22/2015	42894	1	01-0000-0-5550-106-0000-8110-007-000	NN P		39.35	39.35
TOTAL PAYMENT AMOUNT								39.35
015735/00	COUNTY OF SACRAMENTO							
26 PO-150079	01/22/2015	18485	1	01-0000-0-5800-106-0000-8110-007-000	NN P		25.00	25.00
TOTAL PAYMENT AMOUNT								25.00
010236/00	CREATIVE BUS SALES							
396 PO-150345	01/22/2015	8008922	1	01-0000-0-4300-112-0000-3600-007-000	NN P		405.01	405.01
396 PO-150345	01/22/2015	8009326	1	01-0000-0-4300-112-0000-3600-007-000	NN P		231.12	231.12
TOTAL PAYMENT AMOUNT								636.13
015718/00	CUSTOM BENEFIT ADMINISTRATORS							
PV-151052	01/21/2015	JANUARY 2015		01-0000-0-9552-000-0000-0000-000-000	NN			3,544.70
TOTAL PAYMENT AMOUNT								3,544.70
011613/00	DITTO PRINT & COPY							
1664 PO-151412	01/22/2015	5104	1	01-0000-0-5800-234-0000-2700-008-000	NN F		167.08	167.08
TOTAL PAYMENT AMOUNT								167.08

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
021610/00	EATON INTERPRETING SERVICES	[REDACTED]			
1687 PO-151419	01/22/2015	201198	1 01-0000-0-5800-103-0000-7200-003-000 NN F	105.00	105.00
TOTAL PAYMENT AMOUNT				105.00 *	105.00
019262/00	ENTERPRISE RENT A CAR				
1723 PO-151455	01/22/2015	96COM9	1 01-0000-0-5600-472-1110-4000-014-915 NN P	86.39	86.39
1723 PO-151455	01/22/2015	96CKR0	1 01-0000-0-5600-472-1110-4000-014-915 NN F	86.39	86.39
TOTAL PAYMENT AMOUNT				172.78 *	172.78
022347/00	GIVE SOMETHING BACK				
1615 PO-151364	01/22/2015	0324330-0327629	1 01-7220-0-4300-472-1110-1000-014-000 NN P	34.55	34.55
1615 PO-151364	01/22/2015	0327629	1 01-7220-0-4300-472-1110-1000-014-000 NN F	224.62	134.98
1619 PO-151368	01/22/2015	IN-0324331	1 01-0000-0-4300-105-0000-7200-005-000 NN P	83.38	83.38
1619 PO-151368	01/22/2015	IN-0325739	1 01-0000-0-4300-105-0000-7200-005-000 NN F	17.49	9.48
1662 PO-151404	01/22/2015	IN-0326993	1 01-0000-0-4300-105-0000-7200-005-000 NN F	28.60	28.59
TOTAL PAYMENT AMOUNT				290.98 *	290.98
017718/00	GUIDING HANDS INC.				
244 PO-150683	01/22/2015	2602	1 01-6500-0-5800-102-5750-1180-002-000 NN P	450.00	450.00
244 PO-150683	01/22/2015	2565	1 01-6500-0-5800-102-5750-1180-002-000 NN P	7,824.48	7,824.48
TOTAL PAYMENT AMOUNT				8,274.48 *	8,274.48
021775/00	HD SUPPLY FACILITIES MAINT.				
45 PO-150031	01/22/2015	9134648381	1 01-8150-0-4300-106-0000-8110-007-000 NN P	256.07	256.07
TOTAL PAYMENT AMOUNT				256.07 *	256.07
021609/00	HIMENES, ALAN				
1676 PO-151425	01/22/2015	REIMB	1 01-0000-0-4300-472-0000-2700-014-000 NN F	151.42	151.42
TOTAL PAYMENT AMOUNT				151.42 *	151.42
017002/00	HOME DEPOT CREDIT SERVICES				
1147 PO-150981	01/22/2015	7283425	1 01-8150-0-4300-106-0000-8110-007-000 NN P	113.08	113.08
1147 PO-150981	01/22/2015	4015735	1 01-8150-0-4300-106-0000-8110-007-000 NN P	71.94	71.94
1147 PO-150981	01/22/2015	1023803	1 01-8150-0-4300-106-0000-8110-007-000 NN P	66.26	66.26

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Vendor/Addr	Remit name	Description	Tax ID num	Deposit type	ABA num	Account num	Liq Amt	Net Amount
Req Reference	Date			FD RESO P OBJE SIT GOAL FUNC RES DEP T9MP				
TOTAL PAYMENT AMOUNT							251.28 *	251.28
010464/00	INDERKUM HIGH SCHOOL BOYS							
1698 PO-151445	01/22/2015	TOURN FEE 9/26-27		1 01-0472-0-5800-472-1263-4200-014-000 NN F			500.00	500.00
TOTAL PAYMENT AMOUNT							500.00 *	500.00
010728/00	JOHNSTONE SUPPLY OF SACRAMENTO							
905 PO-150776	01/22/2015	27-S1984632.002		1 01-8150-0-4300-106-0000-8110-007-000 NN P			26.77	26.77
905 PO-150776	01/22/2015	27-S1984632.001		1 01-8150-0-4300-106-0000-8110-007-000 NN P			61.66	61.66
TOTAL PAYMENT AMOUNT							88.43 *	88.43
020090/00	JORDAN, MICHAEL							
1685 PO-151426	01/22/2015	REIMB		1 01-0000-0-4300-472-0000-2700-014-000 NN F			165.00	165.00
TOTAL PAYMENT AMOUNT							165.00 *	165.00
010355/00	KAISER FOUNDATION HEALTH PLAN							
PV-151054	01/22/2015	FEBRUARY 2015		01-0000-0-9552-000-0000-0000-000-000 NN				159,808.14
TOTAL PAYMENT AMOUNT							159,808.14 *	159,808.14
021636/00	LAMINATOR.COM							
1553 PO-151314	01/22/2015	LMI0150570		1 01-0000-0-4300-472-0000-2700-014-000 YN F			323.96	304.95
TOTAL PAYMENT AMOUNT							304.95 *	304.95
TOTAL USE TAX AMOUNT							24.40	
010034/00	MCGILL DISCOUNT NURSE SUPPLIES							
1389 PO-151219	01/22/2015	IN0503659		1 01-6500-0-4300-102-5750-1110-002-000 NN F			64.84	65.33
TOTAL PAYMENT AMOUNT							65.33 *	65.33
021692/00	MONOPRICE INC							
1614 PO-151363	01/22/2015	11715734		1 01-0000-0-4300-472-0000-2700-014-000 NN F			28.81	30.50
TOTAL PAYMENT AMOUNT							30.50 *	30.50

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Vendor/Addr	Remit name	Tax ID num	Deposit type	ABA num	Account num	Liq Amt	Net Amount
Req Reference	Date	Description	FD RESO P OBJE SIT GOAL FUNC RES DEP T9MP				
015787/00	O'REILLY AUTO PARTS						
1378 PO-151187	01/22/2015	3558-316842	1 01-0000-0-4300-112-0000-3600-007-000 NN P			21.59	21.59
1378 PO-151187	01/22/2015	316677	1 01-0000-0-4300-112-0000-3600-007-000 NN P			157.67	157.67
1378 PO-151187	01/22/2015	316887	1 01-0000-0-4300-112-0000-3600-007-000 NN P			11.21	11.21
TOTAL PAYMENT AMOUNT						190.47 *	190.47
017576/00	OFFICE DEPOT/BUS.SERVICES DIV						
1616 PO-151365	01/22/2015	750195249001	1 01-0000-0-4300-238-1110-1000-010-000 NN F			142.16	142.16
1618 PO-151367	01/22/2015	749174952002	1 01-0000-0-4300-238-1110-1000-010-000 NN P			0.50	0.50
1618 PO-151367	01/22/2015	749174952002	1 01-0000-0-4300-238-1110-1000-010-000 NN F			113.16	113.66
1649 PO-151392	01/22/2015	749453277001	1 01-6300-0-4300-238-1110-1000-010-000 NN F			194.35	194.35
1637 PO-151395	01/22/2015	749715812001	2 01-0000-0-4300-240-0000-2700-011-000 NN F			56.82	56.82
1637 PO-151395	01/22/2015	749715813001	1 01-6300-0-4300-240-1110-1000-011-000 NN F			239.62	239.62
1652 PO-151397	01/22/2015	749715406001	1 01-5640-0-4300-601-9728-1000-017-240 NN F			18.10	18.10
1653 PO-151398	01/22/2015	749714912001	1 01-6300-0-4300-238-1110-1000-010-000 NN F			106.81	56.91
1654 PO-151399	01/22/2015	749714286001	1 01-6300-0-4300-238-1110-1000-010-000 NN F			22.29	22.29
TOTAL PAYMENT AMOUNT						844.41 *	844.41
021752/00	PACIFIC POWER & SYSTEMS INC						
1719 PO-151452	01/22/2015	3696	1 01-8150-0-5800-106-0000-8110-007-000 NN F			293.17	293.17
TOTAL PAYMENT AMOUNT						293.17 *	293.17
019700/00	PITNEY BOWES INC						
324 PO-150274	01/22/2015	1255240-JA15	1 01-0000-0-7439-105-0000-9100-005-000 NN P			1,250.99	1,250.99
TOTAL PAYMENT AMOUNT						1,250.99 *	1,250.99
014069/00	PLATT ELECTRIC SUPPLY INC						
1551 PO-151312	01/22/2015	F860652	1 01-8150-0-4300-106-0000-8110-007-000 NN P			29.87	29.87
1551 PO-151312	01/22/2015	F889293	1 01-8150-0-4300-106-0000-8110-007-000 NN P			444.96	444.96
TOTAL PAYMENT AMOUNT						474.83 *	474.83
021401/00	PRACTI-CAL INC						
1674 PO-151414	01/22/2015	30655	1 01-5640-0-5800-103-0000-3140-003-000 NN P			151.06	151.06
1674 PO-151414	01/22/2015	30702	1 01-5640-0-5800-103-0000-3140-003-000 NN P			116.83	116.83
1674 PO-151414	01/22/2015	31046	1 01-5640-0-5800-103-0000-3140-003-000 NN P			481.54	481.54
1674 PO-151414	01/22/2015	31103	1 01-5640-0-5800-103-0000-3140-003-000 NN F			1,932.06	1,932.06

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Vendor/Addr Req Reference	Remit name Date	Description	Tax ID num	Deposit type FD RESO P OBJE SIT	ABA num GOAL FUNC RES DEP T9MP	Account num	Liq Amt	Net Amount
TOTAL PAYMENT AMOUNT					2,681.49 *			2,681.49
016696/00 PROFESSIONAL TUTORS OF AMERICA								
1705 PO-151438	01/22/2015	51201		1 01-3010-0-5800-103-1110-1000-003-832 NN P			68.00	68.00
TOTAL PAYMENT AMOUNT					68.00 *			68.00
021194/00 PRUDENTIAL OVERALL SUPPLY INC								
133 PO-150070	01/22/2015	180203697		1 01-0000-0-5600-112-0000-3600-007-000 NN P			58.12	58.12
133 PO-150070	01/22/2015	180204377		1 01-0000-0-5600-112-0000-3600-007-000 NN P			58.12	58.12
TOTAL PAYMENT AMOUNT					116.24 *			116.24
011238/00 RELIABLE TIRE								
356 PO-150308	01/22/2015	121131		1 01-0000-0-4300-112-0000-3600-007-000 NN P			42.00	42.00
356 PO-150308	01/22/2015	121566		1 01-0000-0-4300-112-0000-3600-007-000 NN P			1,120.07	1,120.07
TOTAL PAYMENT AMOUNT					1,162.07 *			1,162.07
010627/00 RIVERVIEW INTERNATIONAL TRUCKS								
579 PO-150500	01/22/2015	223129		1 01-0000-0-5600-112-0000-3600-007-000 NN F			1,407.80	1,407.80
1716 PO-151449	01/22/2015	223129		1 01-0000-0-5600-112-0000-3600-007-000 NN P			968.68	968.68
TOTAL PAYMENT AMOUNT					2,376.48 *			2,376.48
013973/00 SAMBA SAFETY								
66 PO-150038	01/22/2015	6137-201412		1 01-0000-0-4300-112-0000-3600-007-000 NN P			54.21	54.21
TOTAL PAYMENT AMOUNT					54.21 *			54.21
020981/00 SAVE MART SUPERMARKETS								
485 PO-150422	01/22/2015	2295662		1 01-6500-0-4300-102-5770-1110-002-000 NN P			51.84	51.84
TOTAL PAYMENT AMOUNT					51.84 *			51.84
015240/00 SF CABLE INC								
1454 PO-151240	01/22/2015	261963		1 01-9115-0-4300-115-0000-7700-007-000 NN F			951.79	765.29
TOTAL PAYMENT AMOUNT					765.29 *			765.29

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Vendor/Addr	Remit name	Tax ID num	Deposit type	ABA num	Account num	Liq Amt	Net Amount
Req Reference	Date	Description	FD RESO P OBJE SIT GOAL FUNC RES DEP T9MP				
013910/00		SHIELDS HARPER & CO.					
1340 PO-151137	01/22/2015	644724	1 01-0000-0-4300-112-0000-3600-007-000 NN F			216.00	270.65
TOTAL PAYMENT AMOUNT				270.65 *			270.65
010376/00		SLAKEY BROS. INC.					
1721 PO-151454	01/22/2015	80296605-00	1 01-8150-0-4300-106-0000-8110-007-000 NN P			168.68	168.68
1721 PO-151454	01/22/2015	80297176-00	1 01-8150-0-4300-106-0000-8110-007-000 NN P			206.06	206.06
TOTAL PAYMENT AMOUNT				374.74 *			374.74
010288/00		SPORT CHALET					
1449 PO-151237	01/22/2015	90739858	1 01-6300-0-4300-472-1110-1000-014-000 NN F			5,882.04	5,859.29
TOTAL PAYMENT AMOUNT				5,859.29 *			5,859.29
018370/00		STANLEY CONVERGENT SECURITY					
35 PO-150081	01/22/2015	12064328	1 01-0000-0-5800-106-0000-8110-007-000 NN P			3,320.73	3,320.73
TOTAL PAYMENT AMOUNT				3,320.73 *			3,320.73
020252/00		STAPLES ADVANTAGE					
1535 PO-151302	01/22/2015	3251606336	1 01-3010-0-4300-371-1110-1000-012-000 NN P			387.09	387.09
1535 PO-151302	01/22/2015	3251606338	1 01-3010-0-4300-371-1110-1000-012-000 NN F			586.72	582.22
TOTAL PAYMENT AMOUNT				969.31 *			969.31
018066/00		SUPER DUPER INC.					
1586 PO-151343	01/22/2015	2032323A	1 01-5640-0-4300-601-9728-3150-017-000 YN F			62.02	57.43
TOTAL PAYMENT AMOUNT				57.43 *			57.43
TOTAL USE TAX AMOUNT				4.59			
016283/00		THE COMMUNITY COLLEGE					
1700 PO-151433	01/22/2015	41754	1 01-3010-0-5800-103-1110-1000-003-832 NN P			649.25	649.25
1700 PO-151433	01/22/2015	41751	1 01-3010-0-5800-103-1110-1000-003-832 NN P			106.00	106.00
TOTAL PAYMENT AMOUNT				755.25 *			755.25

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Vendor/Addr	Remit name		Tax ID num	Deposit type	ABA num	Account num			
Req Reference	Date	Description		FD RESO P OBJE SIT GOAL FUNC RES DEP T9MP			Liq Amt	Net Amount	
			TOTAL FUND	PAYMENT	339,412.26	**		339,412.26	
			TOTAL USE TAX AMOUNT		71.55				

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Vendor/Addr	Remit name	Tax ID num	Deposit type	ABA num	Account num		
Req Reference	Date	Description	FD RESO	P OBJE	SIT GOAL	FUNC RES	DEP T9MP
017576/00		OFFICE DEPOT/BUS.SERVICES DIV					
1571 PO-151339	01/22/2015	748012211001	1	11-0030-0-4300-601-4130-1000-017-000	NN	P	97.20
1571 PO-151339	01/22/2015	748572624001	1	11-0030-0-4300-601-4130-1000-017-000	NN	F	71.98
TOTAL PAYMENT AMOUNT							115.86 *
TOTAL FUND PAYMENT							115.86 **

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BATCH: 0050 01-22-15
FUND : 13 CAFETERIA FUND

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Vendor/Addr	Remit name	Description	Tax ID num	Deposit type	ABA num	Account num		Liq Amt	Net Amount
Req Reference	Date				FD RESO P OBJE SIT GOAL FUNC RES DEP T9MP				
019834/00	BERKELEY FARMS INC								
161 PO-150147	01/22/2015	1098018			1 13-5310-0-4700-108-0000-3700-007-000 NN P		6,881.06	6,881.06	
					TOTAL PAYMENT AMOUNT	6,881.06 *		6,881.06	
011602/00	DANIELSEN CO., THE								
155 PO-150141	01/22/2015	63069			2 13-5310-0-4300-108-0000-3700-007-000 NN P		77.09	77.09	
155 PO-150141	01/22/2015	63699			2 13-5310-0-4300-108-0000-3700-007-000 NN P		8.00	8.00	
155 PO-150141	01/22/2015	63069			1 13-5310-0-4700-108-0000-3700-007-000 NN P		2,371.12	2,371.12	
155 PO-150141	01/22/2015	63699			1 13-5310-0-4700-108-0000-3700-007-000 NN P		3,406.90	3,406.90	
					TOTAL PAYMENT AMOUNT	5,863.11 *		5,863.11	
021080/00	ED JONES FOOD SERVICE INC								
159 PO-150145	01/22/2015	175743			1 13-5310-0-4700-108-0000-3700-007-000 NN P		8,489.49	8,489.49	
159 PO-150145	01/22/2015	175970			1 13-5310-0-4700-108-0000-3700-007-000 NN P		4,942.61	4,942.61	
					TOTAL PAYMENT AMOUNT	13,432.10 *		13,432.10	
020285/00	GERMAN, VALENTINA								
1729 PO-151460	01/22/2015	REFUND			1 13-5310-0-8634-000-0000-0000-000-000 NN F		8.99	8.99	
					TOTAL PAYMENT AMOUNT	8.99 *		8.99	
022364/00	HEARTLAND SCHOOL SOLUTIONS								
170 PO-150156	01/22/2015	HSS00000024661			1 13-5310-0-5300-108-0000-3700-007-000 NN P		328.05	328.05	
					TOTAL PAYMENT AMOUNT	328.05 *		328.05	
021194/00	PRUDENTIAL OVERALL SUPPLY INC								
163 PO-150149	01/22/2015	180202065			1 13-5310-0-5800-108-0000-3700-007-000 NN P		71.60	71.60	
163 PO-150149	01/22/2015	180204376			1 13-5310-0-5800-108-0000-3700-007-000 NN P		71.60	71.60	
163 PO-150149	01/22/2015	180204953			1 13-5310-0-5800-108-0000-3700-007-000 NN P		71.60	71.60	
163 PO-150149	01/22/2015	180204376			1 13-5310-0-5800-108-0000-3700-007-000 NN P		71.60	71.60	
					TOTAL PAYMENT AMOUNT	286.40 *		286.40	

81 CENTER UNIFIED SCHOOL DIST.
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FUND : 13 CAFETERIA FUND

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Vendor/Addr	Remit name	Tax ID num	Deposit type	ABA num	Account num	Liq Amt	Net Amount
Req Reference	Date	Description	FD RESO P OBJE SIT GOAL FUNC RES DEP T9MP				
011422/00		SYSCO OF SAN FRANCISCO					
158 PO-150144	01/22/2015	501201118	2 13-5310-0-4300-108-0000-3700-007-000	NN	P	263.18	263.18
158 PO-150144	01/22/2015	501131951	1 13-5310-0-4700-108-0000-3700-007-000	NN	P	996.60	996.60
158 PO-150144	01/22/2015	501201118	1 13-5310-0-4700-108-0000-3700-007-000	NN	P	720.97	720.97
TOTAL PAYMENT AMOUNT			1,980.75 *				1,980.75
TOTAL FUND PAYMENT			28,780.46 **				28,780.46
TOTAL BATCH PAYMENT			368,308.58 ***			0.00	368,308.58
TOTAL USE TAX AMOUNT			71.55				
TOTAL DISTRICT PAYMENT			368,308.58 ****			0.00	368,308.58
TOTAL USE TAX AMOUNT			71.55				
TOTAL FOR ALL DISTRICTS:			368,308.58 ****			0.00	368,308.58
TOTAL USE TAX AMOUNT			71.55				

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

Batch status: A All

From batch: 0051

To batch: 0051

Include Revolving Cash: Y

Include Address: N

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ACCOUNTS PAYABLE PRELIST
BATCH: 0051 01-29-15
FUND : 01 GENERAL FUND

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Vendor/Addr	Remit name	Description	Tax ID num	Deposit type	ABA num	Account num	Liq Amt	Net Amount
Req Reference	Date			FD RESO P OBJE SIT GOAL FUNC RES DEP T9MP				
010669/00	ALHAMBRA & SIERRA SPRINGS							
19 PO-150010	01/29/2015	4782453011515		1 01-8150-0-4300-106-0000-8110-007-000 NN P			47.29	47.29
59 PO-150036	01/29/2015	4781257011515		1 01-0000-0-4300-112-0000-3600-007-000 NN P			37.01	37.01
405 PO-150352	01/29/2015	478139011515		1 01-0000-0-4300-475-3200-2700-015-000 NN P			9.00	17.60
408 PO-150396	01/29/2015	4780794011515		1 01-0000-0-4300-103-0000-7200-003-000 NN P			26.35	26.35
408 PO-150396	01/29/2015	478079411515		2 01-6500-0-4300-102-5001-2700-002-000 NN P			26.35	26.35
TOTAL PAYMENT AMOUNT							154.60 *	154.60
018900/00	AMERICAN TIME & SIGNAL CO.							
183 PO-150166	01/29/2015	738562		1 01-8150-0-4300-106-0000-8110-007-000 NN P			831.00	831.00
TOTAL PAYMENT AMOUNT							831.00 *	831.00
020065/00	BOLTON, LOIS							
1753 PO-151472	01/29/2015	ER REIMB		1 01-0000-0-3404-111-0000-8200-000-000 NN F			50.00	50.00
TOTAL PAYMENT AMOUNT							50.00 *	50.00
013988/00	BUTTES/CENTER STATE PIPE &							
1169 PO-150998	01/29/2015	S008247802.001-CREDIT		1 01-8150-0-4300-106-0000-8110-007-000 NN P			175.06	175.06
TOTAL PAYMENT AMOUNT							175.06 *	175.06
011265/00	CAHPERD CONFERENCE							
1756 PO-151486	01/29/2015	SHERRY EDGAR REGIST		1 01-7405-0-5200-472-0000-2140-014-000 NN F			292.00	292.00
TOTAL PAYMENT AMOUNT							292.00 *	292.00
020540/00	CALIFORNIA AMERICAN WATER CO							
25 PO-150015	01/29/2015	1015-210019695353		1 01-0000-0-5540-106-0000-8110-007-000 NN P			185.91	185.91
25 PO-150015	01/29/2015	210021268389		1 01-0000-0-5540-106-0000-8110-007-000 NN P			185.91	185.91
25 PO-150015	01/29/2015	210019694008		1 01-0000-0-5540-106-0000-8110-007-000 NN P			185.91	185.91
25 PO-150015	01/29/2015	210021395847		1 01-0000-0-5540-106-0000-8110-007-000 NN P			423.08	423.08
25 PO-150015	01/29/2015	210020037919		1 01-0000-0-5540-106-0000-8110-007-000 NN P			431.74	431.74
25 PO-150015	01/29/2015	210021268822		1 01-0000-0-5540-106-0000-8110-007-000 NN P			285.13	285.13
TOTAL PAYMENT AMOUNT							1,697.68 *	1,697.68

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Vendor/Addr	Remit name	Tax ID num	Deposit type	ABA num	Account num	Liq Amt	Net Amount
Req Reference	Date	Description	FD RESO	P OBJE	SIT GOAL FUNC RES DEP T9MP		
018515/00	CALIFORNIA LANGUAGE TEACHERS'						
1744 PO-151478	01/29/2015	MARIE ROBB-CLTA	1	01-0000-0-5200-472-1230-1000-014-000	NN P	198.00	198.00
1744 PO-151478	01/29/2015	SOLEDAD RAMIREZ	1	01-0000-0-5200-472-1230-1000-014-000	NN P	198.00	198.00
1744 PO-151478	01/29/2015	MARK LOFTUS	1	01-0000-0-5200-472-1230-1000-014-000	NN P	300.00	300.00
1744 PO-151478	01/29/2015	LARRY HESLIN	1	01-0000-0-5200-472-1230-1000-014-000	NN F	363.00	363.00
TOTAL PAYMENT AMOUNT				1,059.00 *			1,059.00
019791/00	CAMFIL - AIR POLLUTION CONTROL						
1562 PO-151324	01/29/2015	01538790	1	01-0029-0-4300-472-1110-1000-014-000	NN F	1,740.96	1,957.01
TOTAL PAYMENT AMOUNT				1,957.01 *			1,957.01
010575/00	CAPITOL CLUTCH & BRAKE INC.						
80 PO-150180	01/29/2015	1337311	1	01-0000-0-4300-112-0000-3600-007-000	NN P	403.74	403.74
TOTAL PAYMENT AMOUNT				403.74 *			403.74
020305/00	CDW GOVERNMENT INC.						
1651 PO-151394	01/29/2015	RW58840	1	01-9115-0-4300-115-0000-7700-007-000	NN F	225.00	225.00
TOTAL PAYMENT AMOUNT				225.00 *			225.00
013928/00	CINTAS LOCATION 622						
1530 PO-151299	01/29/2015	622484735	1	01-0000-0-5800-111-0000-8200-007-000	NN P	101.53	101.53
1530 PO-151299	01/29/2015	622480486	1	01-0000-0-5800-111-0000-8200-007-000	NN P	112.60	112.60
TOTAL PAYMENT AMOUNT				214.13 *			214.13
015699/00	CLARK SECURITY PRODUCTS						
1168 PO-150997	01/29/2015	22K-075579	1	01-8150-0-4300-106-0000-8110-007-000	NN P	180.62	180.62
TOTAL PAYMENT AMOUNT				180.62 *			180.62
017019/00	CLUBZ! IN-HOME TUTORING SVCS						
1701 PO-151434	01/29/2015	0001	1	01-3010-0-5800-103-1110-1000-003-832	NN P	430.50	430.50
TOTAL PAYMENT AMOUNT				430.50 *			430.50

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Vendor/Addr	Remit name	Description	Tax ID num	Deposit type	ABA num	Account num	Liq Amt	Net Amount
Req Reference	Date			FD RESO P OBJE SIT	GOAL FUNC RES DEP T9MP			
014557/00	COLLEGE OAK TOW & TRANSPORT							
312 PO-150267	01/29/2015	480501		1 01-0000-0-5600-112-0000-3600-007-000	NN P	290.80	290.80	
TOTAL PAYMENT AMOUNT						290.80 *	290.80	
013950/00	COMMUNICATION ARTS							
1737 PO-151469	01/29/2015	RENEWAL-2YR		1 01-0000-0-4300-472-1208-1000-014-000	NN F	89.00	89.00	
TOTAL PAYMENT AMOUNT						89.00 *	89.00	
021813/00	CONSOLIDATED COMMUNICATIONS							
36 PO-150023	01/29/2015	604800-001		1 01-0000-0-5902-106-0000-8110-007-000	NN P	210.13	210.13	
TOTAL PAYMENT AMOUNT						210.13 *	210.13	
017681/00	GEARY PACIFIC SUPPLY							
464 PO-150401	01/29/2015	2926419		1 01-8150-0-4300-106-0000-8110-007-000	NN P	797.59	797.59	
TOTAL PAYMENT AMOUNT						797.59 *	797.59	
022347/00	GIVE SOMETHING BACK							
1682 PO-151417	01/29/2015	in-0328302		1 01-0000-0-4300-475-3200-1000-015-000	NN F	142.18	150.78	
1689 PO-151420	01/29/2015	IN-0328301		1 01-0000-0-4300-472-0000-2700-014-000	NN F	258.04	258.02	
TOTAL PAYMENT AMOUNT						408.80 *	408.80	
010191/00	GRAINGER							
382 PO-150334	01/29/2015	9638844168		1 01-8150-0-4300-106-0000-8110-007-000	NN F	40.48	81.96	
TOTAL PAYMENT AMOUNT						81.96 *	81.96	
010992/00	HARBOR FREIGHT TOOLS USA INC							
988 PO-150842	01/29/2015	170835		1 01-0000-0-9320-000-0000-0000-000-000	NN P	360.87	360.87	
TOTAL PAYMENT AMOUNT						360.87 *	360.87	

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Vendor/Addr	Remit name	Tax ID num	Deposit type	ABA num	Account num	Liq Amt	Net Amount
Req Reference	Date	Description	FD RESO P OBJE SIT GOAL FUNC RES DEP T9MP				
014576/00	HAYES, SHIRLEY						
1734 PO-151467	01/29/2015	REIMB	1 01-0000-0-4300-472-0000-2700-014-000 NN F			34.54	34.54
			TOTAL PAYMENT AMOUNT	34.54 *			34.54
011341/00	HUNT & SONS INC						
62 PO-150037	01/29/2015	417732	1 01-0000-0-4308-112-0000-3600-007-000 NN P			15,454.76	15,454.76
			TOTAL PAYMENT AMOUNT	15,454.76 *			15,454.76
022230/00	MANAGED HEALTH NETWORK						
190 PO-150169	01/29/2015	3200065052	1 01-0000-0-3401-100-1110-1000-000-000 NN P			1,197.90	1,197.90
190 PO-150169	01/29/2015	3200063344	1 01-0000-0-3401-100-1110-1000-000-000 NN P			1,197.90	1,197.90
			TOTAL PAYMENT AMOUNT	2,395.80 *			2,395.80
021692/00	MONOPRICE INC						
1569 PO-151330	01/29/2015	11681134	1 01-0000-0-4300-472-0000-2700-014-000 NN F			93.41	96.62
			TOTAL PAYMENT AMOUNT	96.62 *			96.62
017315/00	NAPA AUTO PARTS - GENUINE AUTO						
69 PO-150040	01/29/2015	985683-987644	1 01-0000-0-4300-112-0000-3600-007-000 NN P			9.37	9.37
69 PO-150040	01/29/2015	986376	1 01-0000-0-4300-112-0000-3600-007-000 NN P			40.61	40.61
69 PO-150040	01/29/2015	987449	1 01-0000-0-4300-112-0000-3600-007-000 NN P			115.15	115.15
69 PO-150040	01/29/2015	987465	1 01-0000-0-4300-112-0000-3600-007-000 NN P			136.64	136.64
			TOTAL PAYMENT AMOUNT	301.77 *			301.77
011521/00	NETOP						
1688 PO-151427	01/29/2015	14S0132970	1 01-3550-0-5800-472-1110-1000-014-000 NN F			900.00	900.00
			TOTAL PAYMENT AMOUNT	900.00 *			900.00
015787/00	O'REILLY AUTO PARTS						
1378 PO-151187	01/29/2015	3558317361	1 01-0000-0-4300-112-0000-3600-007-000 NN P			7.55	7.55
1378 PO-151187	01/29/2015	317475	1 01-0000-0-4300-112-0000-3600-007-000 NN P			95.04	95.04
1378 PO-151187	01/29/2015	318549	1 01-0000-0-4300-112-0000-3600-007-000 NN P			31.28	31.28
1378 PO-151187	01/29/2015	317847	1 01-0000-0-4300-112-0000-3600-007-000 NN P			30.95	30.95
1378 PO-151187	01/29/2015	316823	1 01-0000-0-4300-112-0000-3600-007-000 NN P			11.04	11.04

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Vendor/Addr	Remit name		Tax ID num	Deposit type	ABA num	Account num									
Req	Reference	Date	Description	FD	RESO	P	OBJE	SIT	GOAL	FUNC	RES	DEP	T9MP	Liq Amt	Net Amount
015787 (CONTINUED)															
1378	PO-151187	01/29/2015	318561	1	01-0000-0-4300-112-0000-3600-007-000	NN	P							29.74	29.74
1378	PO-151187	01/29/2015	318857	1	01-0000-0-4300-112-0000-3600-007-000	NN	P							90.47	90.47
1378	PO-151187	01/29/2015	318750	1	01-0000-0-4300-112-0000-3600-007-000	NN	P							56.55	56.55
1378	PO-151187	01/29/2015	318856	1	01-0000-0-4300-112-0000-3600-007-000	NN	P							726.97	726.97
1378	PO-151187	01/29/2015	318766	1	01-0000-0-4300-112-0000-3600-007-000	NN	P							99.40	99.40
1378	PO-151187	01/29/2015	317304	1	01-0000-0-4300-112-0000-3600-007-000	NN	F							928.05	1,445.71
TOTAL PAYMENT AMOUNT														2,624.70 *	2,624.70
017576/00 OFFICE DEPOT/BUS.SERVICES DIV															
1392	PO-151266	01/29/2015	745468396001	1	01-6500-0-4300-102-5001-2700-002-000	NN	F							669.49	666.39
1536	PO-151303	01/29/2015	746028590001	1	01-3010-0-4300-371-1110-1000-012-000	NN	P							300.95	300.95
1536	PO-151303	01/29/2015	746028590002	1	01-3010-0-4300-371-1110-1000-012-000	NN	F							31.74	25.16
TOTAL PAYMENT AMOUNT														992.50 *	992.50
018516/00 PAR															
1574	PO-151332	01/29/2015	679921-1	1	01-0000-0-4300-103-0000-7200-003-000	YN	F							543.54	503.28
1599	PO-151353	01/29/2015	679976-1	1	01-6512-0-4300-102-5001-2700-002-000	YN	F							442.24	414.72
TOTAL PAYMENT AMOUNT														918.00 *	918.00
TOTAL USE TAX AMOUNT														73.44	
010426/00 PAULS SAFE & LOCK															
198	PO-150175	01/29/2015	20957	1	01-8150-0-4300-106-0000-8110-007-000	NY	P							29.56	29.56
TOTAL PAYMENT AMOUNT														29.56 *	29.56
019252/00 PEARSON															
1575	PO-151333	01/29/2015	10071417	1	01-6500-0-4300-102-5001-3120-002-000	NN	F							1,736.10	1,833.25
TOTAL PAYMENT AMOUNT														1,833.25 *	1,833.25
014069/00 PLATT ELECTRIC SUPPLY INC															
1551	PO-151312	01/29/2015	F941626	1	01-8150-0-4300-106-0000-8110-007-000	NN	P							258.34	258.34
1551	PO-151312	01/29/2015	F972740	1	01-8150-0-4300-106-0000-8110-007-000	NN	P							768.96	768.96
TOTAL PAYMENT AMOUNT														1,027.30 *	1,027.30

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Vendor/Addr	Remit name	Description	Tax ID num	Deposit type	ABA num	Account num	Liq Amt	Net Amount
Req Reference	Date			FD RESO P OBJE SIT GOAL FUNC RES DEP T9MP				
016696/00	PROFESSIONAL TUTORS OF AMERICA							
1705 PO-151438	01/29/2015	51550		1 01-3010-0-5800-103-1110-1000-003-832 NN P		204.00	204.00	
				TOTAL PAYMENT AMOUNT	204.00 *		204.00	
021194/00	PRUDENTIAL OVERALL SUPPLY INC							
133 PO-150070	01/29/2015	1802049549		1 01-0000-0-5600-112-0000-3600-007-000 NN P		58.12	58.12	
133 PO-150070	01/29/2015	180205532		1 01-0000-0-5600-112-0000-3600-007-000 NN P		58.12	58.12	
				TOTAL PAYMENT AMOUNT	116.24 *		116.24	
010101/00	SACRAMENTO COUNTY OFFICE OF							
1746 PO-151480	01/29/2015	MIKE JORDAN		1 01-0000-0-5200-472-0000-2700-014-000 NN F		30.00	30.00	
				TOTAL PAYMENT AMOUNT	30.00 *		30.00	
010266/00	SACRAMENTO COUNTY UTILITIES							
30 PO-150018	01/29/2015	50008418859		1 01-0000-0-5540-106-0000-8110-007-000 NN P		236.92	236.92	
				TOTAL PAYMENT AMOUNT	236.92 *		236.92	
018930/00	SCHOOL SPECIALTY/CLASSROOM DIR							
1644 PO-151391	01/29/2015	208113812155		1 01-6300-0-4300-240-1110-1000-011-000 NN F		95.30	93.07	
				TOTAL PAYMENT AMOUNT	93.07 *		93.07	
010373/00	SCHOOLS INSURANCE AUTHORITY							
1153 PO-150986	01/29/2015	2015UST.KAM.14		1 01-0000-0-5800-112-0000-3600-007-000 NN P		150.00	150.00	
				TOTAL PAYMENT AMOUNT	150.00 *		150.00	
017106/00	SCHOOLS INSURANCE AUTHORITY							
PV-151055	01/28/2015	FEBRUARY		01-0000-0-9552-000-0000-0000-000-000 NN			7,181.08	
				TOTAL PAYMENT AMOUNT	7,181.08 *		7,181.08	

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Vendor/Addr	Remit name	Description	Tax ID num	Deposit type	ABA num	Account num	Liq Amt	Net Amount
Req Reference	Date			FD RESO P OBJE SIT GOAL FUNC RES DEP T9MP				
015675/00	SCOTT ELECTRIC							
1566 PO-151328	01/29/2015	8851904		1 01-0000-0-4300-238-1110-1000-010-000 YN F			45.36	42.00
				TOTAL PAYMENT AMOUNT				42.00
				TOTAL USE TAX AMOUNT				3.36
017482/00	SECONDARY SOLUTIONS							
1694 PO-151429	01/29/2015	21341		1 01-0000-0-4300-472-1224-1000-014-000 NN F			72.90	84.53
				TOTAL PAYMENT AMOUNT				84.53
020252/00	STAPLES ADVANTAGE							
1623 PO-151371	01/29/2016	53253520186		1 01-6512-0-4300-102-5001-2700-002-000 NN P			58.10	58.10
1623 PO-151371	01/29/2015	3253520188		1 01-6512-0-4300-102-5001-2700-002-000 NN F			94.85	94.14
1647 PO-151390	01/29/2015	3253911530		1 01-7405-0-4300-472-0000-2140-014-000 NN F			280.78	280.78
				TOTAL PAYMENT AMOUNT				433.02
020399/00	SUMDOG							
1720 PO-151453	01/29/2015	INV-1102		1 01-6300-0-5800-371-1110-1000-012-000 NN F			531.36	492.00
				TOTAL PAYMENT AMOUNT				492.00
015259/00	SUNBELT RENTALS INC							
1767 PO-151491	01/29/2015	5003613-001		1 01-8150-0-5600-106-0000-8110-007-000 NN P			506.79	506.79
				TOTAL PAYMENT AMOUNT				506.79
010139/00	TROXELL COMMUNICATIONS INC							
1640 PO-151386	01/29/2015	815590		1 01-9115-0-4400-115-0000-7700-007-000 NN P			68,251.20	68,251.20
				TOTAL PAYMENT AMOUNT				68,251.20
010127/00	UNITED PARCEL SERVICE							
1747 PO-151474	01/29/2015	YW013035		1 01-0000-0-5901-472-0000-2700-014-000 NN P			11.56	11.56
				TOTAL PAYMENT AMOUNT				11.56

81 CENTER UNIFIED SCHOOL DIST.
01-29-15

ACCOUNTS PAYABLE PRELIST
BATCH: 0051 01-29-15
FUND : 01 GENERAL FUND

J1110 APY500 H.02.05 01/29/15 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				
021143/00	US AIR CONDITIONING						
755 PO-150647	01/29/2015	9715218-8424609	1 01-8150-0-4300-106-0000-8110-007-000 NN P			1,230.03	1,230.03
			TOTAL PAYMENT AMOUNT	1,230.03 *			1,230.03
022179/00	US HEALTHWORKS						
1773 PO-151495	01/29/2015	2594162-CA	1 01-0000-0-5800-110-0000-7200-004-000 NN P			99.00	99.00
			TOTAL PAYMENT AMOUNT	99.00 *			99.00
010843/00	WILCO SUPPLY						
1678 PO-151416	01/29/2015	15A1502301	1 01-8150-0-4300-106-0000-8110-007-000 NN P			440.86	440.86
			TOTAL PAYMENT AMOUNT	440.86 *			440.86
017313/00	XEROX						
1 PO-150001	01/29/2015	077633450	1 01-3010-0-5612-240-1110-1000-011-000 NN P			42.55	42.55
			TOTAL PAYMENT AMOUNT	42.55 *			42.55
			TOTAL FUND PAYMENT	116,163.14 **			116,163.14
			TOTAL USE TAX AMOUNT	76.80			

81 CENTER UNIFIED SCHOOL DIST.
01-29-15

ACCOUNTS PAYABLE PRELIST
BATCH: 0051 01-29-15
FUND : 13 CAFETERIA FUND

J1110 APY500 H.02.05 01/29/15 PAGE 9
<< 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				
011205/00		CULTURE SHOCK YOGURT						
176 PO-150160	01/29/2015	2287		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	01/29/2015	64328		2 13-5310-0-4300-108-0000-3700-007-000 NN P		8.00	8.00	
155 PO-150141	01/29/2015	64328		1 13-5310-0-4700-108-0000-3700-007-000 NN P		4,123.44	4,123.44	
				TOTAL PAYMENT AMOUNT	4,131.44 *		4,131.44	
018951/00		DELL						
1625 PO-151361	01/29/2015	XJMCRJ2T3		1 13-5310-0-4300-108-0000-3700-007-000 NN F		2,446.78	2,390.86	
				TOTAL PAYMENT AMOUNT	2,390.86 *		2,390.86	
017267/00		LASER AGE						
1742 PO-151473	01/29/2015	78429		1 13-5310-0-4400-108-0000-3700-007-000 NN F		1,790.64	1,790.64	
				TOTAL PAYMENT AMOUNT	1,790.64 *		1,790.64	
016279/00		P&R PAPER SUPPLY						
175 PO-150159	01/29/2015	30021977-00		1 13-5310-0-4300-108-0000-3700-007-000 NN P		1,827.65	1,827.65	
175 PO-150159	01/29/2015	30021977-00		1 13-5310-0-4300-108-0000-3700-007-000 NN P		1,541.53	1,541.53	
				TOTAL PAYMENT AMOUNT	3,369.18 *		3,369.18	
010578/00		YAN LAN WU						
1763 PO-151489	01/29/2015	REFUND MING WU		1 13-5310-0-8634-000-0000-0000-000-000 NN F		71.55	71.55	
				TOTAL PAYMENT AMOUNT	71.55 *		71.55	
				TOTAL FUND PAYMENT	11,896.47 **		11,896.47	
				TOTAL BATCH PAYMENT	128,059.61 ***	0.00	128,059.61	
				TOTAL USE TAX AMOUNT	76.80			
				TOTAL DISTRICT PAYMENT	128,059.61 ****	0.00	128,059.61	
				TOTAL USE TAX AMOUNT	76.80			
				TOTAL FOR ALL DISTRICTS:	128,059.61 ****	0.00	128,059.61	
				TOTAL USE TAX AMOUNT	76.80			

Number of warrants to be printed: 56, not counting voids due to stub overflows.

*Center Joint Unified School District***AGENDA REQUEST FOR:****Dept./Site:** Superintendent's Office**Action Item** X **To:** Board of Trustees**Information Item** **Date:** February 18, 2015**# Attached Pages** 9 **From:** Scott A. Loehr, Superintendent**Principal/Administrator Initials:** **SUBJECT: 2015 CSBA Delegate Assembly Election**

The board as a whole may vote for up to five (5) candidates as indicated on the ballot. Regardless of the number of vacancies, each board may cast no more than one vote for any one candidate. The ballot also contains a provision for write-in candidates; their name and district must be clearly printed in the space provided.

All re-elected and newly elected Delegates will serve two-year terms beginning April 1, 2015 - March 31, 2017.

RECOMMENDATION:



California School Boards Association

***TIME SENSITIVE, REQUIRES BOARD ACTION
DEADLINE MONDAY, MARCH 16, 2015***

January 30, 2015

TRANSMITTAL

**To: All Board Presidents and Superintendents
CSBA Member Boards of Education**

From: Leanne Gosselin, Sr. Administrative Assistant, Leadership Services

**Re: 2015 CSBA Delegate Assembly Election
U.S. Postmark Deadline – Monday, March 16, 2015**

Enclosed in this mailing you will find the following:

- Memo from CSBA President Jesús M. Holguín
- Return envelope U.S. Postmark Deadline – Monday, March 16, 2015
- Red ballot to be signed by Superintendent or Board Clerk
- List of the current Delegates in your region (reverse side of ballot)
- Copy watermark on white paper of the red ballot and list of current Delegates, for insertion in board packets
- Copies of each candidate's biographical sketch and optional résumé, if provided

Please do not hesitate to contact me at (800) 266-3382 ext. 3302 should you have any questions.

Thank you.

Enclosures



California School Boards Association

**TIME SENSITIVE, REQUIRES BOARD ACTION
DEADLINE MONDAY, MARCH 16, 2015**

January 30, 2015

MEMORANDUM

To: All Board Presidents and Superintendents
CSBA Member Boards of Education

From: Jesús M. Holguín, President

Re: 2015 CSBA Delegate Assembly Election
U.S. Postmark Deadline – Monday, March 16, 2015

Enclosed is the ballot material for election of your region's or subregion's representative to CSBA's Delegate Assembly. The material consists of the ballot (on red paper), required candidate biographical sketch form, and if submitted, a résumé. In addition, you will find a "copy" of the ballot on white paper so that it may be included in your board agenda packet, if you choose to include it. **Only the ballot on red paper is to be completed and returned to CSBA.**

The board as a whole may vote for up to the number of vacancies in the region or subregion as indicated on the ballot. For example, if there are three vacancies in the region or subregion, the board may vote for up to three individuals. Regardless of the number of vacancies, each board may cast no more than one vote for any one candidate. (The ballot also contains a provision for write-in candidates; their name and district must be clearly printed in the space provided.)

The ballot must be signed by the Superintendent or Board Clerk and returned in the enclosed envelope; if the envelope is misplaced, you may use your district's stationery. Please write **DELEGATE ELECTION** prominently on the envelope with the region or subregion number on the bottom left corner. **Ballots must be postmarked by the U.S. Post Office on, or before, Monday, March 16, 2015. No late ballots will be accepted.**

Election results will be available on CSBA's website no later than Wednesday, April 1. If there is a tie vote, a run-off election will be held. All re-elected and newly elected Delegates will serve two-year terms beginning April 1, 2015 – March 31, 2017. The next meeting of the Delegate Assembly is on Saturday, May 16 – Sunday, May 17 at the Hyatt Regency in Sacramento.

Please do not hesitate to contact the Leadership Services Department at (800) 266-3382 should you have any questions. Thank you.

This complete, **ORIGINAL** Ballot must be **SIGNED** by the Superintendent or Board Clerk and returned in the enclosed envelope postmarked by the post office No later than **MONDAY, MARCH 16, 2015**. Only ONE Ballot per Board. Be sure to mark your vote "X" in the box. *A PARTIAL, UNSIGNED, PHOTOCOPIED, OR LATE BALLOT WILL NOT BE VALID.*

OFFICIAL 2015 DELEGATE ASSEMBLY BALLOT
SUBREGION 6-B
(Sacramento County)

Number of vacancies: 5 (Vote for no more than 5 candidates)

Delegates will serve two-year terms beginning April 1, 2015 – March 31, 2017

**denotes incumbent*

☐ John Gordon (Galt Joint Union ^BSD)*

☐ Susan Heredia (Natomas USD)*

☐ Lisa M. Kaplan (Natomas USD)*

☐ Ed Short (Folsom-Cordova USD)*

☐ No nominations were received from a fifth candidate; however, your board may vote to write in the name of a board member to fill this seat:

Provision for Write-in Candidate Name

School District

Provision for Write-in Candidate Name

School District

Signature of Superintendent or Board Clerk

Title

School District/COE Name

Date of Board Action

See reverse side for a current list of all Delegates in your Region.



Delegate Assembly Candidate Biographical Sketch Form

DUE: Wednesday, January 7, 2015

Mail to: CSBA | Attn: Leadership Services | 3251 Beacon Blvd., West Sacramento, CA 95691 | or fax (916) 371-3407

Please complete, sign and date this required one-page candidate biographical sketch form. An optional, one-page, single-sided, résumé may also be submitted; both will be copied exactly as received. Please do not state "see résumé" and please do not re-type this form. Any additional page(s) exceeding this one-page candidate form will not be accepted. It is the candidate's responsibility to confirm that all nomination materials have been received by the CSBA Leadership Services department by January 7 postmarked by the U.S.P.S. Late submissions will not be accepted. If you have any questions, please contact Charlyn Tuter in Leadership Services at ctuter@csba.org or (800) 266-3382.

Name: John Gordon

CSBA Region: 6B

District or COE: Galt Joint Union Elementary School District

Years on board: 8

Contact Number: 209-712-3815

E-mail: jgordon@galt.k12.ca.us

Are you a continuing Delegate? ☒ Yes ☐ No If yes, how long have you served as a Delegate? 4 years

CSBA's Delegate Assembly sets the general education policy direction for the Association. As a member of the Delegate Assembly, please describe what your top three educational priorities would be, and why they are important to the Association.

1. LCFF - Funding Levels and Community Engagement. As California's economic continues to recover, the temporary sales tax increase (from Prop. 30) used to fund education will expire in 2016. We need to ensure that K-12 education funding is stable and adequate. As districts continue to implement LCFF, more work is needed to develop a common understanding/expectation on what constitutes "effective" community engagement in the LCAP process.

2. School Facilities Funding. Without a statewide facilities bond on the ballot this past November, the state building program is dead. For many districts, passing local bonds is not enough to build schools based on assessed valuation. More discussion on revamping an equitable statewide funding structure as well as education on making local sound financing decisions are needed.

3. Fixing the Rainy Day Fund language. Passage of Proposition 2 creates a state budget reserve, but also puts a cap on school districts reserves, which is contrary to the spirit of the Local Control Funding Formula. School board trustees should be empowered to determine the reserves needed to maintain fiscal solvency.

Another responsibility of Delegates is to communicate the interests of local boards to CSBA's Board of Directors, Executive Committee and staff. Please describe your activities/involvement or interests in your local district, county and/or CSBA committees, etc.

Within my district, I serve on the CAST (Cities and Schools Together) committee, which consists of board members and superintendents from the elementary and high school districts as well as city council members and the city manager. We meet every other month to discuss issues related to youth. One area of concern is childhood obesity. With my recent selection to participate in Sierra Health's Health Leadership Program, I'm hoping to use this experience to identify partners and resources to the address this issue community-wide. The leadership experience at Sierra Health will also translate me into being a more effective education leader as I look forward to serving on CSBA committees this upcoming year.

Recently, I was appointed to City Council's Youth Commission, which further strengthens my relationship with local government. Collaborating with a team of adult mentors, we work to develop leadership skills with our high school youth commissioners. Serving on the commission provides a different lens on public education than walking classrooms as a school board member.

Why are you interested in becoming a Delegate and what contribution do you feel you would make as a member of the Delegate Assembly?

The opportunity to serve is extremely helpful to my region. Located south of Elk Grove, a greenbelt separates Galt from the rest of Sacramento County. It's important that the school districts in the area (Arcohe, Galt High School and Galt Elementary School Districts) have a voice at the table. Additionally, the cross sharing that occurs at our regional meetings is invaluable. While the districts range in size and complexity, many of the issues we face are similar. From bargaining negotiations to implementing LCFF, we learn from each other and can apply some of the best practices that worked in other districts.

I'm able to contribute my district's experience working with the federal government as we continue to implement our Race to the Top grant. Furthermore, as a field representative for the California Department of Education, I keep my fellow delegates informed with school construction related issues.

Your signature indicates your consent to have your name placed on the ballot and to serve as a Delegate, if elected.

Signature: _____

Date: _____

12/28/14

Delegate Assembly Candidate Biographical Sketch Form



DUE: Wednesday, January 7, 2015

Mail to: CSBA | Attn: Leadership Services | 3251 Beacon Blvd., West Sacramento, CA 95691 | or fax (916) 371-3407

Please complete, sign and date this required one-page candidate biographical sketch form. An optional, one-page, single-sided, résumé may also be submitted; both will be copied exactly as received. Please do not state "see résumé" and please do not re-type this form. Any additional page(s) exceeding this one-page candidate form will not be accepted. It is the candidate's responsibility to confirm that all nomination materials have been received by the CSBA Leadership Services department by January 7 postmarked by the U.S.P.S. Late submissions will not be accepted. If you have any questions, please contact Charlyn Tuter in Leadership Services at ctuter@csba.org or (800) 266-3382.

Name: Susan Heredia

CSBA Region: 6-B

District or COE: Natomas Unified School District

Years on board: 14 years

Contact Number: 916-567-5401

E-mail: heredias@csus.edu

Are you a continuing Delegate? ☒ Yes ☐ No If yes, how long have you served as a Delegate? 2 years

CSBA's Delegate Assembly sets the general education policy direction for the Association. As a member of the Delegate Assembly, please describe what your top three educational priorities would be, and why they are important to the Association.

My three priorities are the implementation of the: Local Control Accountability Plan (LCAP), Local Control Funding Formula (LCFF) and the Common Core. Many districts have successfully proceeded through the implementation stages of these new instructional/ testing approaches and fiscal/accountability measures that have changed the manner in how we address and customize educational opportunities for our students. Unfortunately, these important changes do not address the matters of equity and adequacy of funding for our schools. Thus, CSBA needs to continue its support in helping districts to successfully implement these changes.

Another responsibility of Delegates is to communicate the interests of local boards to CSBA's Board of Directors, Executive Committee and staff. Please describe your activities/involvement or interests in your local district, county and/or CSBA committees, etc.

Fortunately, I have worked with two knowledgeable and collaborative regional directors during my tenure as a member of the CSBA Board of Directors (Director-At-Large, Hispanic, 2004-2012) and as a member of the Delegate Assembly (2013-present). Email exchanges with my regional director and bi-annual regional meetings keep me informed and engaged. The regional meetings provide a venue, for example, to share local concerns and best practices and to discuss the impact of state and federal policies upon school districts.

As a trustee I have served on many district committees, represented my district at the regional level and served on the following CSBA committees: NCLB Task Force; Accountability Task Force; Annual Conference Committee; Board Development Committee; Bylaws Committee; CSBA Council of Presidents (ethnic school board member associations/coalitions); Policy Platform; and Golden Bell Review Committee.

Why are you interested in becoming a Delegate and what contribution do you feel you would make as a member of the Delegate Assembly?

My experience as a trustee and member of the CSBA Board of Directors and Delegate Assembly has allowed for a breadth of active involvement at many different levels of public school advocacy and has been grounded in my passion for our public schools. This experience coupled with my professional experience as Professor/Department Chair of Education at CSU, Sacramento has prepared me well and will continue to support me as a Delegate. I am an active listener, collaborative, committed and motivated to continue to advocate for an educational system that helps all students to achieve excellence.

Your signature indicates your consent to have your name placed on the ballot and to serve as a Delegate, if elected.

Signature: Susan Heredia

Date: January 6, 2014

Brief Bio for Dr. Susan Heredia
January 2015

Dr. Susan Heredia is a board member in the Natomas Unified School District. She was first elected to the board of trustees in 2000 after having served as a PTSA member, a representative on the School Site Council, and the District's Parent Advisory Board. In addition, she served as board representative for the following district committees: Strategic Planning, Charter School, English Language Learner, Achievement Gap, Multicultural Advisory, Nutrition and Wellness and the County Committee on School District Organization. She was appointed by the California State Department of Education to the following educational committees: Brokers of Expertise, and Culturally Responsive Professional Development for all School Personnel.

In addition, Dr. Heredia served as the Director-At-Large, Hispanic of the California School Board Association (2004-20012) and currently is a member of the Delegate Assembly (2013-present). In her role as the CSBA Director-At-Large, she served as a member of the Accountability Task Force, By-Laws, Board Development, CSBA's Annual Education Conference, Golden Bell Review, NCLB Focus Group, Policy Platform and CSBA Council of Presidents (ethnic school board member associations/coalitions; testified before the assembly and senate educational committees in support of English Language Learner (ELL) instructional materials, funding of school-home visit programs, the needs of ELLs in Charter Schools; and served on numerous educational panel presentations through out the state.

Currently, Dr. Heredia is Chair, Graduate and Professional Studies in Education (GPSE) in the College of Education at CSUS. Prior to serving as Chair she was Chair of the Bilingual/Multicultural Education Department at CSUS. Earlier in her career, she taught in the credential program at UC, Davis and was bilingual teacher in Sacramento City Unified School District.

Dr. Heredia earned a doctorate in socio-cultural studies from University of California, Davis, and a master of arts in education and a bachelor of arts in liberal studies from California State University, Sacramento (CSUS). She holds a lifetime teaching credential with an emphasis on bilingual education from CSUS, as well.

Delegate Assembly

Candidate Biographical Sketch Form



DUE: Wednesday, January 7, 2015

Mail to: CSBA | Attn: Leadership Services | 3251 Beacon Blvd., West Sacramento, CA 95691 | or fax (916) 371-3407

Please complete, sign and date this required one-page candidate biographical sketch form. An optional, one-page, single-sided, résumé may also be submitted; both will be copied exactly as received. Please do not state "see résumé" and please do not re-type this form. Any additional page(s) exceeding this one-page candidate form will not be accepted. It is the candidate's responsibility to confirm that all nomination materials have been received by the CSBA Leadership Services department by January 7 postmarked by the U.S.P.S. Late submissions will not be accepted. If you have any questions, please contact Charlyn Tuter in Leadership Services at ctuter@csba.org or (800) 266-3382.

Name: Lisa Kaplan

CSBA Region: 6-B

District or COE: Natomas Unified School District

Years on board: 12 years

Contact Number: 916-996-1474

E-mail: kaplan4kids@gmail.com

Are you a continuing Delegate? ☒ Yes ☐ No If yes, how long have you served as a Delegate? 7 years

CSBA's Delegate Assembly sets the general education policy direction for the Association. As a member of the Delegate Assembly, please describe what your top three educational priorities would be, and why they are important to the Association.

I joined the Natomas Unified School District in 2002 and have served as President, Vice-President and Clerk several times during my tenure on the board. During this time on the Board I have joined with my fellow board members in instituting systems and processes to ensure accountability to the community, including fiscal, policy, programmatic, staff, student testing, and collective bargaining for the school district. My top three educational priorities for CSBA during my next Term on Delegate Assembly are:

- 1) Ensuring K-12 funding continues to increase as set forth in the LCFF / maintain flexibility for Districts to spend funds
- 2) Passing a 2016 School Construction Bond / Lowering the Threshold for Tax Measures to 55% / Re-authorizing Proposition 2
- 3) CSBA become a respected, listened to and power player at the legislature, so that last minute deals like the increase in STRS funding does not occur to negatively effect school districts without CSBA's input.

Another responsibility of Delegates is to communicate the interests of local boards to CSBA's Board of Directors, Executive Committee and staff. Please describe your activities/involvement or interests in your local district, county and/or CSBA committees, etc.

Currently, I'm an attorney and governmental affairs consultant representing school districts, local employee unions (labor law) and companies specializing in K-12 issues including but not limited to, special education, construction, bond financing, selling surplus property, as well as drafting legislation. Because of my job, I speak to Board members up and down the state on all of these issues and make sure that I communicate regularly with my Regional Director and CSBA on issues effecting local districts and changes we need to make. Not only do I participate twice yearly with CSBA delegate meetings, but also attend 2-3 meetings a year with our local Region 6 to discuss what is happening in our local districts that CSBA should be aware of.

Locally, I have served on the facilities planning committee, the district safety committee, budget committee, nutrition committee and have actively volunteered tutoring children in our schools to our at risk kids.

Why are you interested in becoming a Delegate and what contribution do you feel you would make as a member of the Delegate Assembly?

I began my service on Delegate Assembly in 2008 and very much wish to continue serving as a delegate to the Association. I have attended numerous CSBA sponsored conferences and trainings, as well as participated in several Masters in Governance training modules and attended the CSBA Annual conference annually for almost 12 years. I believe my experience in policy, law and school construction make me an excellent candidate for continuing my service on delegate assembly. Having served as the appointed Associate Executive Officer for the State Allocation Board (Office of Public School Construction), I have a unique perspective. Furthermore, adding to my knowledge of the policy making process I worked in the State Capitol from 2000-2005, serving as legislative director for several former Assemblymembers, who continued serving the State as Senators supervising their legislative staff and administrating the Assemblymember's legislative agenda from drafting the language to signage by the Governor.

Your signature indicates your consent to have your name placed on the ballot and to serve as a Delegate, if elected.

Signature: 

Date: January 7, 2014

LISA M. KAPLAN, J.D.

Phone: 916/ 996-1474

Email: Kaplan4kids@gmail.com

ATTORNEY & GOVERNMENTAL AFFAIRS CONSULTANT

BIO

LISA M. KAPLAN, an Attorney, School Board member, Delegate to the California School Board Association, former appointed Assistant Executive Officer for the State Allocation Board and former Capitol staff member in the California State Legislature, brings her knowledge of the law, K-12 Education matters, school construction, school funding, government and policy to *Kaplan Law Group*, as it's Principal Attorney.

Prior to opening *Kaplan Law Group*, Lisa was appointed as the Assistant Executive Officer ("AEO") for the State Allocation Board ("SAB"), which sets the policy and approves applications for apportionment of school construction dollars for all districts in the State of California. As the AEO, Ms. Kaplan, Chaired the Implementation Committee, Audit Working Group and staffed the SAB on the subcommittee on Audits and subcommittee on Rules & Procedures. Lisa was instrumental in the passages of new audit procedures, the Shovel Ready (Priorities in Funding) policy, Sale of Surplus Property policy, the new High Performance Incentive grant regulations and the adoption of the Board's Rules and Procedures.

Preceding this, Ms. Kaplan served as legal counsel for L&B Associates, a governmental affairs and public policy consulting firm. Along with education law, Lisa also practiced business, administrative and contracts law, as well as, consulted for the LaPena Law Corporation, specializing in Native American cultural resource management and protection at the state and federal level.

In 2002, she was elected to the Natomas Unified School District as a Board Trustee. As a result of her years on the school board, she has provided leadership for strategic planning, as it pertains to both policy decisions and special projects with a solid understanding of the community, public relations and crisis management. Over the past 10 years, Lisa has served on the facilities advisory committee, budget committee and student safety committee, taking part as a Board member on the construction of seven schools and passage of two local bonds.

Prior to opening her own business, Lisa lobbied the California State Legislature, specializing in areas of K-12 funding, employee relations, wireless telecommunication, insurance, privacy, workers compensation, healthcare, association management, and business interests. As a general counsel and legislative advocate, Lisa represented Sprint-Nextel, Kecnan & Associates, Reed Elsevier, Inc., California Court Reporters Association, California Association of State Hearing Reporters, and Hershey's Food Corporation. During her time as a legislative advocate, Lisa established a proven track record of completing difficult projects and meeting client needs on schedule in an intensive political environment where self-reliance and lateral thinking is required.

Lisa began her political and legislative career as legislative director for several California State Assemblymembers, supervising legislative staff and administering the Assemblymember's legislative agenda. Previous to her work in the Capitol, Ms. Kaplan worked as an attorney specializing in the areas of general litigation, construction litigation, and personal injury.

PUBLIC SERVICE

JEWISH FEDERATION, SACRAMENTO REGION ~ 2009 - PRESENT (PRESIDENT, 2011-2013)
CALIFORNIA WOMEN LEAD, SACRAMENTO REGION ~ 2007 - 2014 (PRESIDENT 2008-2011)
ROTARY CLUB MEMBER - NATOMAS, DECEMBER 2000 - 2011 (PRESIDENT, 2002-2004)
BOARD MEMBER, AMERICAN RIVER COLLEGE FOUNDATION BOARD, JUNE 2008 - JUNE 2010
MENTOR / TUTOR - JEFFERSON ELEMENTARY, AUGUST 2006 - SEPTEMBER 2007
SHRINERS HOSPITAL, EXECUTIVE COMMITTEE MEMBER, CONCOURS D'ELEGANCE, 2004-2005
MAKE A WISH FOUNDATION, VOLUNTEER, 2002-2004
BOARD MEMBER, LIONS ON SAFARI, FUNDRAISING DEPARTMENT, 2002-2003
U.C. DAVIS MEDICAL CENTER, VOLUNTEER CHILDREN'S FLOOR, 2000-2001
FRED HUTCHINSON CANCER RESEARCH CENTER, CHILDREN'S SCHOOL, INSTRUCTIONAL ASSISTANT, 1995-1997

Delegate Assembly

Candidate Biographical Sketch Form



DUE: Wednesday, January 7, 2015

Mail to: CSBA | Attn: Leadership Services | 3251 Beacon Blvd., West Sacramento, CA 95691 | or fax (916) 371-3407

Please complete, sign and date this required one-page candidate biographical sketch form. An optional, one-page, single-sided, résumé may also be submitted; both will be copied exactly as received. Please do not state "see résumé" and please do not re-type this form. Any additional page(s) exceeding this one-page candidate form will not be accepted. It is the candidate's responsibility to confirm that all nomination materials have been received by the CSBA Leadership Services department by January 7 postmarked by the U.S.P.S. Late submissions will not be accepted. If you have any questions, please contact Charlyn Tuter in Leadership Services at ctuter@csba.org or (800) 266-3281.

Name: Ed Short

CSBA Region: 6b

District or COE: FCUSD

Years on board: 12 years

Contact Number: 916 591-6850

E-mail: edshort08@comcast.net

Are you a continuing Delegate? ☒ Yes ☐ No If yes, how long have you served as a Delegate? 4 years

CSBA's Delegate Assembly sets the general education policy direction for the Association. As a member of the Delegate Assembly, please describe what your top three educational priorities would be, and why they are important to the Association.

Priority #1. Institute a higher standard of college preparatory coursework to give our college bound students the ability to excel at their next level of education. Meeting college and work expectations. Why? Increases our graduate rates and help close the achievement gap. Help kids be prepared to succeed in our global economy and society.

Priority #2. Create job training programs to make sure students who directly enter the workforce have the skills they need to have quality careers in the 21st century workplace. Why? Establish rigor and relevance through career pathway training.

Priority #3. Convey a unified vision of the big ideas and supporting concepts that include rigorous high-level cognitive demands that require our students deep conceptual understanding through the application of content knowledge and skill to real world problem solving. Also, implement both effective and efficient educational programs to help balance the budget and keep the dollars in the classroom. Why? This would bring overall fundamental improvement in our schools even with our current limited resources.

Another responsibility of Delegates is to communicate the interests of local boards to CSBA's Board of Directors, Executive Committee and staff. Please describe your activities/involvement or interests in your local district, county and/or CSBA committees, etc.

Fight for educational reform and make sure our teachers have the tools they need to teach and our kids have the resources they need to learn.

Provide equal and relevant educational opportunity which will prepare all our kids for the 21st century.

I am personally involved in local non-profit organizations that support kids in their success in education and lives.

Why are you interested in becoming a Delegate and what contribution do you feel you would make as a member of the Delegate Assembly?

I feel it would increase my effectiveness in advancing above mentioned priorities and my community involvement by increasing my sphere of influence.

My contribution would be serving as a direct voice and advocate on behalf of our kids.

Your signature indicates your consent to have your name placed on the ballot and to serve as a Delegate, if elected.

Signature: Ed Short

Date: 1-6-15