

CENTER JOINT UNIFIED SCHOOL DISTRICT

www.centerusd.org

Local Control Accountability Plan Goals:

1. *CJUSD Students will be challenged and supported to achieve academic success in a clean, safe environment.*
2. *CJUSD students will be College and Career ready*
3. *CJUSD students will be engaged in their educational process and opportunities*
4. *CJUSD families will be engaged and informed regarding their student's educational experience*

BOARD OF TRUSTEES REGULAR MEETING

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

Wednesday, March 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. Public Employee Performance Evaluation (Certificated) - Superintendent (G.C.§54957)
 2. Conference with Labor Negotiator, David Grimes, Re: CSEA and CUTA (G.C. §54957.6)
- III. **PUBLIC COMMENTS REGARDING ITEMS TO BE DISCUSSED IN CLOSED SESSION**
- IV. **CLOSED SESSION - 5:30 p.m.**
- V. **OPEN SESSION - CALL TO ORDER - 6:00 p.m.**
- VI. **FLAG SALUTE**
- VII. **ANNOUNCEMENT OF ACTION TAKEN IN CLOSED SESSION** Info/Action
- VIII. **ADOPTION OF AGENDA** Action
- IX. **STUDENT BOARD REPRESENTATIVE REPORTS (3 minutes each)** Info
 1. Center High School - Michelle Vu
 2. McClellan High School - Gabriel Shorts
 3. Antelope View Charter & Global Youth Charter Schools - Paloma Lopez

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

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

	X. ORGANIZATION REPORTS (3 minutes each)	Info
	1. CUTA - Heather Woods, President	
	2. CSEA - Marie Huggins, President	
	XI. REPORTS/PRESENTATIONS (8 minutes each)	Info
Curr & Instr ↓	1. CFW Foundation Scholarship Presentation	
	2. LCAP Update - Scott Loehr	
	XII. COMMENTS FROM THE AUDIENCE REGARDING ITEMS NOT ON THE AGENDA	Public Comments Invited
	<i>Anyone may address the Board regarding any item that is within the Board's subject matter jurisdiction. However, the Board <u>may not</u> discuss or take action on any item which is not on this agenda except as authorized by Government Code Section 5495.2. A speaker shall be limited to 3 minutes (Board Policy 9323). All public comments on items listed on this agenda will be heard at the time the Board is discussing that item.</i>	
	XIII. BOARD / SUPERINTENDENT REPORTS (10 minutes)	Info
	XIV. CONSENT AGENDA (5 minutes)	Action
	<i>NOTE: The Board will be asked to approve all of the following items by a single vote, unless any member of the Board asks that an item be removed from the consent agenda and considered and discussed separately.</i>	
Governance	1. Approve Adoption of Minutes from February 18, 2015 Regular Meeting	
Personnel ↓	2. Approve Classified Personnel Transactions	
↓	3. Approve Certificated Personnel Transactions	
↓	4. Approve Resolution #7/2014-15: Non Reelection of Probationary Certificated Employee	
↓	5. Approve CUTA Tentative Agreements:	
	Article VII - Workday Department Chairs	
	Article XII - Evaluation	
	Article VII - Workday Collaboration	
↓	6. Approve CUTA & CSEA Tentative Agreements regarding Salary Increases	
↓	7. Approve Certificated Management, Classified Management & Confidential Salary Increase	
↓	8. Approve Revised 2014/2015 Salary Schedules	
↓	9. Approve Employment Agreement Amendment: Superintendent	
Special Ed.	10. Ratify 2014/2015 Individual Service Agreements:	
	2014/15-222, 251-254 ARS	
	2014/15-223-250 Bright Futures	
	2014/15-255 Capitol Academy	
	2014/15-256 Placer Learning Center	
Curr & Instr	11. Approve Field Trip: Future Business Leaders of America State Leadership Conference 2015, Santa Clara, CA - CHS	
↓	12. Approve Professional Services Agreement: A Touch of Understanding	
Facilities & Op.	13. Approve Safe School and Emergency Preparedness Plan - North Country	
↓	14. Approve Safe School and Emergency Preparedness Plan - CHS	
↓	15. Approve Safe School and Emergency Preparedness Plan - Riles	
↓	16. Approve Safe School and Emergency Preparedness Plan - Oak Hill	
↓	17. Approve Professional Services Agreement: Hugh R. Davison	
Business	18. Approve Payroll Orders: July 2014 - February 2015	
↓	19. Approve Supplemental Agenda (Vendor Warrants): February 2105	

XV. BUSINESS ITEMS

- | | | |
|------------------|---|------------|
| Curr & Instr | A. <u>CHS Master Schedule Discussion</u> | Discussion |
| | The purpose of the discussion is to answer any questions pertaining to the need for a schedule change at Center High School. | |
| Facilities & Op. | B. <u>CHS Studio Upgrades Options</u> | Discussion |
| | This is a continued discussion of making facility improvements at Center High School, specifically to the MCA Studio. | |
| Business | C. <u>Second Interim Report For Fiscal Year 2014/15</u> | Action |
| | This report is based on all known budget guidelines set forth by the Fiscal Crisis & Management Assistance Team, School Services of California and the Governor's January proposal for the State's 2015/16 budget. The expenditure and revenue activity covers the period of July 1, 2014 through January 31, 2015. | |

XVI. ADVANCE PLANNING

Info

- a. *Future Meeting Dates:*
 - i. *Regular Meeting: Wednesday, April 15, 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:*

XVII. CONTINUATION OF CLOSED SESSION (Item IV)

Action

XVIII. ADJOURNMENT

Action

CJUSD Mission:

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.

Center Joint Unified School District

AGENDA REQUEST FOR:

Dept./Site: Superintendent's Office **Action Item** _____

To: Board of Trustees **Information Item** X

Date: March 18, 2015 **# Attached Pages** _____

From: Scott A. Loehr, Superintendent

Principal/Administrator Initials: _____

SUBJECT: CFW Foundation Scholarship Presentation

A representative from The CFW Foundation will be in attendance to present Stephanie Fidomski, from Center High School, with a scholarship award of \$2,000 to pursue her educational and career goals.

RECOMMENDATION: information item

The CFW Foundation

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

OFFICE OF SUPERINTENDENT

December 31, 2014

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

1-1-15
CENTER JOINT
UNIFIED SCHOOL DISTRICT

Dear Scott Loehr:

We are delighted to inform you that the senior you nominated for the CFW Foundation Scholarship, **Stephanie Fidomski from Center High School** has been selected to receive an award of **\$2000 (Two thousand)** to pursue her educational and career goals.

The scholarship check will be made payable to the school or college of the student's choice. Funds must be used toward tuition, books, materials and other expenses related to the student's continued education. Please note that we send each award winner a "CFW SCHOLARSHIP ACCEPTANCE FORM" which must be completed and mailed to the CFW Foundation by **June 15, 2015**, informing us of plans for the 2015-16 academic year. We ask students to notify us if their plans change after that date, and advise them that they must use their award within 12 months of the date we issue the check or it will expire. If your student needs funds prior to attending their school, they can contact me to make such arrangements on a case by case basis.

We received many applications this year, all from students who had been nominated by their school district superintendents. We thank you for taking the time to identify and endorse Stephanie as your nominee. We would like to recognize your student at your Board meeting after the first of the New Year. I will be in contact with your office to determine a date to do so.

Sincerely,



Barbara Renteria, CEO and Trustee
CFW Foundation

*Center Joint Unified School District***AGENDA REQUEST FOR:****Dept./Site:** Superintendent's Office**Action Item** _____**To:** Board of Trustees**Information Item** X**Date:** March 18, 2015**# Attached Pages** _____**From:** Scott A. Loehr, Superintendent**Principal/Administrator Initials:** _____**SUBJECT: LCAP Update**

With California's adoption of the Local Control Funding Formula for schools, all districts are required to prepare a Local Control Accountability Plan (LCAP). The 2014/15 school year was our first year of implementing our LCAP plan that we created and approved during 2013/14 school year. A district's LCAP is a three year rolling plan that must be reviewed annually. Our plan has been in place this school year and we are now continuing the process of updating and reviewing our plan for the coming school year. Tonight's report will update the board on the 2015/16 LCAP development process and provide an overview of the new LCAP template.

RECOMMENDATION: information only

Introduction:

LEA: Center Joint Unified School District **Contact:** Scott Loehr, Superintendent sloehr@centerusd.org (916) 338-6409

LCAP Year: 2015-2016

Local Control and Accountability Plan and Annual Update Template

The Local Control and Accountability Plan (LCAP) and Annual Update Template shall be used to provide details regarding local educational agencies' (LEAs) actions and expenditures to support pupil outcomes and overall performance pursuant to Education Code sections 52060, 52066, 47605, 47605.5, and 47606.5. The LCAP and Annual Update Template must be completed by all LEAs each year.

For school districts, pursuant to Education Code section 52060, the LCAP must describe, for the school district and each school within the district, goals and specific actions to achieve those goals for all pupils and each subgroup of pupils identified in Education Code section 52052, including pupils with disabilities, for each of the state priorities and any locally identified priorities.

For county offices of education, pursuant to Education Code section 52066, the LCAP must describe, for each county office of education-operated school and program, goals and specific actions to achieve those goals for all pupils and each subgroup of pupils identified in Education Code section 52052, including pupils with disabilities, who are funded through the county office of education Local Control Funding Formula as identified in Education Code section 2574 (pupils attending juvenile court schools, on probation or parole, or mandatorily expelled) for each of the state priorities and any locally identified priorities. School districts and county offices of education may additionally coordinate and describe in their LCAPs services provided to pupils funded by a school district but attending county-operated schools and programs, including special education programs.

Charter schools, pursuant to Education Code sections 47605, 47605.5, and 47606.5, must describe goals and specific actions to achieve those goals for all pupils and each subgroup of pupils identified in Education Code section 52052, including pupils with disabilities, for each of the state priorities as applicable and any locally identified priorities. For charter schools, the inclusion and description of goals for state priorities in the LCAP may be modified to meet the grade levels served and the nature of the programs provided, including modifications to reflect only the statutory requirements explicitly applicable to charter schools in the Education Code.

The LCAP is intended to be a comprehensive planning tool. Accordingly, in developing goals, specific actions, and expenditures, LEAs should carefully consider how to reflect the services and related expenses for their basic instructional program in relationship to the state priorities. LEAs may reference and describe actions and expenditures in other plans and funded by a variety of other fund sources when detailing goals, actions, and expenditures related to the state and local priorities. LCAPs must be consistent with school plans submitted pursuant to Education Code section 64001. The information contained in the LCAP, or annual update, may be supplemented by information contained in other plans (including the LEA plan pursuant to Section 1112 of Subpart 1 of Part A of Title I of Public Law 107-110) that are incorporated or referenced as relevant in this document.

For each section of the template, LEAs shall comply with instructions and should use the guiding questions as prompts (but not limits) for completing the information as required by statute. Guiding questions do not require separate narrative responses. However, the narrative response and goals and actions should demonstrate each guiding question was considered during the development of the plan. Data referenced in the LCAP must be consistent with the school accountability report card where appropriate. LEAs may resize pages or attach additional pages as necessary to facilitate completion of the LCAP.

State Priorities

The state priorities listed in Education Code sections 52060 and 52066 can be categorized as specified below for planning purposes, however, school districts and county offices of education must address each of the state priorities in their LCAP. Charter schools must address the priorities in Education Code section 52060(d) that apply to the grade levels served, or the nature of the program operated, by the charter school.

A. Conditions of Learning:

***Basic:** degree to which teachers are appropriately assigned pursuant to Education Code section 44258.9, and fully credentialed in the subject areas and for the pupils they are teaching; pupils have access to standards-aligned instructional materials pursuant to Education Code section 60119; and school facilities are maintained in good repair pursuant to Education Code section 17002(d). (Priority 1)*

***Implementation of State Standards:** implementation of academic content and performance standards and English language development standards adopted by the state board for all pupils, including English learners. (Priority 2)*

***Course access:** pupil enrollment in a broad course of study that includes all of the subject areas described in Education Code section 51210 and subdivisions (a) to (i), inclusive, of Section 51220, as applicable. (Priority 7)*

***Expelled pupils (for county offices of education only):** coordination of instruction of expelled pupils pursuant to Education Code section 48926. (Priority 9)*

***Foster youth (for county offices of education only):** coordination of services, including working with the county child welfare agency to share information, responding to the needs of the juvenile court system, and ensuring transfer of health and education records. (Priority 10)*

B. Pupil Outcomes:

Pupil achievement: performance on standardized tests, score on Academic Performance Index, share of pupils that are college and career ready, share of English learners that become English proficient, English learner reclassification rate, share of pupils that pass Advanced Placement exams with 3 or higher, share of pupils determined prepared for college by the Early Assessment Program. (Priority 4)

Other pupil outcomes: pupil outcomes in the subject areas described in Education Code section 51210 and subdivisions (a) to (i), inclusive, of Education Code section 51220, as applicable. (Priority 8)

C. Engagement:

Parental involvement: efforts to seek parent input in decision making at the district and each schoolsite, promotion of parent participation in programs for unduplicated pupils and special need subgroups. (Priority 3)

Pupil engagement: school attendance rates, chronic absenteeism rates, middle school dropout rates, high school dropout rates, high school graduations rates. (Priority 5)

School climate: pupil suspension rates, pupil expulsion rates, other local measures including surveys of pupils, parents and teachers on the sense of safety and school connectedness. (Priority 6)

Section 1: Stakeholder Engagement

Meaningful engagement of parents, pupils, and other stakeholders, including those representing the subgroups identified in Education Code section 52052, is critical to the LCAP and budget process. Education Code sections 52060(g), 52062 and 52063 specify the minimum requirements for school districts; Education Code sections 52066(g), 52068 and 52069 specify the minimum requirements for county offices of education, and Education Code section 47606.5 specifies the minimum requirements for charter schools. In addition, Education Code section 48985 specifies the requirements for translation of documents.

Instructions: Describe the process used to consult with parents, pupils, school personnel, local bargaining units as applicable, and the community and how this consultation contributed to development of the LCAP or annual update. Note that the LEA's goals, actions, services and expenditures related to the state priority of parental involvement are to be described separately in Section 2. In the annual update boxes, describe the stakeholder involvement process for the review, and describe its impact on, the development of the annual update to LCAP goals, actions, services, and expenditures.

Guiding Questions:

- 1) How have applicable stakeholders (e.g., parents and pupils, including parents of unduplicated pupils and unduplicated pupils identified in Education Code section 42238.01; community members; local bargaining units; LEA personnel; county child welfare agencies; county office of education foster youth services programs, court-appointed special advocates, and other foster youth stakeholders; community organizations representing English learners; and others as appropriate) been engaged and involved in developing, reviewing, and supporting implementation of the LCAP?
- 2) How have stakeholders been included in the LEA's process in a timely manner to allow for engagement in the development of the LCAP?
- 3) What information (e.g., quantitative and qualitative data/metrics) was made available to stakeholders related to the state priorities and used by the LEA to inform the LCAP goal setting process? How was the information made available?
- 4) What changes, if any, were made in the LCAP prior to adoption as a result of written comments or other feedback received by the LEA through any of the LEA's engagement processes?
- 5) What specific actions were taken to meet statutory requirements for stakeholder engagement pursuant to Education Code sections 52062, 52068, and 47606.5, including engagement with representatives of parents and guardians of pupils identified in Education Code section 42238.01?
- 6) What specific actions were taken to consult with pupils to meet the requirements 5 CCR 15495(a)?
- 7) How has stakeholder involvement been continued and supported? How has the involvement of these stakeholders supported improved outcomes for pupils, including unduplicated pupils, related to the state priorities?

Involvement Process	Impact on LCAP
District Meetings: Community Meetings: District Advisory Groups: Site Meetings: Union Meetings: Coordinator Meetings: Surveys: CJUSD Board Workshop Draft Posted online: Board public hearing: Submitted for board approval:	

Annual Update: District Meetings: Community Meetings: District Advisory Groups: Site Meetings: Union Meetings: Coordinator Meetings: Surveys: January-February 2015 CJUSD Board Workshop	Annual Update:
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Section 2: Goals, Actions, Expenditures, and Progress Indicators

Instructions:

All LEAs must complete the LCAP and Annual Update Template each year. The LCAP is a three-year plan for the upcoming school year and the two years that follow. In this way, the program and goals contained in the LCAP align with the term of a school district and county office of education budget and multiyear budget projections. The Annual Update section of the template reviews progress made for each stated goal in the school year that is coming to a close, assesses the effectiveness of actions and services provided, and describes the changes made in the LCAP for the next three years that are based on this review and assessment.

Charter schools may adjust the table below to align with the term of the charter school's budget that is submitted to the school's authorizer pursuant to Education Code section 47604.33.

For school districts, Education Code sections 52060 and 52061, for county offices of education, Education Code sections 52066 and 52067, and for charter schools, Education Code section 47606.5 require(s) the LCAP to include a description of the annual goals, for all pupils and each subgroup of pupils, to be achieved for each state priority as defined in 5 CCR 15495(i) and any local priorities; a description of the specific actions an LEA will take to meet the identified goals; a description of the expenditures required to implement the specific actions; and an annual update to include a review of progress towards the goals and describe any changes to the goals.

To facilitate alignment between the LCAP and school plans, the LCAP shall identify and incorporate school-specific goals related to the state and local priorities from the school plans submitted pursuant to Education Code section 64001. Furthermore, the LCAP should be shared with, and

input requested from, schoolsite-level advisory groups, as applicable (e.g., schoolsite councils, English Learner Advisory Councils, pupil advisory groups, etc.) to facilitate alignment between school-site and district-level goals and actions. An LEA may incorporate or reference actions described in other plans that are being undertaken to meet the goal.

Using the following instructions and guiding questions, complete a goal table (see below) for each of the LEA's goals. Duplicate and expand the fields as necessary.

Goal: Describe the goal:

When completing the goal tables, include goals for all pupils and specific goals for schoolsites and specific subgroups, including pupils with disabilities, both at the LEA level and, where applicable, at the schoolsite level. The LEA may identify which schoolsites and subgroups have the same goals, and group and describe those goals together. The LEA may also indicate those goals that are not applicable to a specific subgroup or schoolsite.

Related State and/or Local Priorities: Identify the state and/or local priorities addressed by the goal by placing a check mark next to the applicable priority or priorities. The LCAP must include goals that address each of the state priorities, as defined in 5 CCR 15495(i), and any additional local priorities; however, one goal may address multiple priorities.

Identified Need: Describe the need(s) identified by the LEA that this goal addresses, including a description of the supporting data used to identify the need(s).

Schools: Identify the schoolsites to which the goal applies. LEAs may indicate "all" for all schools, specify an individual school or a subset of schools, or specify grade spans (e.g., all high schools or grades K-5).

Applicable Pupil Subgroups: Identify the pupil subgroups as defined in Education Code section 52052 to which the goal applies, or indicate "all" for all pupils.

Expected Annual Measurable Outcomes: For each LCAP year, identify and describe specific expected measurable outcomes for all pupils using, at minimum, the applicable required metrics for the related state priorities. Where applicable, include descriptions of specific expected measurable outcomes for schoolsites and specific subgroups, including pupils with disabilities, both at the LEA level and at the schoolsite level.

The metrics used to describe the expected measurable outcomes may be quantitative or qualitative, although the goal tables must address all required metrics for every state priority in each LCAP year. The required metrics are the specified measures and objectives

for each state priority as set forth in Education Code sections 52060(d) and 52066(d). For the pupil engagement priority metrics, LEAs must calculate the rates specified in Education Code sections 52060(d)(5)(B), (C), (D) and (E) as described in the Local Control Accountability Plan and Annual Update Template Appendix, sections (a) through (d).

Actions/Services: For each LCAP year, identify all annual actions to be performed and services provided to meet the described goal. Actions may describe a group of services that are implemented to achieve the identified goal.

Scope of Service: Describe the scope of each action/service by identifying the schools/sites covered. LEAs may indicate “all” for all schools, specify an individual school or a subset of schools, or specify grade spans (e.g., all high schools or grades K-5). If supplemental and concentration funds are used to support the action/service, the LEA must identify if the scope of service is districtwide, schoolwide, countywide, or charterwide.

Pupils to be served within identified scope of service: For each action/service, identify the pupils to be served within the identified scope of service. If the action to be performed or the service to be provided is for all pupils, place a check mark next to “ALL.”

For each action and/or service to be provided above what is being provided for all pupils, place a check mark next to the applicable unduplicated pupil subgroup(s) and/or other pupil subgroup(s) that will benefit from the additional action, and/or will receive the additional service. Identify, as applicable, additional actions and services for unduplicated pupil subgroup(s) as defined in Education Code section 42238.01, pupils redesignated fluent English proficient, and/or pupils subgroup(s) as defined in Education Code section 52052.

Budgeted Expenditures: For each action/service, list and describe budgeted expenditures for each school year to implement these actions, including where those expenditures can be found in the LEA’s budget. The LEA must reference all fund sources for each proposed expenditure. Expenditures must be classified using the California School Accounting Manual as required by Education Code sections 52061, 52067, and 47606.5.

Guiding Questions:

- 1) What are the LEA’s goal(s) to address state priorities related to “Conditions of Learning”?
- 2) What are the LEA’s goal(s) to address state priorities related to “Pupil Outcomes”?
- 3) What are the LEA’s goal(s) to address state priorities related to parent and pupil “Engagement” (e.g., parent involvement, pupil

engagement, and school climate)?

- 4) What are the LEA's goal(s) to address any locally-identified priorities?
- 5) How have the unique needs of individual schoolsites been evaluated to inform the development of meaningful district and/or individual schoolsite goals (e.g., input from site level advisory groups, staff, parents, community, pupils; review of school level plans; in-depth school level data analysis, etc.)?
- 6) What are the unique goals for unduplicated pupils as defined in Education Code sections 42238.01 and subgroups as defined in section 52052 that are different from the LEA's goals for all pupils?
- 7) What are the specific expected measurable outcomes associated with each of the goals annually and over the term of the LCAP?
- 8) What information (e.g., quantitative and qualitative data/metrics) was considered/reviewed to develop goals to address each state or local priority?
- 9) What information was considered/reviewed for individual schoolsites?
- 10) What information was considered/reviewed for subgroups identified in Education Code section 52052?
- 11) What actions/services will be provided to all pupils, to subgroups of pupils identified pursuant to Education Code section 52052, to specific schoolsites, to English learners, to low-income pupils, and/or to foster youth to achieve goals identified in the LCAP?
- 12) How do these actions/services link to identified goals and expected measurable outcomes?
- 13) What expenditures support changes to actions/services as a result of the goal identified? Where can these expenditures be found in the LEA's budget?

GOAL:	GOAL 1: Center JUSD students will be challenged and supported to achieve academic success in a clean, safe environment	Related State and/or Local Priorities: 1 <u>X</u> 2 <u>X</u> 3 <u> </u> 4 <u>X</u> 5 <u>X</u> 6 <u> </u> 7 <u> </u> 8 <u>X</u> COE only: 9 <u> </u> 10 <u> </u> Local : Specify <u> </u>
Identified Need :	ALL	
Goal Applies to:	Schools: ALL Applicable Pupil Subgroups: <u> </u>	
LCAP Year 1: 2015-16		
Expected Annual Measurable Outcomes:		

Actions/Services		Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
			<input type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	
			<input type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	
			<input type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	
LCAP Year 2: 2016-17				
Expected Annual Measurable Outcomes:				
Actions/Services		Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
			<input type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	
			<input type="checkbox"/> ALL	

		OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify) _____	
		<input type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify) _____	
LCAP Year 3: 2017-18			
Expected Annual Measurable Outcomes:			
Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
		<input type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify) _____	
		<input type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify) _____	
		<input type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify) _____	

GOAL:	GOAL 2: Center JUSD students will be College & Career Ready	Related State and/or Local Priorities: 1__ 2__ 3__ 4__ 5__ <u>X</u> 6__ 7__ <u>X</u> 8__ COE only: 9__ 10__ Local : Specify _____
Identified Need : ALL		
Goal Applies to: Schools: ALL		
Applicable Pupil Subgroups: _____		
LCAP Year 1: 2015-16		
Expected Annual Measurable Outcomes:		
Actions/Services	Scope of Service	Pupils to be served within identified scope of service
		__ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____
		__ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____
		__ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____
LCAP Year 2: 2016-17		

Expected Annual Measurable Outcomes:			
Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
		<input type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	
		<input type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	
		<input type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	
LCAP Year 3: 2017-18			
Expected Annual Measurable Outcomes:			
Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
		<input type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)_____	

		<input type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify) _____	
		<input type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify) _____	

GOAL:	GOAL 3: Center JUSD students will be engaged in their educational process and opportunities	Related State and/or Local Priorities: 1__ 2__ 3__ 4__ 5_X 6_X 7__ 8__ COE only: 9__ 10__ Local : Specify _____								
Identified Need : ALL										
Goal Applies to: Schools: ALL										
Applicable Pupil Subgroups: _____										
LCAP Year 1: 2015-16										
Expected Annual Measurable Outcomes:										
Actions/Services	Scope of Service	<table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="width: 45%;">Pupils to be served within identified scope of service</th> <th style="width: 55%;">Budgeted Expenditures</th> </tr> </thead> <tbody> <tr> <td> __ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____ </td> <td></td> </tr> <tr> <td> __ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____ </td> <td></td> </tr> <tr> <td> __ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____ </td> <td></td> </tr> </tbody> </table>	Pupils to be served within identified scope of service	Budgeted Expenditures	__ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____		__ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____		__ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	
Pupils to be served within identified scope of service	Budgeted Expenditures									
__ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____										
__ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____										
__ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____										
LCAP Year 2: 2016-17										

Expected Annual Measurable Outcomes:			
Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
		<input type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify) _____	
		<input type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify) _____	
		<input type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify) _____	
LCAP Year 3: 2017-18			
Expected Annual Measurable Outcomes:			
Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
		<input type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify) _____	

		<input type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify) _____	
		<input type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify) _____	

GOAL:	GOAL 4: Center JUSD families will be engaged and informed regarding their student's educational experience	Related State and/or Local Priorities: 1__ 2__ 3_ <u>X</u> 4__ 5__ 6__ 7__ 8__ COE only: 9__ 10__ Local : Specify _____								
Identified Need : ALL										
Goal Applies to: Schools: ALL										
Applicable Pupil Subgroups: _____										
LCAP Year 1: 2015-16										
Expected Annual Measurable Outcomes:										
Actions/Services	Scope of Service	<table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="width: 40%;">Pupils to be served within identified scope of service</th> <th style="width: 60%;">Budgeted Expenditures</th> </tr> </thead> <tbody> <tr> <td> __ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____ </td> <td></td> </tr> <tr> <td> __ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____ </td> <td></td> </tr> <tr> <td> __ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____ </td> <td></td> </tr> </tbody> </table>	Pupils to be served within identified scope of service	Budgeted Expenditures	__ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____		__ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____		__ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	
Pupils to be served within identified scope of service	Budgeted Expenditures									
__ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____										
__ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____										
__ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____										
LCAP Year 2: 2016-17										

Expected Annual Measurable Outcomes:			
Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
		<input type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	
		<input type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	
		<input type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	
LCAP Year 3: 2017-18			
Expected Annual Measurable Outcomes:			
Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
		<input type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)_____	

		<input type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify) _____	
		<input type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify) _____	

Complete a copy of this table for each of the LEA's goals. Duplicate and expand the fields as necessary.

Annual Update Instructions: For each goal in the prior year LCAP, review the progress toward the expected annual outcome(s) based on, at a minimum, the required metrics pursuant to Education Code sections 52060 and 52066. The review must include an assessment of the effectiveness of the specific actions. Describe any changes to the actions or goals the LEA will take as a result of the review and assessment. In addition, review the applicability of each goal in the LCAP.

Guiding Questions:

- 1) How have the actions/services addressed the needs of all pupils and did the provisions of those services result in the desired outcomes?
- 2) How have the actions/services addressed the needs of all subgroups of pupils identified pursuant to Education Code section 52052, including, but not limited to, English learners, low-income pupils, and foster youth; and did the provision of those actions/services result in the desired outcomes?
- 3) How have the actions/services addressed the identified needs and goals of specific schoolsites and were these actions/services effective in achieving the desired outcomes?
- 4) What information (e.g., quantitative and qualitative data/metrics) was examined to review progress toward goals in the annual update?
- 5) What progress has been achieved toward the goal and expected measurable outcome(s)? How effective were the actions and services in making progress toward the goal? What changes to goals, actions, services, and expenditures are being made in the LCAP as a result of the review of progress and assessment of the effectiveness of the actions and services?
- 6) What differences are there between budgeted expenditures and estimated actual annual expenditures? What were the reasons for any differences?

Complete a copy of this table for each of the LEA's goals in the prior year LCAP. Duplicate and expand the fields as necessary.

Original GOAL from prior year LCAP:	GOAL 1: Center JUSD Students will be challenged and supported to achieve academic success in a clean, safe environment		Related State and/or Local Priorities: 1__X__ 2__X__ 3__ 4__X__ 5__X__ 6__ 7__ 8__X__ COE only: 9__ 10__ Local : Specify _____	
Goal Applies to:	Schools: ALL			
	Applicable Pupil Subgroups:			
Expected Annual Measurable Outcomes:	<p>Common Core State Standards is being implemented in all CJUSD Classrooms as measured by district and site personnel</p> <p>Establish math and ELA proficiency baselines as measure by CAASPP</p> <p>API Calculation Suspended – Baseline established once reinstated</p> <p>Increase percentage EL students meeting English proficiency and annual growth by 4%</p> <p>Increase reclassification of EL students to 12%</p> <p><3 students will not graduate as a result of not passing the CAHSEE</p> <p>Implement protocol for gathering data on K-2 local assessments. Develop a baseline for students achieving ELA proficiency Implement protocol for gathering data on CJUSD K-2 local assessments.</p> <p>Develop a baseline for students achieving mathematics proficiency</p> <p>Teacher misassignment will not exceed 6%</p> <p>Provide 100% of students access to standards aligned materials. As certified by the CJUSD Board of Trustees each year</p>		Actual Annual Measurable Outcomes:	

100% of schools will pass inspection within 30 days					
LCAP Year: 2014-15					
Planned Actions/Services			Actual Actions/Services		
		Budgeted Expenditures	Estimated Actual Annual Expenditures		
Implement Common Core State Standards		<i>Resource 0000</i> <i>Object 1100</i> \$ \$9,766,528 <i>Object 3xxx</i> \$1,098,346			
Scope of service:	LEA		Scope of service:		
<input checked="" type="checkbox"/> ALL			<input type="checkbox"/> ALL		
OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____			OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____		
Purchase K-12 math curriculum Common Core by the end of 2013/14		<i>Resource 7405</i> <i>Object 4100</i> \$450,000			
Scope of service:	LEA		Scope of service:		
<input checked="" type="checkbox"/> ALL			<input type="checkbox"/> ALL		
OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____			OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____		

K-12 Teachers will access choices of Professional Development to support the implementation of California Common Core State Standards		Resource 0000 Object 1100 \$100,000			
Scope of service: LEA				Scope of service:	
<input checked="" type="checkbox"/> ALL			Scope of service:		
OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____			OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____		
Provide BTSA support to new teachers					
Scope of service: LEA				Scope of service:	
<input checked="" type="checkbox"/> ALL			Scope of service:		
OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____			OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____		
Center HS will provide support Classes; math lab, English lab, credit recovery, Summer School program		LCFF Resource 0000 Object 1100 Object 5800 \$35,600			

Scope of service: 9-12 CENTER HIGH				Scope of service:
<u>X</u> ALL			Scope of service:	
OR: ___ Low Income pupils ___ English Learners ___ Foster Youth ___ Redesignated fluent English proficient ___ Other Subgroups:(Specify)_____			OR: ___ Low Income pupils ___ English Learners ___ Foster Youth ___ Redesignated fluent English proficient ___ Other Subgroups:(Specify)_____	
Wilson Riles Middle School will provide support classes: Math Support Class, English Support Class, PAWS period during the school day and Husky Help after school		Title I Resource 3010 Object 1100 Object 1199 Object 3xxx \$115,252		
Scope of service: 7-8 RILES MIDDLE				Scope of service:
<u>X</u> ALL			Scope of service:	
OR: ___ Low Income pupils ___ English Learners ___ Foster Youth ___ Redesignated fluent English proficient ___ Other Subgroups:(Specify)_____			OR: ___ Low Income pupils ___ English Learners ___ Foster Youth ___ Redesignated fluent English proficient ___ Other Subgroups:(Specify)_____	
Oak Hill Elementary will provide after school intervention for grades 1 st -6 th in English/Language Arts and 3 rd -6 th in math		LCFF Resource 0000 Object 1199 Object 3xxx \$16,689		

Scope of service: 1-6 OAK HILL ELEMENTARY				Scope of service:
<input checked="" type="checkbox"/> ALL			Scope of service:	
OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____			OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	
Spinelli Elementary will provide morning intervention for grades 1 st -6 th in English/Language Arts and Math. Title I push in and pull out support for grades 1 st -6 th in English/Language Arts and math.				
Scope of service: 1-6 SPINELLI ELEMENTARY		Title I Resource 3010 Object 1100 Object 3xxx \$46,000		Scope of service:
<input checked="" type="checkbox"/> ALL			Scope of service:	
OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____			OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	
North Country will provide morning intervention for grades 1 st -6 th in English/Language Arts and Title I pull out for grades 1 st -6 th in				

English/Language Arts.				
Scope of service: 2-6 NORTH COUNTRY ELEM		Title I Resource 3010 Object 1100 Object 3xxx \$127,815		Scope of service:
<input checked="" type="checkbox"/> ALL			Scope of service:	
OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____			OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	
Dudley will provide morning intervention for grades 2 nd -6 th in English/Language Arts and math, and Title I pull out for grades 1 st -6 th in English/Language Arts and math.		Title I Resource 3010 Object 1100 Object 3xxx \$103,830		
Scope of service: 2-6 DUDLEY ELEMENTARY				Scope of service:
<input checked="" type="checkbox"/> ALL			Scope of service:	
OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____			OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	
GATE opportunities		LCFF		

<ul style="list-style-type: none"> • Wilson Riles Middle School Academy • Oak Hill Elem combo GATE class 4th • Spinelli: after school challenge activities • North Country: GATE challenge activities before and after school • Dudley: combo GATE Academy for 4th-5th 	Resource 0036 Object 1198 Object 3xxx Object 4300 Object 4400 Object 5200 \$30,000		
Scope of service: 3-8 LEA			Scope of service:
<input checked="" type="checkbox"/> ALL		Scope of service:	
OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____		OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	
Teacher collaboration: vertical between elementary middle and middle-high, horizontal between elementary sites, grade level/dept		Modify end times at elementary sites for K-12 early release \$0	
Scope of service: LEA			Scope of service:
<input checked="" type="checkbox"/> ALL		Scope of service:	
OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____		OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	

Provide academic support for Special Education students: study skills classes, instructional assistants				
Scope of service: 7-12 WCR & CHS				Scope of service:
<input type="checkbox"/> ALL			Scope of service:	
OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input checked="" type="checkbox"/> Other Subgroups: <u>Special Education Students</u>			OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify) _____	
Provide academic support and intervention at all sites <ul style="list-style-type: none"> • Push-In and pull-out programs at elementary sites • Morning or after school intervention at elementary sites • EL Tutorial at Wilson Riles Middle and Center High School • Bilingual Assistants • Math lab, English lab, credit recovery, summer school at Center High School 		Supplemental/ Concentration Resource 0740 Object 1xxx Object 2xxx Object 3xxx \$451,077		
Scope of service:				Scope of service:
<input checked="" type="checkbox"/> ALL			Scope of service:	
OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners			OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners	

__ Foster Youth __ Redesignated fluent English proficient __ Other Subgroups:(Specify)_____		__ Foster Youth __ Redesignated fluent English proficient __ Other Subgroups:(Specify)_____	
Increase certificated support for elementary English Learners. Evaluate current English Learner structure with recommendations to increase support in future years			
Scope of service: K-6		Scope of service:	
__ ALL OR: __ Low Income pupils __ X English Learners __ Foster Youth __ Redesignated fluent English proficient __ Other Subgroups:(Specify)_____		__ ALL OR: __ Low Income pupils __ English Learners __ Foster Youth __ Redesignated fluent English proficient __ Other Subgroups:(Specify)_____	

Support transition of EL students from middle to high school with summer school session for incoming 9 th grade EL students	Supplemental/ Concentration Resource 0740 Object 1100 Object 3xxx \$1000		
Scope of service: 8 th -9 th		Scope of service:	
__ ALL OR: __ Low Income pupils __ X English Learners __ Foster Youth __ Redesignated fluent English proficient			

__Other Subgroups:(Specify)____			
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Support long-term EL students with Long Term EL Support Class. EL Teacher to be given extra prep period in schedule to track/monitor/support EL students and monitor Redesignated Fluent English Proficient students	Supplemental/ Concentration Resource 0740 Object 1100 Object 3xxx \$42,244		
Scope of service: 9 th -12 th Center High		Scope of service:	
<input type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____			
Americorp will provide academic support, mentoring, tutoring and counseling coordinated by Family Resource Center	LCFF Resource 0000 Object 1100 Object 1200 Object 3xxx Object 5800 \$70,361		
Scope of service: K-12		Scope of service:	

<input type="checkbox"/> ALL OR: <input checked="" type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____			
Explore need for increasing student support services at Center High through a position to serve as liason to monitor and support at risk students			
Scope of service: 9-12		Scope of service:	
<input type="checkbox"/> ALL OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____			
Family Resource Center will provide clothing and school supplies, consultation resources, referral services, mental health counseling services and coordinate appropriate additional services through Americorp, United Way and the	LCFF Resource 0000 Object 5800 \$12,500 Resource 5630 Object 1200 Object 3xxx		

Sen\$ibility Program	\$16,750 Supplemental/ Concentration Resource 0740 Object 5800 \$12,500		
Scope of service: K-12		Scope of service:	
<input type="checkbox"/> ALL OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____			

What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?	
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Original GOAL from prior year LCAP:	GOAL 2: Center JUSD students will be college and career ready		Related State and/or Local Priorities: 1__ 2__ 3__ 4__ 5_X 6__ 7_X 8__ COE only: 9__ 10__ Local : Specify _____	
Goal Applies to:	Schools:	LEA		
	Applicable Pupil Subgroups:	ALL		
Expected Annual Measurable Outcomes:	<p>To prepare students for College & Career, it is a priority of CJUSD to increase CTE opportunities, a-g participation and completion rate, increase AP offerings and AP test passage rate, increase graduation rate.</p> <p>2013-2014: 11 CTE courses offered district wide</p> <p>2013-2014: 61.7% CHS students enrolled in a-g coursework. 22.7% of students complete a-g coursework.</p> <p>2013-2014: 8 AP sections offered, based on student need.</p> <p>2012-2013: 59.8% (152passed/245 tests taken) of CHS students that took the AP course exams in 2012-13 passed with a 3 or higher</p> <p>2012-2013 11th Grade Early Assessment Program (EAP): 33% ELA students, 80% math students in 11 grade determined to be prepared for college (Ready for College and Ready for College - Conditional).</p>		Actual Annual Measurable Outcomes:	
LCAP Year: 2014-15				
Planned Actions/Services			Actual Actions/Services	
	Budgeted Expenditures			Estimated Actual Annual Expenditures
District to explore options/trends/staffing to increase CTE offerings at Center High and McClellan High over the next three years	LCFF Resource 0029 Object 1100 Object 3xxx			

		\$26,000			
Scope of service:	LEA		Scope of service:		
<input checked="" type="checkbox"/> ALL			<input type="checkbox"/> ALL		
OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____			OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____		
Increase participation in and completion of a-g requirements by forming a committee to identify barriers to a-g completion, including graduation requirements and removing barriers that restrict students from meeting a-g requirements		\$ TBD			
Scope of service:			Scope of service:		
<input checked="" type="checkbox"/> ALL			<input type="checkbox"/> ALL		
OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____			OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____		
Form a committee to at WCR to explore new elective opportunities Launch K-8 campaign to inform parents and students on College/Career readiness, CTE options and a-g requirements			CHS hosted an elective fair March XX, inviting middle school families to see courses and programs available at CHS that support College/Career readiness		
Scope of service:			Scope of service:		
<input checked="" type="checkbox"/> ALL			<input type="checkbox"/> ALL		

OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____		OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	
Provide transitional support through WorkAbility and Department of Rehab to prepare students for College/Career			
Scope of service: 7-12 WCR & CHS		Scope of service:	
<input type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input checked="" type="checkbox"/> Other Subgroups: Special Education Students		<input type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input checked="" type="checkbox"/> Other Subgroups: Special Education Students	
Center HS Intervention teachers, EL Teachers, Counseling Dept and Administration to provide purposeful and targeted outreach to increase participation in and course completion of CTE offerings at Center High	Supplemental/ Concentration Resource 0740 Object 1100 Object 3xxx \$78,372 LCFF Resource 0000 Object 1200 Object 3xxx \$14,628		
Scope of service: 9-12 Center High		Scope of service:	

<p><input type="checkbox"/> ALL</p> <p>OR:</p> <p><input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners</p> <p><input checked="" type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups:(Specify)_____</p>			
Explore need for increasing student support services at Center High through a position to serve as liason to monitor and support at risk students			
Scope of service: 9-12 Center High		Scope of service:	
<p><input type="checkbox"/> ALL</p> <p>OR:</p> <p><input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners</p> <p><input checked="" type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups:(Specify)_____</p>			
<p>Family Resource Center will provide clothing and school supplies, consultation resources, referral services, mental health counseling services and coordinate appropriate additional services through Americorp, United Way and the \$en\$ibility Program</p>	<p>LCFF</p> <p>Resource 0000 Object 5800 \$12,500</p> <p>Resource 5630 Object 1200 Object 3xxx \$16,750</p> <p>Supplemental/</p>		

	Concentration Resource 0740 Object 5800 \$12,500		
Scope of service: K-12		Scope of service:	
__ ALL OR: __X_Low Income pupils __X_English Learners __X_Foster Youth __X_Redesignated fluent English proficient __Other Subgroups:(Specify)_____			

Original GOAL from prior year LCAP:	GOAL 3: Center JUSD families will be engaged in their educational process and opportunities		Related State and/or Local Priorities: 1__ 2__ 3__ 4__ 5_X 6_X 7__ 8__ COE only: 9__ 10__ Local : Specify _____	
Goal Applies to:	Schools:			
	Applicable Pupil Subgroups:			
Expected Annual Measurable Outcomes:	<p>District wide daily attendance rates: 94.14% (2013 P2) Site Attendance Rate: Center HS: 95.66% McClellan HS: 91.49% Wilson Riles MS: 94.12% Dudley Elem: 95.6% North Country: 93.14% Oak Hill Elem: 94.86% Spinelli Elem: 93.92%</p> <p>District wide student participation rates in clubs, activities, athletics: 27% (1221/4486) of K-12 students participate in clubs, activities, athletics provided by the school site. Site Participation Rate: Center HS: 47% McClellan HS: 0 Wilson Riles MS: 35% Dudley Elem: 6% North Country: 25% Oak Hill Elem: 16% Spinelli Elem: 11%</p> <p>Center HS Graduation Rate: 89.7% (2011-12)</p> <p>CJUSD Chronic Absenteeism rates are 26% (Absent three or more days throughout the year without valid excuse)</p> <p>2013 CJUSD Middle School dropout rate –less than 1% (3 students)</p> <p>2013 CJUSD High School dropout rate 3%</p>		Actual Annual Measurable Outcomes:	

	<p>2012-13 CJUSD Suspension Rate (total incidents of suspension) CJUSD= 11% Center HS = 5% McClellan HS - 139% Wilson Riles MS = 16% Dudley Elem = 8% North Country Elem - 7% Oak Hill Elem = 6% Spinelli Elem - 13%</p> <p>2012-13 CJUSD Expulsions (number of incidents) = 20 2012-2013 Site Suspensions (# of individuals)/Expulsion (number of incidents) Center HS: 74/16 McClellan HS: 126/0 Wilson Riles MS: 102/4 Dudley Elem: 53/0 North Country Elem: 36/0 Oak Hill Elem: 45/0 Spinelli Elem: 43/0</p> <p>2011-2012: 43% of secondary students feel "very safe" at school as measured by the California Healthy Kids Survey</p> <p>2011-2012: 40% of 5th grade students feel "very safe" at school "all of the time".</p>		
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LCAP Year: 2014-15			
Planned Actions/Services		Actual Actions/Services	
	Budgeted Expenditures		Estimated Actual Annual Expenditures
Increase daily attendance by forming a committee to investigate and remedy attendance			

issue. Survey students and families to inquire actions/incentives to increase attendance				
Scope of service:	LEA		Scope of service:	
<input checked="" type="checkbox"/> ALL			<input type="checkbox"/> ALL	
OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____			OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	
<p>Increase staff involvement and student involvement in clubs, activities and athletics.</p> <p>Negotiate stipends. Review and access club responsibility with possibility of 6-8 week clubs at reduced stipend.</p> <p>Establish committee of Athletic Directors, Activity Directors, on-campus head coaches, club advisors, activity advisors from CHS, MHS and WCR to investigate barriers to student and staff involvement</p>		\$160,000		
Scope of service:	7-12 LEA		Scope of service:	
<input checked="" type="checkbox"/> ALL			<input type="checkbox"/> ALL	
OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____			OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	

Americorp will provide academic support, mentoring, tutoring and counseling coordinated by Family Resource Center	LCFF Resource 0000 Object 1100 Object 1200 Object 3xxx Object 5800 \$70,361		
Scope of service: K-12		Scope of service:	
__ ALL OR: <input checked="" type="checkbox"/> Low Income pupils __ English Learners <input checked="" type="checkbox"/> Foster Youth __ Redesignated fluent English proficient __ Other Subgroups:(Specify)_____			
Explore need for increasing student support services at Center High through a position to serve as liason to monitor and support at risk students			
Scope of service: 9-12 Center High		Scope of service:	

<input type="checkbox"/> ALL OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify) _____			
Family Resource Center will provide clothing and school supplies, consultation resources, referral services, mental health counseling services and coordinate appropriate additional services through Americorp, United Way and the \$en\$ibility Program	LCFF Resource 0000 Object 5800 \$12,500 Resource 5630 Object 1200 Object 3xxx \$16,750 Supplemental/ Concentration Resource 0740 Object 5800 \$12,500		
Scope of service: K-12		Scope of service:	
<input type="checkbox"/> ALL OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify) _____			
What changes in actions, services, and expenditures will be made as a			

result of reviewing past progress and/or changes to goals?	
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Original GOAL from prior year LCAP:	GOAL 4: Center JUSD families will be engaged and informed regarding their student's educational experience		Related State and/or Local Priorities: 1__ 2__ 3__ 4__ 5__ 6__ 7__ 8__ COE only: 9__ 10__ Local : Specify _____	
Goal Applies to:	Schools:	LEA		
	Applicable Pupil Subgroups:	ALL		
Expected Annual Measurable Outcomes:	Attendance/participation at events will increase.		Actual Annual Measurable Outcomes:	
LCAP Year: 2014-15				
Planned Actions/Services			Actual Actions/Services	
	Budgeted Expenditures			Estimated Actual Annual Expenditures
Establish parent education outreach relating to school topics. Survey and meet with parents to identify barriers to parental involvement and recommend remedies				
Scope of service:	LEA		Scope of service:	
<input checked="" type="checkbox"/> ALL			<input type="checkbox"/> ALL	
OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____			OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	
Utilize new ways to communicate opportunities		LCFF Resource 0000		

that will increase participation in school activities and in supporting roles. Increase use of email, social media, phone calls, websites and written forms of communication with parents and families. Explore new communication technologies		Object 5800 Object 5900 \$12,000		
Scope of service:			Scope of service:	
<input checked="" type="checkbox"/> ALL			<input type="checkbox"/> ALL	
OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____			OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	
Americorp will provide academic support, mentoring, tutoring and counseling coordinated by Family Resource Center		LCFF Resource 0000 Object 1100 Object 1200 Object 3xxx Object 5800 \$70,361		
Scope of service: K-12			Scope of service:	
<input type="checkbox"/> ALL OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____				

Explore need for increasing student support services at Center High through a position to serve as liason to monitor and support at risk students			
Scope of service: 9-12		Scope of service:	
__ ALL OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient __ Other Subgroups:(Specify)_____			
Family Resource Center will provide clothing and school supplies, consultation resources, referral services, mental health counseling services and coordinate appropriate additional services through Americorp, United Way and the \$en\$ibility Program	LCFF Resource 0000 Object 5800 \$12,500 Resource 5630 Object 1200 Object 3xxx \$16,750 Supplemental/ Concentration Resource 0740 Object 5800 \$12,500		
Scope of service: K-12		Scope of service:	

<input type="checkbox"/> ALL OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify) _____			
What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?			

Complete a copy of this table for each of the LEA's goals in the prior year LCAP. Duplicate and expand the fields as necessary.

Section 3: Use of Supplemental and Concentration Grant funds and Proportionality

- A. In the box below, identify the amount of funds in the LCAP year calculated on the basis of the number and concentration of low income, foster youth, and English learner pupils as determined pursuant to 5 CCR 15496(a)(5).

Describe how the LEA is expending these funds in the LCAP year. Include a description of, and justification for, the use of any funds in a districtwide, schoolwide, countywide, or charterwide manner as specified in 5 CCR 15496.

For school districts with below 55 percent of enrollment of unduplicated pupils in the district or below 40 percent of enrollment of unduplicated pupils at a schoolsite in the LCAP year, when using supplemental and concentration funds in a districtwide or schoolwide manner, the school district must additionally describe how the services provided are the most effective use of funds to meet the district's goals for unduplicated pupils in the state and any local priority areas. (See 5 CCR 15496(b) for guidance.)

Total amount of Supplemental and Concentration grant funds calculated:	\$ _____
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- B. In the box below, identify the percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all pupils in the LCAP year as calculated pursuant to 5 CCR 15496(a).

Consistent with the requirements of 5 CCR 15496, demonstrate how the services provided in the LCAP year for low income pupils, foster youth, and English learners provide for increased or improved services for these pupils in proportion to the increase in funding provided for such pupils in that year as calculated pursuant to 5 CCR 15496(a)(7). An LEA shall describe how the proportionality percentage is met using a quantitative and/or qualitative description of the increased and/or improved services for unduplicated pupils as compared to the services provided to all pupils.

	%

LOCAL CONTROL AND ACCOUNTABILITY PLAN AND ANNUAL UPDATE APPENDIX

For the purposes of completing the LCAP in reference to the state priorities under Education Code sections 52060 and 52066, the following shall apply:

- (a) "Chronic absenteeism rate" shall be calculated as follows:

- (1) The number of pupils with a primary, secondary, or short-term enrollment during the academic year (July 1 – June 30) who are chronically absent where “chronic absentee” means a pupil who is absent 10 percent or more of the schooldays in the school year when the total number of days a pupil is absent is divided by the total number of days the pupil is enrolled and school was actually taught in the total number of days the pupil is enrolled and school was actually taught in the regular day schools of the district, exclusive of Saturdays and Sundays.
 - (2) The unduplicated count of pupils with a primary, secondary, or short-term enrollment during the academic year (July 1 – June 30).
 - (3) Divide (1) by (2).
- (b) “Middle School dropout rate” shall be calculated as set forth in California Code of Regulations, title 5, section 1039.1.
- (c) “High school dropout rate” shall be calculated as follows:
- (1) The number of cohort members who dropout by the end of year 4 in the cohort where “cohort” is defined as the number of first-time grade 9 pupils in year 1 (starting cohort) plus pupils who transfer in, minus pupils who transfer out, emigrate, or die during school years 1, 2, 3, and 4.
 - (2) The total number of cohort members.
 - (3) Divide (1) by (2).
- (d) “High school graduation rate” shall be calculated as follows:
- (1) The number of cohort members who earned a regular high school diploma [or earned an adult education high school diploma or passed the California High School Proficiency Exam] by the end of year 4 in the cohort where “cohort” is defined as the number of first-time grade 9 pupils in year 1 (starting cohort) plus pupils who transfer in, minus pupils who transfer out, emigrate, or die during school years 1, 2, 3, and 4.
 - (2) The total number of cohort members.
 - (3) Divide (1) by (2).
- (e) “Suspension rate” shall be calculated as follows:

(1) The unduplicated count of pupils involved in one or more incidents for which the pupil was suspended during the academic year (July 1 – June 30).

(2) The unduplicated count of pupils with a primary, secondary, or short-term enrollment during the academic year (July 1 – June 30).

(3) Divide (1) by (2).

(f) "Expulsion rate" shall be calculated as follows:

(1) The unduplicated count of pupils involved in one or more incidents for which the pupil was expelled during the academic year (July 1 – June 30).

(2) The unduplicated count of pupils with a primary, secondary, or short-term enrollment during the academic year (July 1 – June 30).

(3) Divide (1) by (2).

01-13-15 [California Department of Education]

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: March 18, 2015	#Attached Pages <u> </u>
From: Scott A. Loehr, Superintendent	
Principal's Initials: <u> </u>	

<p>SUBJECT: Adoption of Minutes</p> <p>The minutes from the following meeting are being presented:</p> <p>February 18, 2015 Regular Meeting</p> <p>RECOMMENDATION: The CJUSD Board of Trustees approve the presented minutes.</p>

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, February 18, 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 – 6:04 p.m.

FLAG SALUTE - led by Carol Hunt

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

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

Student Readmission #14-15.03 - Recommendation approved.

Motion: Wilson
Second: Hunt

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

Student Readmission #14-15.04 - Recommendation approved.

Motion: Wilson
Second: Hunt

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

Student Readmission #14-15.05 - Recommendation approved.

Motion: Anderson
Second: Wilson

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

Student Readmission #14-15.06 - Recommendation approved.

Motion: Wilson
Second: Hunt

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

Student Readmission #14-15.07 - Recommendation approved.

Motion: Wilson
Second: Hunt

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

ADOPTION OF AGENDA - There was a motion to approve the adoption of the agenda as amended:
pull Consent Agenda Item 7

Motion: Wilson
Second: Anderson

Vote: General Consent

STUDENT BOARD REPRESENTATIVE REPORTS

1. Center High School - Michelle Vu
 - Random Act of Kindness week was very successful
 - blood drive is March 6
 - DUI court will be held on March 13
 - Junior Prom is March 14
 - last night was senior recognition night at the boys last season basketball game
2. McClellan High School - Gabriel Shorts
 - this week started the final trimester of the school year.
 - 5 students graduated last Friday
 - 21 students earned Honor Roll for trimester 2b
 - 5 students earned perfect attendance for trimester 2b
 - last Thursday McClellan High School Leadership students participated in the "No Student Eats Alone Day"
 - they have received their 2nd cart with 35 Chromebooks and students are now able to use Chromebooks in history, social studies, English and math. They now have the technology to take the CAASB test in the spring.
 - the basketball team has a record of 3 wins and 2 losses. They play every Friday at Lord's Gym in Roseville
3. Antelope View & Global Youth Charter Schools - Paloma Lopez was not available to report

ORGANIZATION REPORTS

1. CUTA - Heather Woods, President, noted that the Rep Council met before the board meeting. She noted that they were not able to get to site reports tonight. She shared with the Board what they do cover during their meeting: President's Report, Vice President's Report, updated Treasurer's Report, grievances (if they have any), CTA liason, and this month there were 2 very long reports from the contract team, and a report from Membership/elections chair. They also talked about substitute shortages and issues with substitutes. They talked about the elementary report card committee, collaboration, work day hours, the annual dinner that they are bringing back, stipends for masters & doctorates, and the student illness policy. Mrs. Woods did share that North Country reported that Thursday is their Lighthouse review. Also, four people from North Country went to the Ed Tech conference; they are sharing lots of new and interesting things.

2. CSEA - Marie Huggins, President, noted that last night they ratified the tentative agreement for the salary increase and ratified the memorandum of understanding on the Food Services position, as well as the Campus monitor distribution of hours at the high school. She noted that there were some concerns from the membership and the Board as to why we they would agree to losing a 6 hour benefited position in food services, but Marie noted that they look at the needs of the districts and the site. North Country employees came to them as said that is what they wanted. It was in the best interest of the site. She noted that there were 3 people that voted against the 2% salary increase. She noted that she appreciates the continued collaboration with the district. Trustee Kelley noted that there were particular questions raised about the MOU and they needed to understand what was going on. Mr. Jordan noted that the high school appreciates the 2 hour office assistant that is being added.

REPORTS/PRESENTATIONS

1. **WASC / School Update** - Doug Hughey, Global Youth Charter School Principal, noted that there were 5 students presenting tonight. He invited the Board to the WASC Visitation on March 8-11. He thanked his staff for coming to the board meeting tonight. In the packet is an invite to the open house. Mr. Hughey introduced Jennifer, Jessica, Raquel, Jenica & Sammie. They covered the classes offered, the teachers, the ARC Relationship, athletics/tournaments, the benefits of a small school, why students chose to attend and what they like about Global, school support, and activities. There also covered the middle school program, including classes offered and the teachers. Trustee Pope thanked the students for their presentation and thanked Mr. Hughey and the staff for all of their work on the packet.

2. **Safety Report** - Craig Deason, Assistant Superintendent of Operations & Facilities, discussed the Safety Plans, trainings, mitigation of safety issues, and safety needs.

COMMENTS FROM THE AUDIENCE REGARDING ITEMS NOT ON THE AGENDA –

Mike Jordan, Center High School Principal, gave an overview of the scheduling plans for the 2016/17 school year at Center High School. They are looking at an 8 period split block schedule. Trustee Hunt noted that teachers would have 2 preps (1 each day) and would like to see a cost analysis because of that. He shared his concern with students taking 8 classes, 4 every other day, and how students will keep up with the classwork & homework. Mr. Jordan noted that he will come back next month.

BOARD/SUPERINTENDENT REPORTS

Mr. Loehr

- noted that the facilities meeting will probably happen in late spring or early summer
- noted that they are working to get the old LCAP into the new format; the recent survey results are available online
- attended a great conference yesterday on Special Ed
- 285 more ChromeBooks have been distributed

BOARD/SUPERINTENDENT REPORTS (continued)

Mrs. Pope

- thanked Mr. Deason and the Safety committee for working so hard
- attended Cougar Crab Feed
- attended Riles Honor Roll breakfast
- noted that Center High School is remodeling their weight room; noted that if anyone can donate to this to see Mr. Jordan
- thanked all of the sites for their Accountability Report Cards, Single Plans & Safety Plans
- thanked everyone for their dedication
- wished Carol Hunt a happy birthday

Mrs. Anderson - had nothing to report.

- noted that she had 6 relatives that attended the Crab feed

Mr. Wilson

- attended the Junior Cougar Crab Feed
- attended a Special Education conference
- noted that he must have attended a field trip to somewhere
- asked if we could get a different brand of bottled water for board meetings
- noted that Oak Hill students were at Center High School working with MCA

Mrs. Kelley

- attended the Crab Feed
- is looking forward to the Crab Feed coming up in March

Mr. Hunt

- noted that he is proud to be a part of this district; there are so many good things that go on, it is just amazing to see the good work that great staff members do every day

CONSENT AGENDA

1. Approved Adoption of Minutes from January 21, 2015 Regular Meeting
2. Approved Classified Personnel Transactions
3. Approved Certificated Personnel Transactions
4. Approved Memorandum of Understanding (MOU) Reassignment of Classified Work Hours
5. Ratified 2014/2015 Individual Service Agreements:
 - 2014/15-189-194 American River Speech
 - 2014/15-220 Aldar Academy
6. Approved 2015/16 AVID Implementation Agreement
7. *This item was pulled for separate consideration.*
8. Approved CJUSD Title III Year 2 Plan
9. Ratified SkoolLive Kiosk Contract: Center High School
10. Approved Safe School and Emergency Preparedness Plan - Spinelli
11. Approved RFP #2015-100 Consolidated Communications to Provide Telecommunication Service - Local Voice & Data Service
12. Approved RFP #2015-101 Consolidated Communications to Provide Telecommunication Service - Broadband/Ethernet Service
13. Approved Payroll Orders: July 2014 - January 2015
14. Approved Supplemental Agenda (Vendor Warrants): January 2105

Motion: Wilson
Second: Pope

Vote: General Consent

CONSENT AGENDA ITEMS PULLED FOR SEPARATE CONSIDERATION

7. Ratify 2013/14 School Accountability Report Cards

Trustee Kelley noted that there are some corrections that need to be made. They need to list the correct number of expulsions for each site. Under facilities there were also some sites with no findings and there were some with several findings (site inspections) She asked if they are inspecting the sites regularly and if the custodians are being trained on what to look for. She also noted that there are no proposed corrections listed so the title needs to be changed to reflect that. Lastly, she discussed the API percentages of student groups at Riles MS and Center High School. She asked if there was a way to compare with other schools. Mr. Loehr noted that with the new test we will be able to do some comparisons.

Motion: Pope
Second: Hunt

Vote: General Consent

BUSINESS ITEMS

A. TABLED - 2015 CSBA Delegate Assembly Election, Subregion 6-B

Motion: Wilson
Second: Hunt

Vote: General Consent

ADVANCE PLANNING

a. *Future Meeting Dates:*

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*

b. *Suggested Agenda Items: CHS scheduling, MCA, Trustee Anderson asked for information on the guidelines for Administration absenteeism*

ADJOURNMENT – 7:36 p.m.

Motion: Anderson
Second: Pope

Vote: General Consent

Respectfully submitted,


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

Delrae Pope, Clerk
Board of Trustees

Adoption Date

Center Joint Unified School District

AGENDA REQUEST FOR:

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

CONSENT AGENDA

Subject: Classified Personnel Transactions

Resignation

Marie Furlow Instructional Specialist PH/Autism
 Angela Beardslee Campus Monitor

New Hire

Vickie Hesson Campus Monitor
 Michael Treadwell Lead Custodian
 Ivonne Helms Cafeteria Worker
 Dawn Roland Cafeteria Worker
 Mary Jbeily Transition Partnership Program Assistant

Recommendation: Approve Classified Personnel Transactions as Submitted

Marie Furlow has resigned from her position as Instructional Specialist PH/Autism at Spinelli Elementary School effective February 5, 2015.

Angela Beardslee has resigned from her position as Campus Monitor at Center High School effective February 27, 2015.

Vickie Hesson has been hired as Campus Monitor at McClellan High School effective February 12, 2015.

Michael Treadwell has been hired as Lead Custodian at North Country Elementary School effective February 23, 2015.


Ivonne Helms has been hired as Cafeteria Worker at North Country Elementary School effective March 5, 2015.

Dawn Roland has been hired as Cafeteria Worker at North Country Elementary School effective March 6, 2015.

Mary Jbeily has been hired as Transition Partnership Program Assistant at Center High School effective March 6, 2015.

Center Joint Unified School District

AGENDA REQUEST FOR:

Dept./Site:	Personnel Department	Action Item	<u>X</u>
Date:	March 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

New Hires

Inna Babikova, Center High School
 Jamie Lewis, Spinelli Elementary School

Release of Temporary Employees

Larry Davenport, Center High School
 Brandon Pinney, Oak Hill Elementary School
 Todd Silverman, Dudley Elementary School

Retirements

Antoinette Brinks, North Country Elementary School
 Elizabeth McCloskey, Center High School
 Ken Merdinger, Oak Hill Elementary School

Recommendation: Approve Certificated Personnel Transactions as Submitted

CONSENT AGENDA

New Hires

Inna Babikova has been hired as a part time Temporary Russian Teacher, Center High School, effective August 3, 2015.

Jamie Lewis has been hired as a Special Education Teacher, Spinelli Elementary School, effective February 23, 2015.

Release of Temporary Employees

Larry Davenport will be released from his position as temporary Business Teacher, Center High School, effective end of day on May 29, 2015.

Brandon Pinney will be released from his position as temporary Elementary Teacher, Oak Hill Elementary School, effective end of day on May 29, 2015.

Todd Silverman will be released from his position as temporary Counselor, Dudley Elementary School, effective end of day on May 29, 2015.

Retirements

Antoinette Brinks has submitted her intent to retire from her position as Kindergarten Teacher, North Country Elementary School, effective end of day on May 29, 2015.

Elizabeth McCloskey has submitted her intent to retire from her position as Counselor, Center High School, effective end of day on June 5, 2015.

Ken Merdinger has retired from his position as Sixth Grade Teacher, Oak Hill Elementary School, effective end of day on February 27, 2015.

AGENDA ITEM # XIV-4

Center Joint Unified School District

AGENDA REQUEST FOR:

Dept./Site: Personnel Department

Date: March 18, 2015

Action Item X

To: Board of Trustees

Information Item
Attached Pages 2

From: David Grimes
Director of Personnel and Student Services

SUBJECT: RESOLUTION #7/2014-15

Attached for Board review and action is Resolution #7/2014-15,
nonreelection of probationary certificated employee.

Recommendation: Approve Resolution #7/2014-15 as Submitted

CONSENT AGENDA

AGENDA ITEM # XIV-4

MEMORANDUM

TO: Governing Board
FROM: Scott Loehr
DATE: March 9, 2015
SUBJECT: Non-reelection of Probationary Employee

Pursuant to Education Code Section 44929.21, a decision either to reelect or not to reelect a probationary certificated employee for the next succeeding school year must be made on or before March 15 of the employee's second complete consecutive school year of employment.

I hereby recommend that the following probationary certificated employee of the Center Joint Unified School District not be reelected for the 2015/16 school year.

Judith Karnesky Stevens

Probationary 1

I further recommend that the attached Resolution of Non-reelection be adopted and that the employee named be given notice of this decision in accordance with Education Code Section 44929.21.

BEFORE THE GOVERNING BOARD OF
CENTER JOINT UNIFIED SCHOOL DISTRICT
COUNTY OF SACRAMENTO, STATE OF CALIFORNIA

RESOLUTION #7/2014-15

WHEREAS, the Superintendent has recommended that Judith Karnesky Stevens, probationary certificated teacher of the Center Joint Unified School District, not be reelected for the 2015-16 school year.

IT IS HEREBY RESOLVED that the Governing Board of the Center Joint Unified School District, County of Sacramento, State of California, not reelect Judith Karnesky Stevens for the 2015-16 school year.

IT IS FURTHER RESOLVED that the Governing Board give the aforementioned employee Notice of Non-reelection pursuant to Education Code 44929.21.

IT IS FURTHER RESOLVED that the aforementioned employee is released from employment effective the last work day of the 2014-15 school year.

PASSED AND ADOPTED by the following vote called on this eighteenth day of March 2015.

AYES: _____

NOES: _____

ABSTENTIONS: _____

ABSENT: _____

President, Governing Board

Date

CERTIFICATION

State of California)
) ss.
County of Sacramento)

I, Scott Loehr, Superintendent of the Center Joint Unified School District, do hereby certify and declare that the foregoing is a full, true and correct copy of a resolution duly passed and adopted by the Governing Board of the Center Joint Unified School District at a meeting of said Board duly and regularly called at 8408 Watt Avenue, Antelope, California, on the 18th day of March 2015.

By: _____
 Scott A. Loehr
 Superintendent

Dated: _____

Center Unified School District

AGENDA REQUEST FOR:

Dept./Site: Personnel Department

Date: March 18, 2015

To: Board of Trustees

From: David Grimes, Director of Personnel/Student Services

Action Item X

Information Item

Attached Pages

SUBJECT:

**CUTA
TENTATIVE AGREEMENTS**

Center Joint Unified School District (CJUSD) and Center Unified Teacher Association (CUTA) have agreed to the following Tentative Agreements regarding new and/or changed language to be added the CUTA Bargaining Agreement:

- | | | |
|----|--------------------------|-------------------|
| 1. | Article VII - Workday | Department Chairs |
| 2. | Article XII - Evaluation | |
| 3. | Article VII - Workday | Collaboration |

Please see attached Tentative Agreements

RECOMMENDATION: Approve Attached Agreements

TENTATIVE AGREEMENT
Between
CENTER JOINT UNIFIED SCHOOL DISTRICT
And
CENTER UNIFIED TEACHERS ASSOCIATION

The District and CUTA agree to the following changes/new language to the Collective Bargaining Agreement:

Department Chairs (Article VII Section K.3) shall be revised to read:

3. Duties and responsibilities will be maintained in writing at the site level.

For CUTA:

DATE: 2/13/15

BY: Heather Woods
Heather Woods
CUTA President

DATE: 2/13/15

BY: Venessa Mason
Venessa Mason
CUTA Bargaining Chair

For DISTRICT:

DATE: 2/13/15

BY: David Grimes
David Grimes
Director of Personnel

TENTATIVE AGREEMENT
Between
CENTER JOINT UNIFIED SCHOOL DISTRICT
And
CENTER UNIFIED TEACHERS ASSOCIATION

The District and CUTA agree to the following changes/new language to the Collective Bargaining Agreement:

Certificated Evaluations (Article XII Section I) shall now read:

1. Formal evaluations will be made on a continuing basis: at least once each school year for probationary personnel; at least every other school year for personnel with permanent status; and at least every three (3) years for permanent certificated employees who have been with the District for at least ten (10) years, are highly qualified according to NCLB guidelines, and whose previous evaluation was satisfactory. Additional annual evaluations may occur at the discretion of the Site Administrator. Formal evaluations are a part of the employee's personnel file.

2. For permanent certificated employees on a three (3) year evaluation cycle, formal evaluations may be extended up to five (5) years if mutually agreed upon by the Site Administrator and the certificated employee being evaluated, per Education Code 44664a.

For CUTA:

DATE: 2/13/15

BY: Heather Woods
Heather Woods
CUTA President

DATE: 2/13/15

BY: Venessa Mason
Venessa Mason
CUTA Bargaining Chair

For DISTRICT:

DATE: 2/13/15

BY: David Grimes
David Grimes
Director of Personnel

TENTATIVE AGREEMENT
Between
CENTER JOINT UNIFIED SCHOOL DISTRICT
And
CENTER UNIFIED TEACHERS ASSOCIATION

The District and CUTA agree to the following new language to be included in the Collective Bargaining Agreement:

Collaboration (Article VII Section L)

Collaboration is a partnership among staff, site administration, and district administration.

The intent of collaboration time is to improve student learning and increase student achievement. Collaboration time focuses on teacher, site, and district goals.

When collaboration time extends beyond the regular contract day, such time fall within the eight (8) hours of meetings set up in Article VII, Section G.1 of the contract.

For CUTA:

DATE: 2/13/15

BY: Heather Woods
Heather Woods
CUTA President

DATE: 2/13/15

BY: Venessa Mason
Venessa Mason
CUTA Bargaining Chair

For DISTRICT:

DATE: 2/13/15

BY: David Grimes
David Grimes
Director of Personnel

AGENDA ITEM # _____

XIV-6

Center Unified School District

AGENDA REQUEST FOR:

Dept./Site: Personnel Department

Date: March 18, 2015

To: Board of Trustees

From: David Grimes, Director of Personnel/Student Services

Action Item X

Information Item

Attached Pages _____

SUBJECT:

CUTA and CSEA TENTATIVE AGREEMENTS

Center Joint Unified School District (CJUSD), Center Unified Teacher Association (CUTA) and Classified School Employee Association (CSEA), have agreed to the attached Tentative Agreements regarding Salary increases for the 2014/2015 School Year.

Please see attached agreements and County approved AB1200 Disclosures.

RECOMMENDATION: Approve Tentative Agreements

AGENDA ITEM # XIV-6

CONSENT AGENDA

TENTATIVE AGREEMENT
Between
CENTER JOINT UNIFIED SCHOOL DISTRICT
And
CALIFORNIA SCHOOL EMPLOYEES ASSOCIATION, LOCAL 610

This Tentative Agreement confirms and clarifies the parties' mutual understanding and agreement regarding Salary Increase for the 2014/15 school year:

1. The classified unit member's Hourly Wage Schedule will be increased by 2%, using the 2013/14 Schedule as the baseline. The increase will be retroactive to July 1, 2014, and shall commence within 60 days of ratification of this agreement.
2. In the event that the District's agreement with other units exceeds what is offered above, the District agrees to increase the percent offered to CSEA to the same percent offered to other units.
3. This agreement does not constitute a precedent for any future agreement in salary.

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

SACRAMENTO COUNTY OFFICE OF EDUCATION

PUBLIC DISCLOSURE OF COLLECTIVE BARGAINING AGREEMENT

In Accordance with AB 1200 (Chapter 1213/1991), GC 3547.5, and CCR, Title V, Section 15449

Name of School District: Center Joint Unified School District

Name of Bargaining Unit: California School Employees Association Unit 610

Certificated, Classified, Other: Classified

The proposed agreement covers the period beginning: **July 1, 2014** and ending: **June 30, 2015**
(date) (date)

The Governing Board will act upon the agreement on: **March 18, 2015**
(date)

Note: This form, along with a copy of the proposed agreement, must be submitted to the County Office at least ten (10) working days prior to the date the Governing Board will take action.

A. Proposed Change in Compensation

Compensation		Annual	Fiscal Impact of Proposed Agreement		
		Cost Prior to	Year 1	Year 2	Year 3
		Proposed Agreement	Increase (Decrease)	Increase (Decrease)	Increase (Decrease)
		FY 14/15	FY 14/15	FY 15/16	FY 16/17
1	Salary Schedule (This is to include Step and Columns, which is also reported separately in Item 6)	\$5,465,363.00	\$109,361.00	\$109,361.00	\$109,361.00
			2.00%	1.96%	1.92%
2	Other Compensation Stipends, Bonuses, Longevity, Overtime, Differential, Callback or Standby Pay, etc.	\$53,189.00	\$0.00	\$0.00	\$0.00
			0.00%	0.00%	0.00%
	Description of other compensation	Stipends/OT	n/a	n/a	n/a
3	Statutory Benefits - STRS, PERS, FICA WE, UI, Medicare, etc.	\$1,157,737.00	\$22,943.00	\$23,850.00	\$26,474.00
			1.98%	2.02%	2.20%
4	Health/Welfare Plans	\$1,178,215.00	\$0.00	\$0.00	\$0.00
5	Total Compensation - Add Items 1 through 4 to equal 5	\$7,854,504.00	\$132,304.00	\$133,211.00	\$135,835.00
			1.68%	1.67%	1.67%
6	Step and Column - Due to movement plus any changes due to settlement. This is a subset of Item No. 1	\$52,744.00	n/a	\$52,744.00	\$52,744.00
7	Total Number of Represented Employees (Use FTEs if appropriate)	170.0779	170.0779	170.0779	170.0779
8	Total Compensation Average Cost per Employee	46,181.80	777.90	783.24	798.66
			1.68%	1.67%	1.67%

- 9 . What was the negotiated percentage increase approved? For example, if the increase in "Year 1" was for less than a full year, what is the annualized percentage of that increase for "Year 1"?

2.0 % on the salary schedule

- 10 . Were any additional steps, columns, or range added to the schedule? (If yes, please explain.)

No.

- 11 . Please include comments and explanations as necessary. (If more room is necessary, please attach an additional sheet.)

This settlement addressed salary only. Health and welfare settlement was done prior to this agreement.

- 12 . Does this bargaining unit have a negotiated cap for Health & Welfare Yes ☒ | No ☐

If yes, please describe the cap amount.

N/A for this disclosure.

- B. Proposed Negotiated Changes in Noncompensation Items (i.e., class size adjustments, staff development days, teacher prep time, classified staffing rations, etc.)

None.

- C. What are the specific impacts (positive or negative) on instructional and support programs accommodate the settlement? Include the impact of changes such as staff reductions or increases, program reductions or increases, elimination or expansion of other services or programs (i.e., counselors, librarians, custodial staff, etc.)

None.

D . What contingency language is included in the proposed agreement (e.g., reopeners, etc.)?

None.

E. Will this agreement create, or decrease deficit financing in the current or subsequent year(s)? "Deficit Financing" is defined to exist when a fund's expenditures and other financing uses exceed its revenue and other financing sources in a given year. If yes, explain the amounts and justification for doing so.

This agreement is using undesignated unrestricted funds. The District maintains a full 3% reserve.

F. Identify other major provisions that do not directly affect the district's costs, such as binding arbitrations, grievance procedures, etc.

None.

G. Source of Funding for Proposed Agreement

1. Current Year

The funding will be from unrestricted, undesignated, on-going revenue

2. If this is a single year agreement, how will the ongoing cost of the proposed agreement be funded in subsequent years (i.e., what will all the district to afford this contract)?

Same as above.

3. If this is a multiyear agreement, what is the source of funding, including assumptions used, to fund these obligations in subsequent years? (Remember to include compounding effects in meeting obligations.)

N/A

H. IMPACT OF PROPOSED AGREEMENT ON UNRESTRICTED RESERVES

1. State Reserve Standard

		2014/15	2015/16	2016/17
a.	Total Expenditures, Transfers Out, and Uses (Including Cost of Proposed Agreement)	\$38,654,234	\$39,139,546	\$40,291,018
b.	State Standard Minimum Reserve Percentage for this District :	3%	3%	3%
c.	State Standard Minimum Reserve Amount for this District (For districts with less than 1,001 ADA, this is the greater of Line a, times Line b, OR \$50,000	\$1,159,627	\$1,174,186	\$1,208,731

2. Budgeted Unrestricted Reserve (After Impact of Proposed Agreement)

a.	General Fund Budgeted Unrestricted Designated for Economic Uncertainties (9770)	\$1,159,627	\$1,174,186	\$1,208,731
b.	General Fund Budgeted Unrestricted Unappropriated Amount (9790)	\$519,284	\$353,477	\$545,212
c.	Special Reserve Fund (Fund 17) Budgeted Designated for Economic Uncertainties (9770)	\$0	\$0	\$0
d.	Special Reserve Fund (Fund 17) Budgeted Unappropriate Amount (9790)	\$1,040,601	\$1,040,601	\$1,040,601
g.	Total Available Reserves	\$2,719,512	\$2,568,264	\$2,794,544
h.	Reserve for Economic Uncertainties Percentage	7.0%	6.6%	6.9%

3. Do unrestricted reserves meet the state minimum reserve amount?

2014/15	Yes	<input checked="" type="checkbox"/>	No	<input type="checkbox"/>
2015/16	Yes	<input checked="" type="checkbox"/>	No	<input type="checkbox"/>
2016/17	Yes	<input checked="" type="checkbox"/>	No	<input type="checkbox"/>

H. IMPACT OF PROPOSED AGREEMENT ON CURRENT YEAR OPERATING BUDGET**Unrestricted General Fund****Enter Bargaining Unit:**

	Column 1	Column 2	Column 3	Column 4
	Latest Board - Approved Budget Before Settlement (As of 12/17/14)	Adjustments as a Result of Settlement	Other Revisions	Total Current Budget (Columns 1+2+3)
REVENUES				
LCFF/ Revenue Limit Sources (8010-8099)	\$ 31,586,707	\$ -	\$ -	\$ 31,586,707
Remaining Revenues (8100-8799)	\$ 1,209,663	\$ -	\$ -	\$ 1,209,663
TOTAL REVENUES	\$ 32,796,370	\$ -	\$ -	\$ 32,796,370
EXPENDITURES				
Certificated Salaries (1000-1999)	\$ 14,326,606		\$ -	\$ 14,326,606
Classified Salaries (2000-2999)	\$ 3,887,850	\$ 109,361	\$ -	\$ 3,997,211
Employee Benefits (3000-3999)	\$ 5,223,572	\$ 22,943	\$ -	\$ 5,246,515
Books and Supplies (4000-4999)	\$ 694,547	\$ -	\$ -	\$ 694,547
Services, Other Operating Expenses (5000-5999)	\$ 3,279,155	\$ -	\$ -	\$ 3,279,155
Capital Outlay (6000-6999)	\$ 205,303	\$ -	\$ -	\$ 205,303
Other Outgo (7100-7299) (7400-7499)	\$ 5,050	\$ -	\$ -	\$ 5,050
Direct Support/Indirect Cost (7300-7399)	\$ (105,494)	\$ -	\$ -	\$ (105,494)
Other Adjustments	\$ -	\$ -	\$ -	\$ -
TOTAL EXPENDITURES	\$ 27,516,589	\$ 132,304	\$ -	\$ 27,648,893
OPERATING SURPLUS (DEFICIT)	\$ 5,279,781	\$ (132,304)	\$ -	\$ 5,147,477
TRANSFERS IN & OTHER SOURCES (8910-8979)	\$ -	\$ -	\$ -	\$ -
TRANSFERS OUT & OTHER USES (7610-7699)	\$ 193,051	\$ -	\$ -	\$ 193,051
CONTRIBUTIONS (8980-8999)	\$ (5,109,871)	\$ -	\$ -	\$ (5,109,871)
CURRENT YEAR INCREASE (DECREASE) IN FUND BALANCE	\$ (23,141)	\$ (132,304)	\$ -	\$ (155,445)
BEGINNING BALANCE	\$ 1,900,673	\$ -	\$ -	\$ 1,900,673
Prior-Year Adjustments/Restatements (9793/9795)	\$ -			\$ -
CURRENT-YEAR ENDING BALANCE	\$ 1,877,532	\$ (132,304)	\$ -	\$ 1,745,228
COMPONENTS OF ENDING BALANCE:				
Reserved Amounts (9711-9740)	\$ 70,288	\$ -	\$ -	\$ 70,288
Reserved for Economic Uncertainties (9770)	\$ 1,155,660	\$ -	\$ -	\$ 1,155,660
Designated Amounts (9775-9780)	\$ -	\$ -	\$ -	\$ -
Unappropriated Amounts (9790)	\$ 651,584	\$ (132,304)	\$ -	\$ 519,280

* Please see question on page 7.

H. IMPACT OF PROPOSED AGREEMENT ON CURRENT YEAR OPERATING BUDGET

Restricted General Fund

Enter Bargaining Unit:

	Column 1	Column 2	Column 3	Column 4
	Latest Board - Approved Budget Before Settlement (As of 9/15/10)	Adjustments as a Result of Settlement	Other Revisions	Total Current Budget (Columns 1+2+3)
REVENUES				
LCFF/ Revenue Limit Sources (8010-8099)	\$ -	\$ -	\$ -	\$ -
Remaining Revenues (8100-8799)	\$ 5,326,632	\$ -	\$ -	\$ 5,326,632
TOTAL REVENUES	\$ 5,326,632	\$ -	\$ -	\$ 5,326,632
EXPENDITURES				
Certificated Salaries (1000-1999)	\$ 3,851,516	\$ -	\$ -	\$ 3,851,516
Classified Salaries (2000-2999)	\$ 2,251,030	\$ -	\$ -	\$ 2,251,030
Employee Benefits (3000-3999)	\$ 1,857,862	\$ -	\$ -	\$ 1,857,862
Books and Supplies (4000-4999)	\$ 1,162,781	\$ -	\$ -	\$ 1,162,781
Services, Other Operating Expenses (5000-5999)	\$ 1,384,219	\$ -	\$ -	\$ 1,384,219
Capital Outlay (6000-6999)	\$ 24,000	\$ -	\$ -	\$ 24,000
Other Outgo (7100-7299) (7400-7499)	\$ 229,010	\$ -	\$ -	\$ 229,010
Direct Support/Indirect Cost (7300-7399)	\$ 51,875	\$ -	\$ -	\$ 51,875
Other Adjustments	\$ -	\$ -	\$ -	\$ -
TOTAL EXPENDITURES	\$ 10,812,293	\$ -	\$ -	\$ 10,812,293
OPERATING SURPLUS (DEFICIT)	\$ (5,485,661)	\$ -	\$ -	\$ (5,485,661)
TRANSFERS IN & OTHER SOURCES (8910-8979)	\$ -	\$ -	\$ -	\$ -
TRANSFERS OUT & OTHER USES (7610-7699)	\$ -	\$ -	\$ -	\$ -
CONTRIBUTIONS (8980-8999)	\$ 5,109,871	\$ -	\$ -	\$ 5,109,871
CURRENT YEAR INCREASE (DECREASE) IN FUND BALANCE	\$ (375,790)	\$ -	\$ -	\$ (375,790)
BEGINNING BALANCE	\$ 1,452,315	\$ -	\$ -	\$ 1,452,315
Prior-Year Adjustments/Restatements (9793/9795)	\$ -			\$ -
CURRENT-YEAR ENDING BALANCE	\$ 1,076,525	\$ -	\$ -	\$ 1,076,525
COMPONENTS OF ENDING BALANCE:				
Reserved Amounts (9711-9740)	\$ 1,076,525	\$ -	\$ -	\$ 1,076,525
Reserved for Economic Uncertainties (9770)	\$ -	\$ -	\$ -	\$ -
Designated Amounts (9775-9780)	\$ -	\$ -	\$ -	\$ -
Unappropriated Amounts (9790)	\$ 0	\$ -	\$ -	\$ 0

H. IMPACT OF PROPOSED AGREEMENT ON CURRENT YEAR OPERATING BUDGET

Combined General Fund

Enter Bargaining Unit:

	Column 1	Column 2	Column 3	Column 4
	Latest Board - Approved Budget Before Settlement (As of 9/15/10)	Adjustments as a Result of Settlement	Other Revisions	Total Current Budget (Columns 1+2+3)
REVENUES				
Revenue Limit Sources (8010-8099)	\$ 31,586,707	\$ -	\$ -	\$ 31,586,707
Remaining Revenues (8100-8799)	\$ 6,536,295	\$ -	\$ -	\$ 6,536,295
TOTAL REVENUES	\$ 38,123,002	\$ -	\$ -	\$ 38,123,002
EXPENDITURES				
Certificated Salaries (1000-1999)	\$ 18,178,122	\$ -	\$ -	\$ 18,178,122
Classified Salaries (2000-2999)	\$ 6,138,880	\$ 109,361	\$ -	\$ 6,248,241
Employee Benefits (3000-3999)	\$ 7,081,434	\$ 22,943	\$ -	\$ 7,104,377
Books and Supplies (4000-4999)	\$ 1,857,328	\$ -	\$ -	\$ 1,857,328
Services, Other Operating Expenses (5000-5999)	\$ 4,663,374	\$ -	\$ -	\$ 4,663,374
Capital Outlay (6000-6999)	\$ 229,303	\$ -	\$ -	\$ 229,303
Other Outgo (7100-7299) (7400-7499)	\$ 234,060	\$ -	\$ -	\$ 234,060
Direct Support/Indirect Cost (7300-7399)	\$ (53,619)	\$ -	\$ -	\$ (53,619)
Other Adjustments	\$ -	\$ -	\$ -	\$ -
TOTAL EXPENDITURES	\$ 38,328,882	\$ 132,304	\$ -	\$ 38,461,186
OPERATING SURPLUS (DEFICIT)	\$ (205,880)	\$ (132,304)	\$ -	\$ (338,184)
TRANSFERS IN & OTHER SOURCES (8910-8979)	\$ -	\$ -	\$ -	\$ -
TRANSFERS OUT & OTHER USES (7610-7699)	\$ 193,051	\$ -	\$ -	\$ 193,051
CONTRIBUTIONS (8980-8999)	\$ -	\$ -	\$ -	\$ -
CURRENT YEAR INCREASE (DECREASE) IN FUND BALANCE	\$ (398,931)	\$ (132,304)	\$ -	\$ (531,235)
BEGINNING BALANCE	\$ 3,352,989	\$ -	\$ -	\$ 3,352,989
Prior-Year Adjustments/Restatements (9793/9795)	\$ -			\$ -
CURRENT-YEAR ENDING BALANCE	\$ 2,954,058	\$ (132,304)	\$ -	\$ 2,821,754
COMPONENTS OF ENDING BALANCE:				
Reserved Amounts (9711-9740)	\$ 1,146,813	\$ -	\$ -	\$ 1,146,813
Reserved for Economic Uncertainties (9770)	\$ 1,155,660	\$ 44,035	\$ -	\$ 1,199,695
Designated Amounts (9775-9780)	\$ -	\$ -	\$ -	\$ -
Unappropriated Amounts - Unrestricted (9790)	\$ 651,584	\$ (132,304)	\$ -	\$ 519,280
Unappropriated Amounts - Restricted (9790)	\$ 0	\$ -	\$ -	\$ 0
Reserve for Economic Uncertainties Percentage	3.00%			3.10%

Public Disclosure of Proposed Collective Bargaining Agreement

4. Please include any additional comments and explanation of Page 4 if necessary:
Settlement was for salary compensation only. This was a one year agreement.

I. CERTIFICATION NO. 1: CERTIFICATION OF THE DISTRICTS ABILITY TO MEET THE COSTS OF COLLECTIVE BARGAINING AGREEMENT

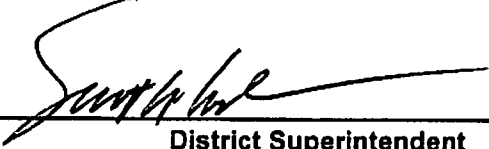
The disclosure document must be signed by the district Superintendent and Chief Business Officer at the time of public disclosure.

In accordance with the requirements of Government Code Section 3547.5, the Superintendent and Director of Fiscal Services of Center Joint Unified School District, hereby certify that the District can meet the costs incurred under the Collective Bargaining Agreement between the District and the Certificated Bargaining unit, during the term of the agreement from July 1, 2014 to June 30, 2015.

The budget revisions necessary to meet the costs of the agreement is each year of its term are as follows:

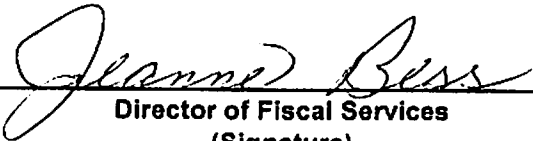
<u>Budget Adjustment Categories:</u>	<u>Budget Adjustment Increase (Decrease)</u>
<u>Revenues/Other Financing Sources</u>	<u>0</u>
<u>Expenditures/Other Financing Uses</u>	<u>132,304</u>
<u>Ending Balance Increase (Decrease)</u>	<u>(132,304)</u>

2nd Interim Budget Adjustment



District Superintendent
(Signature)

February 18, 2015
Date



Director of Fiscal Services
(Signature)

February 18, 2015
Date

TENTATIVE AGREEMENT
Between
CENTER JOINT UNIFIED SCHOOL DISTRICT
And
CENTER UNIFIED TEACHERS ASSOCIATION

This Tentative Agreement confirms and clarifies the parties' mutual understanding and agreement regarding Salary Increase for the 2014/15 school year:

1. The certificated salary schedule will be increased by 2%, using the 2013/14 schedule as the baseline. The increase will be retroactive to July 1, 2014, and shall commence within 60 days of ratification of this agreement.
2. In the event that the District's agreement with other units exceeds what is offered above, the District agrees to increase the percent offered to CUTA to the same percent offered to other units.
3. This agreement does not constitute a precedent for any future agreement in salary.

For CUTA:

DATE: 2/13/15

BY: Heather Woods
Heather Woods
CUTA President

DATE: 2/13/15

BY: Venessa Mason
Venessa Mason
CUTA Bargaining Chair

For DISTRICT:

DATE: 2/13/15

BY: David Grimes
David Grimes
Director of Personnel

SACRAMENTO COUNTY OFFICE OF EDUCATION

PUBLIC DISCLOSURE OF COLLECTIVE BARGAINING AGREEMENT

In Accordance with AB 1200 (Chapter 1213/1991), GC 3547.5, and CCR, Title V, Section 15449

Name of School District: Center Joint Unified School District

Name of Bargaining Unit: Center Unified Teachers Association

Certificated, Classified, Other: Certificated

The proposed agreement covers the period beginning: **July 1, 2014** and ending: **June 30, 2015**
(date) (date)

The Governing Board will act upon the agreement on: **March 18, 2015**
(date)

Note: This form, along with a copy of the proposed agreement, must be submitted to the County Office at least ten (10) working days prior to the date the Governing Board will take action.

A. Proposed Change in Compensation

Compensation		Annual	Fiscal Impact of Proposed Agreement		
		Cost Prior to	Year 1	Year 2	Year 3
		Proposed Agreement	Increase (Decrease)	Increase (Decrease)	Increase (Decrease)
		FY 14/15	FY 14/15	FY 15/16	FY 16/17
1	Salary Schedule (This is to include Step and Columns, which is also reported separately in Item 6)	\$15,986,848.00	\$319,737.00	\$319,737.00	\$319,737.00
			2.00%	1.96%	1.92%
2	Other Compensation Stipends, Bonuses, Longevity, Overtime, Differential, Callback or Standby Pay, etc.	\$443,622.00	\$0.00	\$0.00	\$0.00
			0.00%	0.00%	0.00%
	Description of other compensation	Stipends/OT	n/a	n/a	n/a
3	Statutory Benefits - STRS, PERS, FICA WE, UI, Medicare, etc.	\$1,953,255.00	\$38,011.00	\$43,926.00	\$49,841.00
			1.95%	2.21%	2.45%
4	Health/Welfare Plans	\$2,315,640.00	\$0.00	\$0.00	\$0.00
5	Total Compensation - Add Items 1 through 4 to equal 5	\$20,699,365.00	\$357,748.00	\$363,663.00	\$369,578.00
			1.73%	1.73%	1.73%
6	Step and Column - Due to movement plus any changes due to settlement. This is a subset of Item No. 1	\$436,303.00	n/a	\$436,303.00	\$436,303.00
7	Total Number of Represented Employees (Use FTEs if appropriate)	217.2414	217.2414	217.2414	217.2414
8	Total Compensation <u>Average</u> Cost per Employee	95,282.78	1,646.78	1,674.00	1,701.23
			1.73%	1.73%	1.73%

- 9 . What was the negotiated percentage increase approved? For example, if the increase in "Year 1" was for less than a full year, what is the annualized percentage of that increase for "Year 1"?

2.0 % on the salary schedule

- 10 . Were any additional steps, columns, or range added to the schedule? (If yes, please explain.)

No.

- 11 . Please include comments and explanations as necessary. (If more room is necessary, please attach an additional sheet.)

This settlement addressed salary only. Health and welfare settlement was done prior to this agreement.

- 12 . Does this bargaining unit have a negotiated cap for Health & Welfare Yes ☒ | No ☐

If yes, please describe the cap amount.

N/A for this disclosure.

- B. Proposed Negotiated Changes in Noncompensation Items (i.e., class size adjustments, staff development days, teacher prep time, classified staffing ratios, etc.)

None.

- C. What are the specific impacts (positive or negative) on instructional and support programs accommodate the settlement? Include the impact of changes such as staff reductions or increases, program reductions or increases, elimination or expansion of other services or programs (i.e., counselors, librarians, custodial staff, etc.)

None.

D . What contingency language is included in the proposed agreement (e.g., reopeners, etc.)?

None.

E. Will this agreement create, or decrease deficit financing in the current or subsequent year(s)? "Deficit Financing" is defined to exist when a fund's expenditures and other financing uses exceed its revenue and other financing sources in a given year. If yes, explain the amounts and justification for doing so.

This agreement is using undesignated unrestricted funds. The District maintains a full 3% reserve.

F. Identify other major provisions that do not directly affect the district's costs, such as binding arbitrations, grievance procedures, etc.

None.

G. Source of Funding for Proposed Agreement

1. Current Year

The funding will be from unrestricted, undesignated, on-going revenue

2. If this is a single year agreement, how will the ongoing cost of the proposed agreement be funded in subsequent years (i.e., what will all the district to afford this contract)?

Same as above.

3. If this is a multiyear agreement, what is the source of funding, including assumptions used, to fund these obligations in subsequent years? (Remember to include compounding effects in meeting obligations.)

N/A

H. IMPACT OF PROPOSED AGREEMENT ON UNRESTRICTED RESERVES

1. State Reserve Standard

		2014/15	2015/16	2016/17
a.	Total Expenditures, Transfers Out, and Uses (Including Cost of Proposed Agreement)	\$38,879,678	\$39,369,998	\$40,524,761
b.	State Standard Minimum Reserve Percentage for this District :	3%	3%	3%
c.	State Standard Minimum Reserve Amount for this District (For districts with less than 1,001 ADA, this is the greater of Line a, times Line b, OR \$50,000	\$1,166,390	\$1,181,100	\$1,215,743

2. Budgeted Unrestricted Reserve (After Impact of Proposed Agreement)

a.	General Fund Budgeted Unrestricted Designated for Economic Uncertainties (9770)	\$1,166,390	\$1,181,100	\$1,215,743
b.	General Fund Budgeted Unrestricted Unappropriated Amount (9790)	\$283,110	\$112,119	\$300,386
c.	Special Reserve Fund (Fund 17) Budgeted Designated for Economic Uncertainties (9770)	\$0	\$0	\$0
d.	Special Reserve Fund (Fund 17) Budgeted Unappropriate Amount (9790)	\$1,040,601	\$1,040,601	\$1,040,601
g.	Total Available Reserves	\$2,490,101	\$2,333,820	\$2,556,730
h.	Reserve for Economic Uncertainties Percentage	6.4%	5.9%	6.3%

3. Do unrestricted reserves meet the state minimum reserve amount?

2014/15	Yes	<input checked="" type="checkbox"/>	No	<input type="checkbox"/>
2015/16	Yes	<input checked="" type="checkbox"/>	No	<input type="checkbox"/>
2016/17	Yes	<input checked="" type="checkbox"/>	No	<input type="checkbox"/>

H. IMPACT OF PROPOSED AGREEMENT ON CURRENT YEAR OPERATING BUDGET

Unrestricted General Fund

Enter Bargaining Unit:

	Column 1	Column 2	Column 3	Column 4
	Latest Board - Approved Budget Before Settlement (As of 12/17/14)	Adjustments as a Result of Settlement	Other Revisions	Total Current Budget (Columns 1+2+3)
REVENUES				
LCFF/ Revenue Limit Sources (8010-8099)	\$ 31,586,707	\$ -	\$ -	\$ 31,586,707
Remaining Revenues (8100-8799)	\$ 1,209,663	\$ -	\$ -	\$ 1,209,663
TOTAL REVENUES	\$ 32,796,370	\$ -	\$ -	\$ 32,796,370
EXPENDITURES				
Certificated Salaries (1000-1999)	\$ 14,326,606	\$ 316,822	\$ -	\$ 14,643,428
Classified Salaries (2000-2999)	\$ 3,887,850	\$ -	\$ -	\$ 3,887,850
Employee Benefits (3000-3999)	\$ 5,223,572	\$ 37,664	\$ -	\$ 5,261,236
Books and Supplies (4000-4999)	\$ 694,547	\$ -	\$ -	\$ 694,547
Services, Other Operating Expenses (5000-5999)	\$ 3,279,155	\$ -	\$ -	\$ 3,279,155
Capital Outlay (6000-6999)	\$ 205,303	\$ -	\$ -	\$ 205,303
Other Outgo (7100-7299) (7400-7499)	\$ 5,050	\$ -	\$ -	\$ 5,050
Direct Support/Indirect Cost (7300-7399)	\$ (105,494)	\$ -	\$ -	\$ (105,494)
Other Adjustments	\$ -	\$ -	\$ -	\$ -
TOTAL EXPENDITURES	\$ 27,516,589	\$ 354,486	\$ -	\$ 27,871,075
OPERATING SURPLUS (DEFICIT)	\$ 5,279,781	\$ (354,486)	\$ -	\$ 4,925,295
TRANSFERS IN & OTHER SOURCES (8910-8979)	\$ -	\$ -	\$ -	\$ -
TRANSFERS OUT & OTHER USES (7610-7699)	\$ 193,051	\$ -	\$ -	\$ 193,051
CONTRIBUTIONS (8980-8999)	\$ (5,109,871)	\$ -	\$ -	\$ (5,109,871)
CURRENT YEAR INCREASE (DECREASE) IN FUND BALANCE	\$ (23,141)	\$ (354,486)	\$ -	\$ (377,627)
BEGINNING BALANCE	\$ 1,900,673	\$ -	\$ -	\$ 1,900,673
Prior-Year Adjustments/Restatements (9793/9795)	\$ -			\$ -
CURRENT-YEAR ENDING BALANCE	\$ 1,877,532	\$ (354,486)	\$ -	\$ 1,523,046
COMPONENTS OF ENDING BALANCE:				
Reserved Amounts (9711-9740)	\$ 70,288	\$ -	\$ -	\$ 70,288
Reserved for Economic Uncertainties (9770)	\$ 1,155,660	\$ -	\$ -	\$ 1,155,660
Designated Amounts (9775-9780)	\$ -	\$ -	\$ -	\$ -
Unappropriated Amounts (9790)	\$ 651,584	\$ (354,486)	\$ -	\$ 297,098

* Please see question on page 7.

H. IMPACT OF PROPOSED AGREEMENT ON CURRENT YEAR OPERATING BUDGET

Restricted General Fund

Enter Bargaining Unit:

	Column 1	Column 2	Column 3	Column 4
	Latest Board - Approved Budget Before Settlement (As of 12/17/14)	Adjustments as a Result of Settlement	Other Revisions	Total Current Budget (Columns 1+2+3)
REVENUES				
LCFF/ Revenue Limit Sources (8010-8099)	\$ -	\$ -	\$ -	\$ -
Remaining Revenues (8100-8799)	\$ 5,326,632	\$ -	\$ -	\$ 5,326,632
TOTAL REVENUES	\$ 5,326,632	\$ -	\$ -	\$ 5,326,632
EXPENDITURES				
Certificated Salaries (1000-1999)	\$ 3,851,516	\$ -	\$ -	\$ 3,851,516
Classified Salaries (2000-2999)	\$ 2,251,030	\$ -	\$ -	\$ 2,251,030
Employee Benefits (3000-3999)	\$ 1,857,862	\$ -	\$ -	\$ 1,857,862
Books and Supplies (4000-4999)	\$ 1,162,781	\$ -	\$ -	\$ 1,162,781
Services, Other Operating Expenses (5000-5999)	\$ 1,384,219	\$ -	\$ -	\$ 1,384,219
Capital Outlay (6000-6999)	\$ 24,000	\$ -	\$ -	\$ 24,000
Other Outgo (7100-7299) (7400-7499)	\$ 229,010	\$ -	\$ -	\$ 229,010
Direct Support/Indirect Cost (7300-7399)	\$ 51,875	\$ -	\$ -	\$ 51,875
Other Adjustments	\$ -	\$ -	\$ -	\$ -
TOTAL EXPENDITURES	\$ 10,812,293	\$ -	\$ -	\$ 10,812,293
OPERATING SURPLUS (DEFICIT)	\$ (5,485,661)	\$ -	\$ -	\$ (5,485,661)
TRANSFERS IN & OTHER SOURCES (8910-8979)	\$ -	\$ -	\$ -	\$ -
TRANSFERS OUT & OTHER USES (7610-7699)	\$ -	\$ -	\$ -	\$ -
CONTRIBUTIONS (8980-8999)	\$ 5,109,871	\$ -	\$ -	\$ 5,109,871
CURRENT YEAR INCREASE (DECREASE) IN FUND BALANCE	\$ (375,790)	\$ -	\$ -	\$ (375,790)
BEGINNING BALANCE	\$ 1,452,315	\$ -	\$ -	\$ 1,452,315
Prior-Year Adjustments/Restatements (9793/9795)	\$ -			\$ -
CURRENT-YEAR ENDING BALANCE	\$ 1,076,525	\$ -	\$ -	\$ 1,076,525
COMPONENTS OF ENDING BALANCE:				
Reserved Amounts (9711-9740)	\$ 1,076,525	\$ -	\$ -	\$ 1,076,525
Reserved for Economic Uncertainties (9770)	\$ -	\$ -	\$ -	\$ -
Designated Amounts (9775-9780)	\$ -	\$ -	\$ -	\$ -
Unappropriated Amounts (9790)	\$ 0	\$ -	\$ -	\$ 0

H. IMPACT OF PROPOSED AGREEMENT ON CURRENT YEAR OPERATING BUDGET

Combined General Fund

Enter Bargaining Unit:

	Column 1	Column 2	Column 3	Column 4
	Latest Board - Approved Budget Before Settlement (As of 9/15/10)	Adjustments as a Result of Settlement	Other Revisions	Total Current Budget (Columns 1+2+3)
REVENUES				
Revenue Limit Sources (8010-8099)	\$ 31,586,707	\$ -	\$ -	\$ 31,586,707
Remaining Revenues (8100-8799)	\$ 6,536,295	\$ -	\$ -	\$ 6,536,295
TOTAL REVENUES	\$ 38,123,002	\$ -	\$ -	\$ 38,123,002
EXPENDITURES				
Certificated Salaries (1000-1999)	\$ 18,178,122	\$ 316,822	\$ -	\$ 18,494,944
Classified Salaries (2000-2999)	\$ 6,138,880	\$ -	\$ -	\$ 6,138,880
Employee Benefits (3000-3999)	\$ 7,081,434	\$ 37,664	\$ -	\$ 7,119,098
Books and Supplies (4000-4999)	\$ 1,857,328	\$ -	\$ -	\$ 1,857,328
Services, Other Operating Expenses (5000-5999)	\$ 4,663,374	\$ -	\$ -	\$ 4,663,374
Capital Outlay (6000-6999)	\$ 229,303	\$ -	\$ -	\$ 229,303
Other Outgo (7100-7299) (7400-7499)	\$ 234,060	\$ -	\$ -	\$ 234,060
Direct Support/Indirect Cost (7300-7399)	\$ (53,619)	\$ -	\$ -	\$ (53,619)
Other Adjustments	\$ -	\$ -	\$ -	\$ -
TOTAL EXPENDITURES	\$ 38,328,882	\$ 354,486	\$ -	\$ 38,683,368
OPERATING SURPLUS (DEFICIT)	\$ (205,880)	\$ (354,486)	\$ -	\$ (560,366)
TRANSFERS IN & OTHER SOURCES (8910-8979)	\$ -	\$ -	\$ -	\$ -
TRANSFERS OUT & OTHER USES (7610-7699)	\$ 193,051	\$ -	\$ -	\$ 193,051
CONTRIBUTIONS (8980-8999)	\$ -	\$ -	\$ -	\$ -
CURRENT YEAR INCREASE (DECREASE) IN FUND BALANCE	\$ (398,931)	\$ (354,486)	\$ -	\$ (753,417)
BEGINNING BALANCE	\$ 3,352,989	\$ -	\$ -	\$ 3,352,989
Prior-Year Adjustments/Restatements (9793/9795)	\$ -			\$ -
CURRENT-YEAR ENDING BALANCE	\$ 2,954,058	\$ (354,486)	\$ -	\$ 2,599,572
COMPONENTS OF ENDING BALANCE:				
Reserved Amounts (9711-9740)	\$ 1,146,813	\$ -	\$ -	\$ 1,146,813
Reserved for Economic Uncertainties (9770)	\$ 1,155,660	\$ 44,035	\$ -	\$ 1,199,695
Designated Amounts (9775-9780)	\$ -	\$ -	\$ -	\$ -
Unappropriated Amounts - Unrestricted (9790)	\$ 651,584	\$ (354,486)	\$ -	\$ 297,098
Unappropriated Amounts - Restricted (9790)	\$ 0	\$ -	\$ -	\$ 0
Reserve for Economic Uncertainties Percentage	3.00%			3.09%

Public Disclosure of Proposed Collective Bargaining Agreement

4. Please include any additional comments and explanation of Page 4 if necessary: No one time money or changes in Gap closure has been considered since First Interim.

I. CERTIFICATION NO. 1: CERTIFICATION OF THE DISTRICTS ABILITY TO MEET THE COSTS OF COLLECTIVE BARGAINING AGREEMENT

The disclosure document must be signed by the district Superintendent and Chief Business Officer at the time of public disclosure.

In accordance with the requirements of Government Code Section 3547.5, the Superintendent and Director of Fiscal Services of Center Joint Unified School District, hereby certify that the District can meet the costs incurred under the Collective Bargaining Agreement between the District and the Certificated Bargaining unit, during the term of the agreement from July 1, 2014 to June 30, 2015.

The budget revisions necessary to meet the costs of the agreement is each year of its term are as follows:

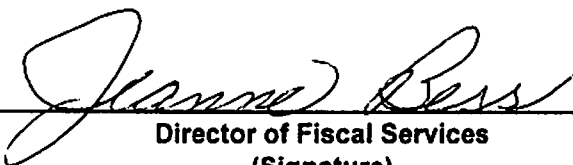
<u>Budget Adjustment Categories:</u>	<u>Budget Adjustment Increase (Decrease)</u>
<u>Revenues/Other Financing Sources</u>	<u>0</u>
<u>Expenditures/Other Financing Uses</u>	<u>357,748</u>
<u>Ending Balance Increase (Decrease)</u>	<u>(357,748)</u>

Second Interim Reflects Budget Adjustment



District Superintendent
(Signature)

February 23, 2015
Date



Director of Fiscal Services
(Signature)

February 23, 2015
Date

Center Joint Unified School District

AGENDA REQUEST FOR:

Dept./Site: Personnel Department

Action Item X

Date: March 18, 2015

Information Item _____

To: Board of Trustees

Attached Pages 0

From: David Grimes, Director of Personnel and Student Services

SUBJECT: Certificated Management, Classified Management and Confidential Salary Increase

Center Joint Unified School District, Certificated Management, Classified Management and Confidential groups have agreed upon a 2% salary increase for fiscal year 2014/2015. The adjustment will be retroactive to July 1, 2014.

RECOMMENDATION: CJUSD Board of Trustees Approve the Certificated Management, Classified Management and Confidential Salary Increase.

CONSENT AGENDA

Center Joint Unified School District

AGENDA REQUEST FOR:

Dept./Site: Personnel Department

Action Item X

Date: March 18, 2015

Information Item -

To: Board of Trustees

Attached Pages 11

From:  David Grimes, Director of Personnel and Student Services

CONSENT AGENDA

Subject: Adoption of revised 2014/2015 Salary Schedules

Attached for review and approval are revised salary schedules for fiscal year 2014/2015 reflecting a 2% cost of living adjustment.

Recommendation: Approve Revised Salary Schedules as Submitted

CENTER JOINT UNIFIED SCHOOL DISTRICT
SUBSTITUTE SALARY SCHEDULE

EFFECTIVE MARCH 20, 2015

CERTIFICATED SUBSTITUTE

Long Term Substitute Daily Rate: Step 1 Class 1 on Certificated Salary Schedule
 $\$38,236/183 = \208.94

Long term = 20 consecutive days in the same classroom assignment. This shall be paid retro active to the first day of the assignment.

CLASSIFIED SUBSTITUTE

Step 1 on Classified Hourly Wage Schedule of classification range substituted in.

Approved by Board March 18, 2015

**CENTER JOINT UNIFIED SCHOOL DISTRICT
CLASSIFIED MANAGEMENT SALARY SCHEDULE**

2014-2015

POSITION	WORK YEAR	STEP 1	STEP 2	STEP 3	STEP 4	STEP 5	STEP 6
Assistant Supt. Facilities/Operations	261	\$106,057	\$109,239	\$112,516	\$115,891	\$119,369	\$122,950
Director of Fiscal Services (DFS)	261	\$88,170	\$90,816	\$93,540	\$96,346	\$99,237	\$102,214
Technology Coordinator (TCD)	261	\$80,154	\$82,558	\$85,034	\$87,585	\$90,214	\$92,920
Supv/Nutrition Services (SNS)	261	\$60,951	\$62,779	\$64,663	\$66,603	\$68,601	\$70,658
Transportation Supv/Trainer (TST)	261	\$58,887	\$60,652	\$62,472	\$64,347	\$66,277	\$68,265

Masters: \$500 Ed.D./Ph.D.: \$750

Longevity: +1.0% after 8 years District service
 +2.0% after 10 years District service
 +2.5% after 13 years District service
 +3.0% after 15 years District service
 +3.5% after 18 years District service
 +4.0% after 20 years District service
 +6.0% after 25 years District service
 +8.0% after 30 years District service

Vacation: 1 to 4 years 21 days
 5 to 9 years 22 days
 10 to 14 years 23 days
 15 to 19 years 24 days
 20 years + 25 days

**CENTER JOINT UNIFIED SCHOOL DISTRICT
CONFIDENTIAL SALARY SCHEDULE**

2014-2015

POSITION	WORK YEAR	STEP 1	STEP 2	STEP 3	STEP 4	STEP 5	STEP 6
Superintendent							
Secretary (SSEC)	261	\$24.01	\$25.21	\$26.48	\$27.82	\$29.20	\$30.67
Executive Asst (PSS)	261	\$18.95	\$19.90	\$20.90	\$21.94	\$23.03	\$24.18
Administrative Secretary (ADMN)	261	\$17.94	\$18.85	\$19.80	\$20.80	\$21.84	\$22.93
Personnel							
Tech (PTEC)	261	\$18.69	\$19.62	\$20.61	\$21.64	\$22.73	\$23.87
Lead Account Tech (LTEC)	261	\$19.69	\$20.68	\$21.71	\$22.79	\$23.93	\$25.12

Masters: \$500 Ed.D./Ph.D.: \$750

Longevity: +1.0% after 8 years District service
 +2.0% after 10 years District service
 +2.5% after 13 years District service
 +3.0% after 15 years District service
 +3.5% after 18 years District service
 +4.0% after 20 years District service

Vacation: 1 to 2 years 13 days
 3 years 14 days
 4 to 5 years 16 days
 6 to 8 years 17 days
 9 years 18 days
 10 to 11 years 19 days
 12 years 20 days
 13 to 19 years 21 days
 20 years + 22 days

CENTER JOINT UNIFIED SCHOOL DISTRICT
CLASSIFIED HOURLY WAGE SCHEDULE
APPENDIX B
2014-2015

A	\$10.68	\$11.21	\$11.77	\$12.36	\$12.98	\$13.63
B	\$10.95	\$11.50	\$12.08	\$12.68	\$13.31	\$13.97
C	\$11.22	\$11.79	\$12.38	\$12.99	\$13.64	\$14.33
D	\$11.51	\$12.09	\$12.69	\$13.32	\$13.98	\$14.69
E	\$11.80	\$12.38	\$13.01	\$13.66	\$14.34	\$15.06
F	\$12.10	\$12.70	\$13.33	\$14.00	\$14.70	\$15.43
G	\$12.39	\$13.02	\$13.67	\$14.35	\$15.07	\$15.82
H	\$12.70	\$13.34	\$14.00	\$14.71	\$15.44	\$16.21
I	\$13.03	\$13.68	\$14.36	\$15.08	\$15.83	\$16.62
J	\$13.35	\$14.01	\$14.72	\$15.45	\$16.23	\$17.04
K	\$13.68	\$14.36	\$15.08	\$15.83	\$16.63	\$17.46
L	\$14.03	\$14.73	\$15.46	\$16.24	\$17.05	\$17.91
M	\$14.37	\$15.09	\$15.84	\$16.64	\$17.47	\$18.35
N	\$14.73	\$15.46	\$16.24	\$17.05	\$17.91	\$18.81
O	\$15.11	\$15.86	\$16.66	\$17.49	\$18.37	\$19.29
P	\$15.48	\$16.26	\$17.07	\$17.93	\$18.83	\$19.77
Q	\$15.87	\$16.67	\$17.50	\$18.38	\$19.30	\$20.27
R	\$16.28	\$17.10	\$17.95	\$18.85	\$19.79	\$20.78
S	\$16.69	\$17.52	\$18.40	\$19.32	\$20.29	\$21.30
T	\$17.12	\$17.97	\$18.87	\$19.82	\$20.81	\$21.85
U	\$17.54	\$18.42	\$19.34	\$20.31	\$21.33	\$22.40
V	\$17.98	\$18.88	\$19.83	\$20.82	\$21.86	\$22.95
W	\$18.44	\$19.36	\$20.33	\$21.35	\$22.42	\$23.54
X	\$18.90	\$19.85	\$20.84	\$21.88	\$22.97	\$24.12
X1	\$20.60	\$21.63	\$22.72	\$23.85	\$25.04	\$26.30
Y	\$28.51	\$29.94	\$31.44	\$33.01	\$34.66	\$36.39
Z	\$30.80					

Longevity: To be paid once on anniversary date of hire

After 8 years of District service \$250
 After 10 years of District service \$500
 After 13 years of District service \$750
 After 15 years of District service \$1000

Vacation:

1 to 3 years 12 days
 4 to 8 years 15 days
 9 to 12 years 18 days
 13 to 19 years 20 days
 20 Years + 22 days

Masters: \$500 Ed.D./Ph.D.: \$750.00

CENTER JOINT UNIFIED SCHOOL DISTRICT
TITLE 1 ACADEMIC COORDINATOR SALARY SCHEDULE 98 (198 DAYS)

2014-2015

STEPS	CLASS I BA	CLASS II BA + 36	CLASS III BA + 48	CLASS IV BA + 60	CLASS V BA + 72*
1	41,369	43,440	45,611	47,891	
2	43,024	45,178	47,436	49,807	
3	44,744	46,985	49,333	51,799	
4	46,534	48,865	51,307	53,870	
5	48,396	50,819	53,359	56,026	
6	50,332	52,852	55,494	58,266	61,183
7	52,345	54,967	57,714	60,597	63,631
8	54,439	57,166	60,022	63,021	66,176
9		59,453	62,423	65,541	68,822
10			64,920	68,163	71,575
11				70,889	74,439
12				73,725	77,416
14				75,936	79,737
16				78,214	82,130
18				80,560	84,595
20				82,976	87,131
Longevity 3% (Class IV & V) Steps 14 - 16 - 18 - 20 Masters** \$500 PHD/ED \$750					

***Employees hired after July 1, 1989, must be in the District at least five (5) years prior to movement into Class V.**

****Teachers earning a Masters Degree from an accredited institution shall receive \$500 for each, effective July 1, 1995.**

CENTER JOINT UNIFIED SCHOOL DISTRICT
PSYCHOLOGISTS AND COUNSELORS
SALARY SCHEDULE 93 (193 DAYS)-APPENDIX A-2
2014-2015

STEPS	CLASS I BA	CLASS II BA + 36	CLASS III BA + 48	CLASS IV BA + 60	CLASS V BA + 72*
1	40,324	42,342	44,459	46,681	49,016
2	41,937	44,036	46,238	48,549	50,978
3	43,614	45,798	48,087	50,492	53,017
4	45,358	47,629	50,011	52,512	55,137
5	47,172	49,534	52,011	54,612	57,342
6	49,060	51,515	54,091	56,797	59,635
7	51,021	53,576	56,254	59,068	62,021
8	53,062	55,719	58,504	61,431	64,502
9		57,948	60,844	63,888	67,081
10			63,278	66,443	69,765
11				69,100	72,555
12				71,864	75,457
14				74,019	77,721
16				76,241	80,053
18				78,528	82,455
20				80,884	84,927

Masters** \$500

PHD/ED \$750

**Psychologists and Counselors earning a Masters Degree from an accredited institution shall receive \$500 each, effective July 1, 1995.

**CENTER JOINT UNIFIED SCHOOL DISTRICT
CERTIFICATED MANAGEMENT SALARY SCHEDULE**

2014-2015

POSITION	WORK YEAR	STEP 1	STEP 2	STEP 3	STEP 4	STEP 5	STEP 6	STEP 7
Asst. Supt. (ASCI)	225	\$103,446	\$106,549	\$109,746	\$113,038	\$116,430	\$119,923	\$123,521
Director of Personnel & Student Serv (DPSS)	215	\$86,000	\$88,580	\$91,238	\$93,976	\$96,794	\$99,698	\$102,690
High School Principal (HSP)	209	\$96,937	\$99,846	\$102,840	\$105,926	\$109,103	\$112,375	\$115,747
Continuation HS Principal (CHSP)	209	\$84,566	\$87,103	\$89,716	\$92,408	\$95,180	\$98,035	\$100,977
H.S. Asst. Principal (HSVP)	200	\$78,608	\$80,967	\$83,395	\$85,898	\$88,475	\$91,129	\$93,863
Elem. Principal (EPYR)	204	\$82,112	\$84,574	\$87,112	\$89,725	\$92,417	\$95,189	\$98,045
Elem. Asst. Principal (EVPY)	200	\$72,945	\$75,134	\$77,387	\$79,709	\$82,101	\$84,563	\$87,100
Charter School Principal (CSP)	209	\$84,566	\$87,103	\$89,716	\$92,408	\$95,180	\$98,035	\$100,977
Middle School Asst Principal (MSAP)	200	\$74,898	\$77,145	\$79,458	\$81,842	\$84,297	\$86,826	\$89,432
Middle School Principal (MSP)	209	\$86,058	\$88,640	\$91,300	\$94,040	\$96,860	\$99,766	\$102,760
Global Youth Administrator (GYA)	204	\$80,181	\$82,586	\$85,063	\$87,615	\$90,245	\$92,952	\$95,739
Continuation HS Asst Principal (CHAP)	200	\$74,898	\$77,145	\$79,458	\$81,842	\$84,297	\$86,826	\$89,432
Charter School Asst Principal (CSVP)	200	\$78,225	\$80,572	\$82,989	\$85,479	\$88,044	\$90,685	\$93,405

Masters:	\$1,000	Ed.D./Ph.D	\$1,250
Longevity:	+1.0% after 8 years District service +2.0% after 10 years District service +2.5% after 13 years District service +3.0% after 15 years District service +3.5% after 18 years District service +4.0% after 20 years District service +6.0% after 25 years District service +8.0% after 30 years District service		

CENTER JOINT UNIFIED SCHOOL DISTRICT
MAA COORDINATOR
SALARY SCHEDULE
CERTIFICATED

2014-2015

POSITION	WORK YEAR	STEP 1	STEP 2	STEP 3	STEP 4	STEP 5	STEP 6	STEP 7
MAA COORDINATOR	193	\$71,132	\$73,266	\$75,463	\$77,726	\$80,059	\$82,461	\$84,934

Masters:	\$500	Ed.D./Ph.D	\$750
Longevity:	+1.0% after 8 years District service +2.0% after 10 years District service +2.5% after 13 years District service +3.0% after 15 years District service +3.5% after 18 years District service +4.0% after 20 years District service +6.0% after 25 years District service +8.0% after 30 years District service		

CENTER JOINT UNIFIED SCHOOL DISTRICT
PROGRAM SPECIALIST
SALARY SCHEDULE 33
(205 DAYS)

2014-2015

STEPS	CLASS I BA	CLASS II BA + 36	CLASS III BA + 48	CLASS IV BA + 60	CLASS V BA + 72*
1	47,269	49,635	52,117	54,723	
2	49,159	51,621	54,202	56,912	
3	51,125	53,686	56,370	59,189	
4	53,170	55,833	58,625	61,556	
5	55,296	58,066	60,969	64,018	
6	57,508	60,388	63,409	66,578	70,627
7	59,798	62,803	65,945	69,241	73,451
8	62,201	65,315	68,584	72,010	76,390
9		67,928	71,327	74,890	78,682
10			74,181	77,885	81,830
11				81,001	85,103
12				84,242	88,506
14				86,768	91,163
16				89,371	93,897
18				92,053	96,714
20				94,814	99,559
Longevity 3% (Class IV & V) Steps 14 - 16 - 18 - 20					
Masters** \$500					
PHD/ED \$750					

***Employees hired after July 1, 1989, must be in the District at least five (5) years prior to movement into Class V.**

****Teachers earning a Masters Degree from an accredited institution shall receive \$500 for each, effective July 1, 1995.**

CENTER JOINT UNIFIED SCHOOL DISTRICT
PROGRAM SPECIALIST
SALARY SCHEDULE 34
(183 DAYS)

2014/2015

STEPS	CLASS I BA	CLASS II BA + 36	CLASS III BA + 48	CLASS IV BA + 60	CLASS V BA + 72*
1	38,236	40,149	42,156	44,263	
2	39,765	41,755	43,842	46,034	
3	41,355	43,424	45,595	47,875	
4	43,009	45,162	47,419	49,789	
5	44,730	46,968	49,316	51,781	
6	46,519	48,847	51,289	53,853	56,548
7	48,380	50,801	53,340	56,007	58,810
8	50,315	52,833	55,474	58,247	61,162
9		54,946	57,692	60,577	63,609
10			59,999	63,000	66,153
11				65,521	68,800
12				68,141	71,552
14				70,189	73,699
16				72,295	75,909
18				74,463	78,187
20				76,697	80,532

Longevity 3% (Class IV & V) Steps 14 - 16 - 18 - 20

Masters** \$500

PHD/ED \$750

***Employees hired after July 1, 1989, must be in the District at least five (5) years prior to movement into Class V.**

****Teachers earning a Masters Degree from an accredited institution shall receive \$500 for each, effective July 1, 1995.**

CENTER JOINT UNIFIED SCHOOL DISTRICT
CERTIFICATED SALARY SCHEDULE - APPENDIX A

2014-2015 (183 days)

STEPS	CLASS I BA	CLASS II BA + 36	CLASS III BA + 48	CLASS IV BA + 60	CLASS V BA + 72*
1	38,236	40,149	42,156	44,263	
2	39,765	41,755	43,842	46,034	
3	41,355	43,424	45,595	47,875	
4	43,009	45,162	47,419	49,789	
5	44,730	46,968	49,316	51,781	
6	46,519	48,847	51,289	53,853	56,548
7	48,380	50,801	53,340	56,007	58,810
8	50,315	52,833	55,474	58,247	61,162
9		54,946	57,692	60,577	63,609
10			59,999	63,000	66,153
11				65,521	68,800
12				68,141	71,552
14				70,189	73,699
16				72,295	75,909
18				74,463	78,187
20				76,697	80,532

Longevity 3% (Class IV & V) Steps 14 - 16 - 18 - 20

Masters** \$500

PHD/ED \$750

***Employees hired after July 1, 1989, must be in the District at least five (5) years prior to movement into Class V.**

****Teachers earning a Masters Degree from an accredited institution shall receive \$500 for each, effective July 1, 1995.**

Center Joint Unified School District

AGENDA REQUEST FOR:

Dept./Site: Superintendent's Office

Action Item X

To: Board of Trustees

Information Item

Date: March 18, 2015

Attached Pages

From: Scott A. Loehr, Superintendent

Principal/Administrator Initials:

SUBJECT: Employment Agreement Amendment - Superintendent

Section III, Salary Item #2

RECOMMENDATION: CJUSD Board of Trustees Approve the Employment Agreement Amendment for the Superintendent.

CONSENT AGENDA

EMPLOYMENT AGREEMENT AMENDMENT

This Agreement is entered into by and between the GOVERNING BOARD, hereinafter referred to as "BOARD," and on behalf of the CENTER JOINT UNIFIED SCHOOL DISTRICT of Sacramento County, California, hereinafter referred to as the "DISTRICT," and Scott A. Loehr, hereinafter referred to as the "SUPERINTENDENT," effective March 18, 2015.

IT IS HEREBY AGREED by the parties hereto that the employment Agreement between the Board and the Superintendent dated July 29, 2009 is hereby amended effective March 18, 2015, as follows:

CONTRACT AMENDMENT

Current Contract Section III, Salary Item #2:

The Governing Board may grant a salary increase to the Superintendent at any time during its discretion. Any salary increase shall not cause a new Contract to have been entered into or cause termination date of existing Contract to be extended. At no time shall the Superintendent be paid less than he was paid during the prior year.

- a. Beginning July 1, 2013, the Superintendent's base salary will be increased by 1.5% to establish his new base salary for future years.**

Amended Contract Section III, Salary Item #2:

The Governing Board may grant a salary increase to the Superintendent at any time during its discretion. Any salary increase shall not cause a new Contract to have been entered into or cause termination date of existing Contract to be extended. At no time shall the Superintendent be paid less than he was paid during the prior year.

- a. Beginning July 1, 2013, the Superintendent's base salary will be increased by 1.5% to establish his new base salary for future years.**
- b. Beginning July 1, 2014, the Superintendent's base salary (established as amendment December 11, 2013) will be increased by 2.0% to establish his new base salary for future years.**

IN WITNESS WHEREOF the parties hereto have duly executed this Agreement effective on the date and year first hereinabove written.

SUPERINTENDENT

GOVERNING BOARD, CENTER
JOINT UNIFIED SCHOOL DISTRICT

SCOTT A.LOEHR

DONALD WILSON

Dated: _____

JEREMY HUNT

NANCY ANDERSON

KELLY KELLEY

DELRAE POPE

Center Joint Unified School District

AGENDA REQUEST FOR:

Dept./Site:	Special Education	
Date:	March 18, 2015	Action Item <u> X </u>
To:	Board of Trustees	Information Item
From:	Scott Loehr, Superintendent	# Attached Pages
	Initials: <i>S.L.</i>	

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.

2014/15-222, 251-254	ARS	\$ 4,661.15
2014/15-223--250	Bright Futures	\$36,680.00
2014/15-255	Capitol Academy	\$18,766.00
2014/15-256	Placer Learning Center	\$15,354.00

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

CONSENT AGENDA

Center Unified School District

AGENDA REQUEST FOR:

Dept./Site: Center High School

Date: March 6, 2015

Action Item XX

To: CUSD Board of Trustees

Information Item _____

From: Mike Jordan

Attached Pages 18

Principal's Initials MDS

SUBJECT: FUTURE BUSINESS LEADERS OF AMERICA
STATE LEADERSHIP CONFERENCE 2015

Future Business Leaders of America advisers Cathy Cummings and Larry Davenport are requesting approval to take 14 members of our organization to the 2015 State Leadership Conference in Santa Clara. This conference will take place in Santa Clara during April 9-12, 2015.

Conference opportunities include competitive events in over 40 Business and Technology areas, exhibits and campaigns, workshops, entertainment, networking, and section meetings. Additional time is available on Saturday to go to Great America. Most of the conference activities take place at the Santa Clara Convention Center and the Hyatt Regency Hotel. Students and advisers will be staying at the Hilton Santa Clara.

Students will leave for the conference on Thursday, April 9th around 11:00 a.m. and return right after the last general session on Sunday, April 12th around 1:00 p.m. Transportation is uncertain at this point. Options include taking Amtrak or advisers driving SUV's. Additional transportation may be provided by teachers or parents who meet district requirements.

CONSENT AGENDA

Funding for adviser expenses will be provided through the Carl Perkins fund. Our student leaders and members have been fundraising throughout the year and will be using some of those funds to subsidize the cost of their travel. Students will also be responsible to pay hotel, registration, miscellaneous expenditures, and food expenses.

The purpose of this trip is to build leadership skills, compete in scheduled events, network, and enhance entrepreneurship awareness.

We respectfully submit this proposal for approval.

Cathy Cummings, Adviser
Larry Davenport, Adviser
February 24, 2015

RECOMMENDATION: Approve Center High School's Future Business Leaders of America (FBLA) to attend the State Leadership Conference 2015

Field Trip Planning/Approval Form

Teacher: Cummings / Davenport

Approx 12
Number of Students

Class or Club FBLA

Clear description of the trip's connection to the curriculum and standards:

Attend the 2015 CA FBLA State Leadership Conference in Santa Clara

Date of Trip 4/9/2015 Time Leaving 3:00pm Time Returning 4/12/15 - 3:00pm

Other Places you may go during the trip: Local area restaurants, mall, Great America

Transportation Request Submitted YES X NO

Are parents driving, and if so has a volunteer & employee auto usage statement on file? YES NO X

If the trip is overnight or over 150 miles, and if so has the Board Agenda Request been submitted? YES X NO

Teacher Signature* (in process) Cathy Cummings Date 2/13/15
*Signature indicates the teacher has examined and supports how the trip supports academic and content standards.

Dept. Chair Signature* M. Williams Date 2.13.15
*Signature indicates the Department Chair has examined and supports how the trip supports academic and content standards.

Principals Signature Phyllis D. [Signature] Date

Reminders:

1. This form must be completed by the teacher and have final approval BEFORE any letters are sent home or any final arrangements are made. Requests must be submitted at least ten (10) days before the trip. Requests for trips over 150 miles or that include an overnight stay must be submitted to the Board of Trustees for approval at least thirty (30) days prior to the trip.
2. A final list of student participants must be placed in each staff mailbox, and a copy given to the attendance office, no less than three (3) days prior to the trip.
3. Refer to the Field Trip Procedural Outline to insure that all appropriate forms are completed.
4. If there are any special factors about the trip, please attach a separate sheet describing them.



**Center Joint
Unified
School District**

Cathy Cummings <ccummings@centerusd.org>

SLC Hotel Confirmation: Hilton

6 messages

Jacob Avila <javila@cafbla.org>

Tue, Mar 3, 2015 at 2:28 PM

To: Kristin Turner <ktuner@delhi.k12.ca.us>, "King_d@auhsd.us" <King_d@auhsd.us>, "rjrolwes@yahoo.com" <rjrolwes@yahoo.com>, Maria Caballero <mcaballero@lindsay.k12.ca.us>, "njacoby767@aol.com" <njacoby767@aol.com>, "byang@sanjuan.edu" <byang@sanjuan.edu>, "sbarrett@colusa.k12.ca.us" <sbarrett@colusa.k12.ca.us>, "ccummings@centerusd.org" <ccummings@centerusd.org>, "pdaland@mrpk.org" <pdaland@mrpk.org>, "dahlers@sutterhigh.k12.ca.us" <dahlers@sutterhigh.k12.ca.us>, "mrylaarsdam2k@yahoo.com" <mrylaarsdam2k@yahoo.com>, "jennifer_griffin@fuhsd.org" <jennifer_griffin@fuhsd.org>

Cc: Theresa Hagelbarger <thagelbarger@cafbla.org>, "jennifer.kier@hiltonsantaclara.com" <jennifer.kier@hiltonsantaclara.com>

Hello Advisers.

Your chapter is confirmed at the **Hilton Santa Clara** for the 2015 CAFBLA State Leadership Conference. Attached is the Credit Card form you need to fill out and send directly to the Hilton to **Jennifer Kier** at **jennifer.kier@hiltonsantaclara.com**. Once you have sent this form along with confirmation of how you will pay the hotel to the Hilton your reservation will be secured. Please send the attached form ASAP. Your reservation will not process unless you send it. If you plan to pay by check, send a statement in the email to the Hilton stating your check is being processed and sent. Payment must be sent to the Hilton before you arrive at SLC. Please be sure to mail checks once you have them processed.

Confirmation numbers from the Hilton/CAFBLA will be received at this email address for your whole chapter. If you need to cancel rooms, please send me an email directly to I can contact the hotel to ensure we pass the room along to another chapter.

To see your rooming list from what you submitted online you can see the attached spreadsheet showing the rooms by Chapter. Please review to ensure you are good to go. Adding rooms to your reservation runs the risk of having rooms at other hotels. So please note that your current reservation is only for the amount of rooms listed on the spreadsheet.

NOTE: In order to get a check printed from your school please use the attached rooming list and calculate a total due to the hotel as an invoice. Each room night costs \$169.24.

Thank you,

Jacob Avila

Central Section FBLA, Director

Redwood High School FBLA, Adviser

California Future Business Leaders of America



CALIFORNIA FUTURE BUSINESS LEADERS OF AMERICA
2015 State Leadership Conference
Housing Reservation Form

All hotel information must be **RECEIVED** by March 18, 2015**

Make checks payable to *Hilton Santa Clara*

Please mail check and copy of this form to:

Reservations Department: Jennifer Kier

Hilton Santa Clara

4949 Great America Parkway

Santa Clara, CA 95054

Phone: (408) 562-6717

FAX: (408) 562-6736

Email: Jennifer.kier@hiltonsantaclara.com

Accommodations

(Rates are \$169.24 per night, per room, including tax)

Single	Double	Triple	Quad
one person	two people	three people	four people
1 king bed	1 king bed	2 double beds or 1 king w/rollaway	

PLEASE NOTE: Double Beds will be assigned on a first come, first serve basis, based on the date the reservation requests are received by the hotel. **The group room rate and availability will be available until the group's cut-off date of March 18, 2015 or until the group block is sold-out, whichever comes first.

TO GUARANTEE RESERVATION: FAX or EMAIL this form with a credit card number in the space provided. Reservations are not confirmed until confirmation numbers are received from the hotel. Should confirmation numbers not be received within three business days, please feel free to contact us at (408) 562-6717.

PAYMENT: All reservations must be made with a **valid credit card at the time of booking**. Credit Cards will not be charged at this time. For Check Payments, please mail checks with a copy of this form to the address listed above for receipt by March 18, 2015.

CANCELLATION: Any reservation cancellations must take place before 3:00 PM PST, March 20, 2015 to avoid any penalty. Cancellations after this date will incur a fee of one night's room and tax charges.

Failure to arrive on your indicated check-in date without prior notification will result in cancellation of your reservation and one night's room and tax charge will be billed to your credit card.

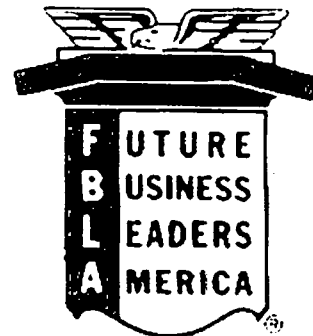
Person responsible for group's Billing <i>Cathy Cummings</i>	E-mail address: <i>ccummings@centerusd.org</i>
School Name <i>Center HS</i>	
Mailing Address <i>3111 Center Court Lane</i>	
City/ZIP <i>Antelope, CA</i>	School Phone Number <i>916-338-6420</i>
School Fax Number <i>916-338-6434</i>	Date and Time of Arrival <i>4/9/15 @ 2:00 pm (approx)</i>
Transportation Type: (Bus, Van, Personal Cars) <i>Car</i>	Departure Date <i>4/12/15 @ 11:00 am (approx)</i>
Credit Card Type <i>American Express</i>	Card Number <i>[REDACTED]</i>
Expiration Date <i>[REDACTED]</i>	Name on Card <i>Cathy A. Cummings</i>

I authorize the Hilton Santa Clara to charge my account for one night's deposit and all applicable taxes.

Cathy A. Cummings
Signature of Card Holder

Check-out time is 12 PM. Rooms may not be available for check-in until 3:00 p.m.
Complete the rooming list on the back of this form.

February 23, 2015



Dear Parent/Student:

By placing in the top FIVE at our Northern California Section Conference last weekend, your child has qualified to compete at the CAFBLA State Leadership Conference 2015. This conference pits the winners from each of the 6 regions around the state of California.

The conference will be held at the Hyatt Regency Santa Clara Convention Center. Conference dates are April 9-12. The cost of the conference is very expensive. The following is a summary of the costs:

Hilton Santa Clara	\$169.24 (x 3 nights) = \$507.72
Registration	\$100.00
Great America	\$ 35.00
Food (7 meals)	\$ 70.00 (approximate)
Transportation	\$ yet to be determined
Miscellaneous (spending money)	

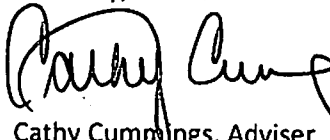
Total Due: \$250

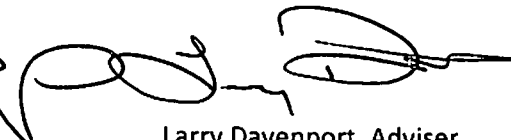
Unfortunately, FBLA will not be able to subsidize much of the trip. Most of our earned money went towards the section conference in Susanville. We will determine the chapter's portion once the number of students has confirmed to go. If your child is interested and motivated to attend this excellent conference, I will need a deposit **NO LATER THAN Tuesday, March 3rd**. This deposit is **nonrefundable due to deadline restrictions**. A check for \$250 will need to be delivered to ASB by the deadline. Please bring that receipt directly to either Mr. Davenport or Mrs. Cummings.

If the advisers drive, students will leave right after school on Thursday, April 9th. Students will miss school on Friday, April 10th and return to the school on Sunday in the early afternoon. Students are responsible for all work missed. Students have required paperwork to complete for this conference. There is a strict dress code and code of conduct.

I have some very tight deadlines as dictated by the State Leadership Team. Please refer to www.cafbla.org for further information. Feel free to contact either one of us if you have any questions.

Sincerely,


Cathy Cummings, Adviser
339-4777


Larry Davenport, Adviser
339-4780

____ Yes, my son/daughter _____ (Print Name) will be attending the FBLA State Leadership Conference as per this letter. I also understand the deposit of \$250 is **NON-REFUNDABLE**.


[Click Here to Print this Page](#)
[Close Window](#)
2015 California FBLA State Leadership Conference: Registrant Registration
Important Note: This is your confirmation. Please print this page for your records.

Your registration number is 59

Thank you for registering for the 2015 California FBLA State Leadership Conference! Please print three copies of the invoice. Send one copy with your check (for conference registration fees only—not for tours or transportation) payable to California FBLA to:

Theresa Hagelbarger, Business Manager
 California FBLA
 P.O. Box 232
 La Habra, CA 90633-0232

The remaining copies are for your files, your accounting office, and one to send with any required transcripts, which should be sent to the name/address specified in the SLC packet.

If you have questions, please direct them as follows:

- **Online Registration System**--Email communications@cafbla.org, or call Sue Christensen at (909) 264-0458, *after 4 p.m.*
- **Conference Information**--Email Jacob Avila, Conference Chair, at javila@cafbla.org.
- **Competitive Event Questions**--Email competition@cafbla.org.
- **Payment Questions**--Email businessmanager@cafbla.org or call Theresa Hagelbarger, Business Manager at (714) 679-4349.

Division:

School: Center High School
Address: 3111 Center Court Lane
 Antelope, CA 95843

Phone: 916.339.4777

Fax: 916-338-6434

Email: ccummings@centerusd.org

Adviser(s): Mrs. Cathy Cummings
 Mr. Larry Davenport
 Mrs. Cathy Cummings

Contact Information

Contact: Cathy Cummings
Address: 3111 Center Court Lane
 Antelope, CA 95843
Email: ccummings@centerusd.org
Phone: 916.339.4777
Fax: 916-338-6434

	Id	Registrant Name	Registrant Type	Registrant Fee	Event Fees
1.	2285685	Cathy Cummings	Adviser Staying at Desig. Hotel	\$50.00	\$0.00
	COMP. EVENTS:				
2.	2312608	Larry Davenport	Adviser Staying at Desig. Hotel	\$50.00	\$0.00
	COMP. EVENTS:				
3.	1948200	[REDACTED]	Member Staying at Desig. Hotel	\$100.00	\$0.00
	COMP. EVENTS: Client Service, Database Design & Applications				
4.	2277122	[REDACTED]	Member Staying at Desig. Hotel	\$100.00	\$0.00
	COMP. EVENTS: Computer Applications				
5.	2179402	[REDACTED]	Member Staying at Desig. Hotel	\$100.00	\$0.00
	COMP. EVENTS: Entrepreneurship Wilhelmina Van Hunnic				
6.	2019218	[REDACTED]	Member Staying at Desig. Hotel	\$100.00	\$0.00
	COMP. EVENTS: Help Desk, Marketing				
7.	2277124	[REDACTED]	Member Staying at Desig. Hotel	\$100.00	\$0.00
	COMP. EVENTS: Insurance and Risk Management				

8.	2277125	[REDACTED]	Member Staying at Desig. Hotel	\$100.00	\$0.00
	COMP. EVENTS: Hospitality Management				
9.	2180606	[REDACTED]	Member Staying at Desig. Hotel	\$100.00	\$0.00
	COMP. EVENTS: Entrepreneurship Wilhelmina Van Hunnic				
10.	2277126	[REDACTED]	Member Staying at Desig. Hotel	\$100.00	\$0.00
	COMP. EVENTS: Entrepreneurship Wilhelmina Van Hunnic				
11.	2180605	[REDACTED]	Member Staying at Desig. Hotel	\$100.00	\$0.00
	COMP. EVENTS: Accounting II				
12.	2019215	[REDACTED]	Member Staying at Desig. Hotel	\$100.00	\$0.00
	COMP. EVENTS: Word Processing				
13.	2277128	[REDACTED]	Member Staying at Desig. Hotel	\$100.00	\$0.00
	COMP. EVENTS: Hospitality Management				
14.	2277129	[REDACTED]	Member Staying at Desig. Hotel	\$100.00	\$0.00
	COMP. EVENTS: Spreadsheet Applications				
15.	2126635	[REDACTED]	Member Staying at Desig. Hotel	\$100.00	\$0.00
	COMP. EVENTS: Accounting II				
16.	2019216	[REDACTED]	Member Staying at Desig. Hotel	\$100.00	\$0.00
	COMP. EVENTS: Database Design & Applications, Marketing				

Additional Event Information

Client Service

This is a sequestered event, so please review sequestering policy in the CAP guidelines.

Computer Applications

Database Design & Applications

Insurance and Risk Management

Spreadsheet Applications

Word Processing

Help Desk

Accounting II

Marketing

Hospitality Management

Entrepreneurship Wilhelmina Van Hunnic

Total Registrants:	16
Total Registration Amount:	\$1,500.00
Total Insurance Amount:	\$0.00
Total Payments:	\$0.00
Total Balance Due:	\$1,500.00

Balance Due

Payment should be made by check payable to California FBLA and should be mailed along with a copy of the Registration Confirmation generated at the end of this registration process to:

Theresa Hagelbarger, Business Manager
California FBLA
P.O. Box 232
La Habra, CA 90633-0232

Payments for special opportunities (tours, amusement park tickets, transportation, and certain other social events) should be sent to the addresses listed on those separate forms which are found in the SLC registration guide posted on the SLC web page on the Conferences menu at www.ca-fbla.org. Do not send them with your conference registration payment.

Cancellations/Refunds

Cancellations are possible through March 13, 2015 (EST). Late registration fees apply after March 13, 2015 (EST), however.

For additional information or support, contact Customer Service at (909) 264-0458, after 4 p.m. and reference the 2015 California

FBLA State Leadership Conference.

[View Registration/Add Additional Registrants](#)**Register for Other Conferences****LOGOUT****Current Meetings**

Meeting	Location	Start Date	Additional Information
2015 California FBLA State Leadership Conference	Hyatt Santa Clara & Convention Center Santa Clara, California	4/9/2015	View your registration.

Future Business Leaders of America - Phi Beta Lambda, Inc. www.cafbla.org
schriestensen@cafbla.org - 3/4/2015 2:49:38 PM
wk=936142

SALES BY ITEM/CUSTOMER REPORT

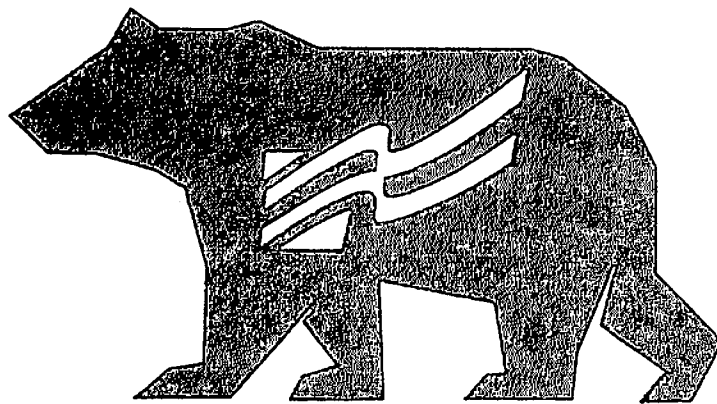
Date Range: Jul-01-2014 to Mar-04-2015

Item Range: FBLATRIP to FBLATRIP

Customer Name	Cust No	Receipt No.	Date	User	Pymt Type	Quantity	Price	Total
Item No: FBLATRIP FBLA TRIP to STATE Conference								
[REDACTED]	19681	0201622	03/03/15	ADM	CA	1	250.00	250.00
[REDACTED]	23846	0201644	03/04/15	ADM	CA	1	250.00	250.00
[REDACTED]	22556	0201639	03/03/15	ADM	CA	1	250.00	250.00
[REDACTED]	19739	0201603	03/03/15	ADM	CA	1	250.00	250.00
[REDACTED]	21730	0201615	03/03/15	ADM	CA	1	250.00	250.00
[REDACTED]	38559	0201614	03/03/15	ADM	CK	1	250.00	250.00
[REDACTED]	22621	0201602	03/03/15	ADM	CK	1	250.00	250.00
[REDACTED]	22062	0201638	03/03/15	ADM	CK	1	250.00	250.00
[REDACTED]	22063	0201581	03/02/15	ADM	CK	1	200.00	200.00
[REDACTED]	21474	0201604	03/03/15	ADM	CA	1	250.00	250.00
[REDACTED]	41978	0201616	03/03/15	ADM	CK	1	250.00	250.00
[REDACTED]	25865	0201570	03/02/15	ADM	CK	1	250.00	250.00
[REDACTED]	22483	0201601	03/03/15	ADM	CA	1	250.00	250.00
[REDACTED]	21910	0201618	03/03/15	ADM	CA	1	250.00	250.00
Total for Item No: FBLATRIP						14		3,450.00
Grand Total						14		3,450.00

**2015 CALIFORNIA FBLA
STATE LEADERSHIP CONFERENCE**

REGISTRATION GUIDE



CALIFORNIA FBLA

BRINGING BUSINESS AND EDUCATION TOGETHER

**SANTA CLARA, CA
APRIL 9-12, 2015**

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CONFERENCE INFORMATION

The State Leadership Conference is open to FBLA members, advisers, and guests. An adviser is the school-approved person responsible for the local FBLA chapter and is required to be in attendance at this conference for the chapter to be eligible to compete. It is imperative that this adviser also monitor student conduct throughout the conference to ensure FBLA standards are being met. Students who have paid dues for the 2014–2015 school year may attend. A guest is a family member, school administrator, businessperson, etc.

ONLINE CONFERENCE REGISTRATION

Access the Online Conference Registration system by going to cafbla.org

- Click the "Conferences" Tab at the top of the page
- On the Dropdown menu locate "State Leadership Conference 2015" and click (this is where all the information for the conference will be located)

REGISTRATION FEES

Rates for those staying in the FBLA Room Block:

- ☐ Member Regular Conference Registration fee is \$100
- ☐ Member Late Conference Registration fee is \$110
- ☐ Adviser Regular Conference Registration fee is \$50
- ☐ Adviser Late Conference Registration fee is \$60

Rates for those NOT staying in the FBLA Room Block:

- ☐ Member Regular Conference Registration fee is \$150
- ☐ Member Late Conference Registration fee is \$160
- ☐ Adviser Regular Conference Registration fee is \$100
- ☐ Adviser Late Conference Registration is \$110

Once online registration has closed (at deadline), there are **NO refunds** for Conference Registration fees. There are **NO refunds** for Pre-Judged events once they are submitted before SLC.

CONFERENCE OPPORTUNITIES

GREAT AMERICA

Have a great time at California's Great America amusement park, a short walk from the Hyatt Regency and Hilton hotels. Tickets are \$35 each (subject to change based on current park group rates), a 45% savings from the regular gate price. Tickets must be ordered in advance and are non-refundable. See purchase details on the form at the back of this packet. Be sure to look over Conference Schedule to see the time that works best for you to visit this unique amusement park.

ENTERTAINMENT

Several possibilities are currently being examined. These events will be listed in the final Conference Program.

EXHIBITS AND CAMPAIGNS

Several businesses will be on hand for conference attendees to visit along with state officer campaign booths. These are two opportunities that will enhance the Conference for those who visit them.

WORKSHOPS

Workshops will be presented throughout the conference. Review the final Conference Program for more details.

VOTING DELEGATES

Two voting delegates from each chapter will participate in the voting delegates' session. Voting ribbons will be in the chapter registration packet and must be worn during the conference.

PARADE OF PRESIDENTS

The Parade of Presidents will be held during the Awards Session on Saturday evening. The local chapter president should attend the practice prior to the session. Review the Conference Program for more details.

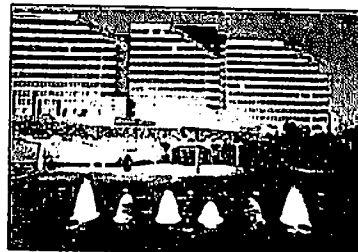
HOTEL INFORMATION

Chapters are encouraged to stay at the designated SLC Conference hotels and reserve through the form that will be posted to cafbla.org closer to the conference date. Attendees will benefit from convenience, networking opportunities, and negotiated services (internet, parking, food costs, etc.) and room rates. The addition of Levi's Stadium (Home of the San Francisco 49ers) very close to the Conference venue makes our location very desired and prestigious. Those chapters staying off-site or booking directly through the hotel (outside the FBLA room block) are responsible for paying the higher registration rate to cover the cost of meeting space, room setup charges, and penalties for not filling all rooms contracted.

HOTEL PROPERTIES AND RATES

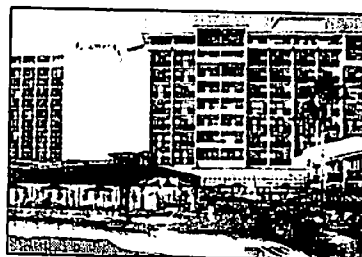
At the 2015 SLC we have rooms at three properties for our attendees to choose from as part of our room block.

Room Type*	Hyatt Regency Santa Clara 5101 Great America Pkwy Santa Clara, CA 95054
Single/Double	\$156.15
Triple Quad	\$156.15
*All room types are all inclusive, including taxes & fees	



Room Type*	Hilton Santa Clara 4949 Great America Pkwy Santa Clara, CA 95054
Single/Double	\$169.24
Triple Quad	\$169.24
*All room types are all inclusive, including taxes & fees	

Room Type*	Santa Clara Marriott 2700 Mission College Santa Clara, CA 95054
Single/Double	\$139.50
Triple Quad	\$139.50
*All room types are all inclusive, including taxes & fees	



All chapters must have a school-approved chaperone staying on-site. Please identify any special needs for disabled guests requiring accommodation to the hotel.

BOOKING YOUR ROOMS

Hotel rooms will be on a first-come, first-serve basis. Advisers are encouraged to reserve early as each hotel has a specific number of rooms and room types available. Hotels may sell out and chapters may have to reserve at another FBLA hotel with varying room rates. Larger chapters should reserve early to ensure your large room block can be accommodated. **At this year's SLC, chapters must book all three room nights to secure their rooms. Chapters booking less than three nights will be added to the room block last to ensure the FBLA room block is full.**

As the Conference approaches, a Hotel Reservation Form link will be available on cafbla.org under the State Leadership Conference 2015 tab. This link will walk you through the proper steps to completing and sending in your Hotel Reservations. Be actively looking at the website for more information.

HOTEL SHUTTLE FROM SANTA CLARA MARRIOTT

There will be a shuttle set-up to help members staying at the Santa Clara Marriott get to the Hyatt Regency and Santa Clara Convention Center. This shuttle will run at key times throughout the conference to allow for quick transportation from the Santa Clara Marriott.

WHO IS ELIGIBLE TO COMPETE AT SLC

- FIRST PLACE WINNERS AT SECTION CONFERENCE**

Creed Contest

- FIRST AND SECOND PLACE WINNERS AT SECTION CONFERENCE**

Impromptu Speaking

Job Interview

Public Speaking I

Public Speaking II

- FIRST, SECOND, AND THIRD PLACE WINNERS AT SECTION CONFERENCE**

Parliamentary Procedure*

- FIRST, SECOND, THIRD, FOURTH, AND FIFTH PLACE WINNERS AT SECTION CONFERENCE****

Accounting I***

Accounting II

Agribusiness

Business Calculations

Business Communication

Business Law

Business Math***

Business Procedures

Computer Applications

Computer Problem Solving

Cyber Security

Database Design and Applications

Economics

Entrepreneurship

FBLA Principles and Procedures***

Future Business Leader

Global Business

Health Care Administration

Hospitality Management

Insurance and Risk Management

Introduction to Business***

Introduction to Business Communication***

Introduction to Information Technology***

Management Decision Making

Marketing

Personal Finance

Sports & Entertainment Management

Spreadsheet Applications

Securities and Investments

Word Processing

- WILD CARD ENTRIES**

Two per school—can be used for any online objective test event which started at the section level; no member may use more than one wild card

- INDIVIDUAL EVENTS BEGINNING AT SLC (DUES PAID BY MARCH 1)**

Client Service (1 per chapter)

Desktop Application Programming (Up to 3 members per chapter)

Electronic Career Portfolio (1 entry per chapter)

Help Desk (1 per chapter)

Introduction to Parliamentary Procedure (Up to 3 members per chapter—Grades 7-10)****

Networking Concepts (Up to 3 members per chapter)

- INDIVIDUAL/TEAM EVENTS BEGINNING AT SLC (DUES PAID BY MARCH 1)**

Business Financial Plan (1 entry per chapter up to 3 members)

Business Plan (1 entry per chapter up to 3 members)

Business Presentation (1 entry per chapter up to 3 members)

Computer Game & Simulation Programming (1 entry per chapter up to 3 members)

Digital Design and Promotion (1 entry per chapter up to 3 members)

Digital Video Production (1 entry per chapter up to 3 members)

E-Business (1 entry per chapter up to 3 members)

Mobile Application Development (1 entry per chapter up to 3 members)

Public Service Announcement (1 entry per chapter up to 3 members)

Social Media Campaign (1 entry per chapter up to 3 members)

Web Site Design (1 entry per chapter up to 3 members)

3D Animation (1 entry per chapter up to 3 members)

- TEAM EVENTS BEGINNING AT SLC (DUES PAID BY MARCH 1)**

Banking and Financial Systems (1 team of 2 or 3 per chapter)

Business Ethics (1 team of 2 or 3 per chapter)

Desktop Publishing (1 team of 2 members per chapter)

Emerging Business Issues (1 Team of 2 or 3 members per chapter)

Management Information Systems (1 team of 2 or 3 members per chapter)

Network Design (1 team of 2 or 3 members per chapter)

- CHAPTER EVENTS BEGINNING AT SLC (DUES PAID BY MARCH 1, CHECK REPORT DUE DATES)**

American Enterprise Project

Community Service Project

Local Chapter Annual Business Report

Partnership with Business Project

If you have a competitor who qualified at section but who is not competing at SLC, please notify your section director immediately. This will allow the next eligible member to be notified to participate.

* Any student wishing to qualify for national parliamentarian may become eligible by entering and taking the test at the state conference. Enter this event using the Online Conference Registration system.

** The number of competitors is determined by the number who took the tests taken at your section conference. Refer to your section winners' list.

*** Only wild card entrants must submit proof of grade level circled in red with registration form. Transcripts with Accounting courses circled are required for Accounting I wild card entrants only.

**** All entrants must submit proof of grade level circled in red with registration form.

CONFERENCE DRESS CODE

The 2015 State Leadership Conference will uphold the National FBLA Dress Code during our conference. All attendees are required to dress accordingly at all specified events in the final Program Guide.

FBLA-PBL

NATIONAL DRESS CODE

FBLA-PBL members and advisers should develop an awareness of the image one's appearance projects. The purpose of the dress code is to uphold the professional image of the association and its members and to prepare students for the business world. Appropriate attire is required for all attendees—advisers, members, and guests—at all general sessions, competitive events, regional meetings, workshops, and other activities unless otherwise stated in the conference program. Conference name badges are part of this dress code and must be worn for all conference functions. For safety reasons, do not wear name badges when touring.

Professional attire acceptable for official FBLA-PBL activities include:

FEMALES
Business suit with blouse

Business pantsuit
with blouse

Skirt or dress slacks with
blouse or sweater

Business dress

Capris or gauchos with
coordinating jacket/suit,
worn below the knee

Dress shoes



MALES
Business suit with collar
dress shirt and necktie

Sport coat, dress slacks,
collar shirt, and necktie

Dress slacks, collar shirt,
and necktie

Banded collar shirt may be
worn only if sport coat or
business suit is worn

Dress shoes and socks

INAPPROPRIATE ATTIRE (FOR BOTH MEN AND WOMEN)

Jewelry in visible body piercing other than ears; denim or chambray fabric clothing of any kind; overalls; shorts; skirts, stretch or stirrup pants; exercise or bike shorts; backless, see-through, tight-fitting; spaghetti straps, strapless, extremely short, or low-cut blouses/tops/dresses/skirts; T-shirts; Lycra™, spandex, midriff tops; tank tops; bathing suits; sandals; athletic shoes; industrial work shoes; hiking boots; bare feet; or over-the-knee boots; athletic wear including sneakers; hats or flannel fabric clothing; bobbleles; visible foundation garments.



CLARIFICATION: Many women's two-piece suits are currently designed so that they do not require a blouse. Therefore, this will be accepted. In addition, sling-back shoes, open-toe shoes, and sleeveless dresses are accepted.

PRELIMINARY CONFERENCE SCHEDULE (SUBJECT TO CHANGE)

NOTE: ALL CONFERENCE EVENTS LISTED IN THIS SCHEDULE WILL BE LOCATED AT THE HYATT REGENCY SANTA CLARA OR THE ADJACENT SANTA CLARA CONVENTION CENTER.

THURSDAY - APRIL 9, 2015

2:00 PM	CONFERENCE HEADQUARTERS
2:00 PM	CONFERENCE REGISTRATION
4:00 PM	ONLINE COMPETITIVE EVENTS SESSION <ul style="list-style-type: none">• Future Business Leader• Help Desk• Parliamentary Procedure
5:00 PM	ONLINE COMPETITIVE EVENTS SESSION <ul style="list-style-type: none">• Entrepreneurship• Desktop Publishing• Hospitality Management
6:00 PM	ONLINE COMPETITIVE EVENTS SESSION <ul style="list-style-type: none">• Global Business• Management Decision Making• Marketing
6:00 PM	JUDGES ORIENTATION
7:00 PM	ONLINE COMPETITIVE EVENTS SESSION <ul style="list-style-type: none">• Management Information Systems• Network Design
7:00 PM	AMERICAN ENTERPRISE PROJECT BUSINESS PRESENTATION COMMUNITY SERVICE PROJECT CREED DIGITAL DESIGN AND PROMOTION E-BUSINESS ELECTRONIC CAREER PORTFOLIO PARTNERSHIP WITH BUSINESS PUBLIC SERVICE ANNOUNCEMENT WEBSITE DESIGN
7:00 PM	STATE OFFICER CANDIDATES MEETING
8:00 PM	ONLINE COMPETITIVE EVENTS SESSION <ul style="list-style-type: none">• Banking and Financial Systems• Sports and Entertainment Management
11:30 PM	CURFEW (IN YOUR OWN ROOMS)

This schedule is subject to change, please review final conference program for exact times and locations of events.

PRELIMINARY CONFERENCE SCHEDULE (SUBJECT TO CHANGE)

FRIDAY – APRIL 10, 2015

7:00 AM	CONFERENCE REGISTRATION
8:00 AM	COMPETITIVE EVENT INFORMATION DESK
8:00 AM	CONFERENCE HEADQUARTERS
8:00 AM	ONLINE COMPETITIVE EVENTS SESSION <ul style="list-style-type: none"> • Networking Concepts • Introduction to Parliamentary Procedure • Securities and Investments
8:00 AM	JUDGES ORIENTATION
9:00 AM – 4:00 PM	CAMPAIGN BOOTHS, EXHIBITORS, & WORKSHOPS
9:00 AM	ONLINE COMPETITIVE EVENTS SESSION <ul style="list-style-type: none"> • Accounting I • Computer Problem Solving • Introduction to Business Communication • Word Processing
9:00 AM	CLIENT SERVICE: PRELIMINARY IMPROMPTU SPEAKING MOBILE APPLICATION DEVELOPMENT
10:00 AM	OPENING SESSION
1:00 PM	JUDGES ORIENTATION
1:00 PM	ONLINE COMPETITIVE EVENTS SESSION <ul style="list-style-type: none"> • Accounting II • Business Law • Health Care Administration
1:00 PM	BUSINESS ETHICS BUSINESS FINANCIAL PLAN BUSINESS PLAN EMERGING BUSINESS ISSUES HOSPITALITY MANAGEMENT JOB INTERVIEW MANAGEMENT INFORMATION SYSTEMS
2:00 PM	ONLINE COMPETITIVE EVENTS SESSION <ul style="list-style-type: none"> • Agribusiness • Computer Applications • Insurance and Risk Management • Introduction to Information Technology

This schedule is subject to change, please review final conference program for exact times and locations of events.

PRELIMINARY CONFERENCE SCHEDULE (SUBJECT TO CHANGE)

FRIDAY – APRIL 10, 2015 (CONTINUED)

2:00 PM	NEW ADVISERS MEETING
3:00 PM	ADVISERS MEETING
3:00 PM	ONLINE COMPETITIVE EVENTS SESSION <ul style="list-style-type: none">• Business Calculations• Business Communication• Database Design & Applications• Introduction to Business
4:00 PM	ADVISERS INFORMATION FOR NLC MEETING
4:00 PM	ONLINE COMPETITIVE EVENTS SESSION <ul style="list-style-type: none">• Economics• FBLA Principles and Procedures• Personal Finance• Spreadsheet Applications
5:00 PM	ONLINE COMPETITIVE EVENTS SESSION <ul style="list-style-type: none">• Business Math• Business Procedures• Cyber Security
5:00 PM	PUBLIC SPEAKING I PUBLIC SPEAKING II
5:00 PM	JUDGES ORIENTATION
5:00 PM	BANKING AND FINANCIAL SYSTEMS: FINALS COMPUTER GAME & SIMULATION PROGRAMMING DESKTOP APPLICATION PROGRAMMING HELP DESK: FINALS MARKETING: FINALS PUBLIC SPEAKING I PUBLIC SPEAKING II PARLIAMENTARY PROCEDURE: FINALS 3D ANIMATION
5:30 PM	CAMPAIGN CAUCUS
8:00 PM -10:15 PM	SECTION MEETINGS
10:00 PM -11:30 PM	SOCIAL ACTIVITY
12:00 AM	CURFEW (IN YOUR OWN ROOMS)

This schedule is subject to change, please review final conference program for exact times and locations of events.

PRELIMINARY CONFERENCE SCHEDULE (SUBJECT TO CHANGE)

SATURDAY – APRIL 11, 2015

8:00 AM	CONFERENCE HEADQUARTERS
8:00 AM	JUDGES ORIENTATION
8:30 AM	VOTING SESSION: VOTING DELEGATES ONLY
9:00 AM	CLIENT SERVICE: FINALS DIGITAL VIDEO PRODUCTION ENTREPRENEURSHIP: FINALS FUTURE BUSINESS LEADER: FINALS GLOBAL BUSINESS: FINALS MANAGEMENT DECISION MAKING: FINALS NETWORK DESIGN SOCIAL MEDIA CAMPAIGN SPORTS & ENTERTAINMENT MANAGEMENT: FINALS
9:00 AM	CALIFORNIA AWARDS PROGRAM COMMITTEE MEETING
10:00 AM	NEW SECTION OFFICER/ADVISER MEETING
TBA	GREAT AMERICA AMUSEMENT PARK
7:00 PM	AWARDS OF EXCELLENCE PROGRAM
10:00 PM	NLC QUALIFIERS MEETING
10:00 PM	AWARDS DANCE
12:30 AM	CURFEW (IN YOUR OWN ROOMS)

SUNDAY – APRIL 12, 2015

8:00 AM	CONFERENCE HEADQUARTERS: PICK UP MATERIALS
8:00 AM	BREAKFAST: MANAGEMENT TEAM, STATE OFFICERS & ADVISERS
9:45 AM	MEETING: OUTGOING & INCOMING STATE OFFICERS & THEIR ADVISERS

This schedule is subject to change, please review final conference program for exact times and locations of events.

CONFERENCE CURFEW

California FBLA prides itself on the exemplary behavior of our students at conferences. The curfews that are established for overnight conferences are an important part of maintaining this strong tradition.

GUIDELINES FOR ADVISERS

- Discuss curfew and consequences for violation with the members attending the conference.
- Remember that the adviser cannot overrule the established curfew.
- Check all students' rooms each night to be sure that the curfew has been followed.

CURFEW DEFINITION

Each student is in his or her own assigned hotel room at the curfew time specified in the conference program. The student may not leave the hotel room until 6:00 am the following morning.

CONSEQUENCES FOR CURFEW VIOLATION

It is the adviser's responsibility to take appropriate action for curfew violations. Schools that repeatedly abuse curfew may not be allowed to participate in future conferences. School officials will be notified if rules are flagrantly violated. The Management Team will assist advisers in enforcing curfew by checking hotel floors after curfew. If problems exist, the appropriate adviser(s) will be notified to take corrective action.

CURFEW HOURS

Thursday - April 9	11:30 PM – 6:00 AM
Friday - April 10	12:00 AM – 6:00 AM
Saturday - April 11	12:30 AM – 6:00 AM

If we all work together on this, there should be NO problems with curfew.

ONLINE REGISTRATION INSTRUCTIONS- ADVISERS ONLY

For the 2015 State Leadership Conference, California FBLA will be using the online registration system which is directly linked to the national membership registration system used to register members.

From December 1 to midnight on March 13, 2015, a link to the conference online registration system will be available under the "Conference" menu link on the home page of the California FBLA web site located at <http://www.cafbla.org>. Click on the link to open the log-in page for the conference registration system. (Detailed instructions are on the next page, if necessary.)

Your students will not appear in the system as available to register for the conference if their membership dues are not yet recorded as **PAID** in the national membership system. All registrants must be paid members of FBLA by **MARCH 1**. However, any student to be entered in one of the competitive events having a **February 8** submission deadline must have membership dues paid prior to that date. **Be sure to allow for time for nationals to post your dues payment if you are mailing a check to the national office. Even credit card payments take up to three days to post.**

It is the adviser's responsibility to follow all event guidelines when registering students. If an event requires students to first qualify in that event at the section level, be sure that the student has made that cut point. If an event is limited to a certain number of entrants or grade levels, the adviser is responsible to make sure that his/her chapter registers according to those guidelines.

IMPORTANT: Please contact your section director immediately if a section qualifying student from your chapter cannot attend the SLC so that the student next in line can be notified and necessary changes in the registration database can be made.

In addition, each chapter will be allowed to register up to two students as "wildcards" in a online objective test event. The system will time out about 20 minutes after you log in. For large chapters, you may need to submit your registration in two or three online sessions **on the same day** in order to complete it.

After making all of the entries, the system will take you to a screen where you will be able to review and print your registration summary. A copy of the summary will be emailed to you and to conference personnel.

NOTE: There are NO REFUNDS for the registration fees of individuals or teams who submit pre-judged materials and do not make the finals in that event.

PLEASE PRINT AT LEAST FOUR COPIES OF THE REGISTRATION SUMMARY FOR THE FOLLOWING:

- Your business office to generate your back up for your check payable to: **California FBLA**
- For your files
- Send with transcripts (for required events)
- Mail with your registration check to:

Theresa Hagelbarger
FBLA Business Manager
La Habra, CA 90633-0232
businessmanager@cafbla.org

FOR QUESTIONS REGARDING THE USE OF THE ONLINE REGISTRATION SYSTEM, CONTACT:

Sue Christensen
communicationsmanager@cafbla.org

FOR QUESTIONS REGARDING SLC, CONTACT:

Jacob Avila, Conference Chair
centralsdirector@cafbla.org

ONLINE REGISTRATION PROCEDURES- ADVISERS ONLY

LOG IN

- Online Registration Link is available at <http://www.cafbla.org>
- Follow prompt to go to log in page: Log In is the same as your Online Membership Log In (ADVISERS ONLY)

STEP ONE: CONTACT INFORMATION

- Update Adviser Information; Choose the adviser who will be the main point of contact

STEP TWO: ADVISER REGISTRATION

- Update Adviser List (Only adviser(s) on the list may register for the conference as advisers, others need to be added as guests/chaperones.)
- Click the check boxes for the advisers registering for this conference; Designate years of service

STEP THREE: STUDENT REGISTRATION

- Only online paid members are listed
- ****Deadline for Membership is March 1. All competitors' membership dues must be received by the national office and posted by them before the student's name will be activated.**
- Procedure for Registering students:
 - Check the box next to each student attending
 - Choose Current Grade
 - Choose Competitive Events
 - For team events, if the system asks for a Team Number, input the number 1
 - If you need to register more than 30 students, please move to the end to finalize after 20 minutes. Online database systems automatically time out, generally at 20 minutes, and you do not want to lose data. If you need to log back in again to complete registration, it's not a problem.

NOTE: There are NO REFUNDS for the registration fees of individuals or teams who submit pre-judged materials and do not make the finals in that event.

- Online Report/Event Submission: NEW for 2015
 - For each student being registered for a competitive event requiring online submission of documents, files, or web links, use either the URL field to enter the website address of the location of the document or website or use the CHOOSE FILE button to browse and locate the PDF file to be uploaded. If a URL is entered, be sure that the address works for any public user who attempts to connect to the link. Submitted URLs or documents must be in place by the dates indicated in the SLC guide. Please review the CAP to determine if your event needs to utilize this tool or not. See screen shot below and notice where you can submit your file or link.

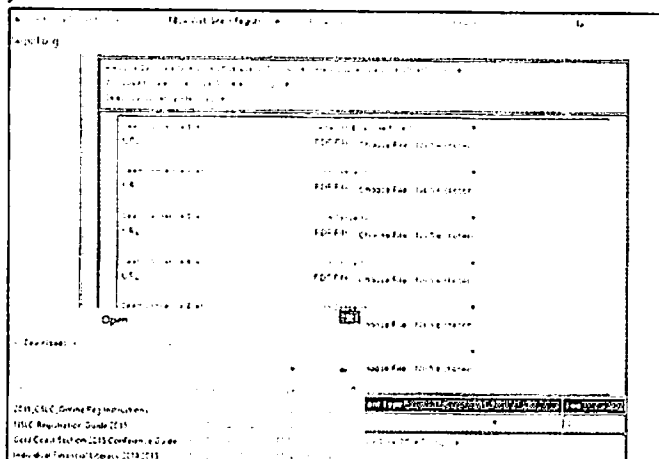
STEP FOUR: GUESTS/CHAPERONES

- Add any Guests/Chaperones attending and select the appropriate Registration Type

Note: Please use this option to register any attendee who is not an active Adviser or Student Member

STEP FIVE: FINALIZE REGISTRATION

- Review registration information and finalize registration to proceed to Registration Summary.
 - Be sure that your registration is completed correctly and members are placed into the correct events. Changes will not be allowed after the Registration deadline.



STEP SIX: REGISTRATION SUMMARY

- Follow the instructions in the last paragraph of the Online Registration Instructions on page 8 (Print the necessary copies and distribute as specified.)

IMPORTANT DATES AND DEADLINES

DATE	ITEM OR ACTIVITY	WHAT TO DO / WHO TO SEND IT TO				
December 5- March 10	CONFERENCE REGISTRATION Deadline for Pre-Judged Event & Regular Registration <ul style="list-style-type: none">Membership Dues Deadline (to be eligible for Pre-Judged Events)Online Conference Registration Deadline (to be eligible for Pre-Judged Events)Conference Registration Payment Deadline (to be eligible for Pre-Judged Events)Send with printed Conference Registration Confirmation Summary Checks payable to California FBLA	Send: \$100 per on-site attendee \$150 per off-site attendee www.fbla-pbl.org www.cafbla.org Theresa Hagelbarger, Business Manager P. O. Box 232 La Habra, CA 90633-0232 businessmanager@cafbla.org				
December 19, 2014 SUBMITTED	STATE RECOGNITION AWARDS DEADLINE: PROJECT <ul style="list-style-type: none">FBLA Goes Green (Individual)	Submit at www.cafbla.org using Online Dropbox System				
February 6 SUBMITTED	STATE RECOGNITION AWARDS DEADLINE: PROJECTS <ul style="list-style-type: none">Financial Literacy (Individual)Leaders in Action (Individual)Government Awareness (Chapter)	Submit at www.cafbla.org using Online Dropbox System Contact Dr. Laurie Looker with any questions.				
Feb. 13 SUBMITTED/ POSTMARKED	PRE-JUDGED EVENT ENTRIES DEADLINE* <table><tr><th>SUBMITTED</th><th>POSTMARKED</th></tr><tr><td><ul style="list-style-type: none">Business Financial PlanBusiness PlanBusiness PresentationDigital Video ProductionE-businessElectronic Career PortfolioEmerging Business IssuesPublic Service AnnouncementSocial Media CampaignWeb Site Design3D Animation</td><td><ul style="list-style-type: none">Business EthicsComputer Game & SimulationDesktop Application ProgrammingDesktop PublishingDigital Design and PromotionMobile Application Development</td></tr></table> <p><small>*Please refer to the 2014-2015 California Awards Program (CAP) for with any questions on events listed.</small></p>	SUBMITTED	POSTMARKED	<ul style="list-style-type: none">Business Financial PlanBusiness PlanBusiness PresentationDigital Video ProductionE-businessElectronic Career PortfolioEmerging Business IssuesPublic Service AnnouncementSocial Media CampaignWeb Site Design3D Animation	<ul style="list-style-type: none">Business EthicsComputer Game & SimulationDesktop Application ProgrammingDesktop PublishingDigital Design and PromotionMobile Application Development	Send entries to be judged using Online Submission System: <ul style="list-style-type: none">Located at www.cafbla.orgMust be submitted online using the online system. For POSTMARKED events, entries must be sent to: Nancy Sansot, Bay Section Director 974 Park Pacifica Avenue, Pacifica, CA 94044
SUBMITTED	POSTMARKED					
<ul style="list-style-type: none">Business Financial PlanBusiness PlanBusiness PresentationDigital Video ProductionE-businessElectronic Career PortfolioEmerging Business IssuesPublic Service AnnouncementSocial Media CampaignWeb Site Design3D Animation	<ul style="list-style-type: none">Business EthicsComputer Game & SimulationDesktop Application ProgrammingDesktop PublishingDigital Design and PromotionMobile Application Development					
March 1 RECEIVED	Membership Dues Deadline (to be eligible for SLC) Business Achievement Awards—Individual <ul style="list-style-type: none">Future, Business, and Leader	Go to www.fbla-pbl.org Go to www.cafbla.org ; make sure completed level is reviewed and submitted by the chapter adviser				
March 5 POSTMARKED	State and National Officer Candidate Applications	Dr. Laurie Looker stateofficersadviser@cafbla.org				
March 6 POSTMARKED	L. Byram Bates Memorial Scholarship Application Deadline	Dr. Laurie Looker stateofficersadviser@cafbla.org				

NOTE: There are NO REFUNDS for the registration fees of individuals or teams who submit pre-judged materials and do not make the finals in that event.

IMPORTANT DATES AND DEADLINES (CONTINUED)

STATE RECOGNITION AWARDS DEADLINE: PROJECTS

March 6
SUBMITTED

- Adopt-A-Chapter/High School & Middle Level (Chapter)
- FBLA Goes Green (Chapter)
- Professional Division Membership (Chapter)
- Internship Project (Individual)
- Chapter Business Achievement Awards Entries

Submit at www.cafbla.org using Online Dropbox System
Contact Dr. Laurie Looker with any questions.

SCHOOL-SITE TESTING REQUEST FORM

School-Site Testing Form for Qualifiers:

March 6
RECEIVED

- Accounting II
- Computer Applications
- Database Design & Applications
- Spreadsheet Applications
- Word Processing

Lona Kwan
competition@cafbla.org

REPORT / INTERVIEW MATERIALS DEADLINE

SUBMITTED ONLINE

POSTMARKED

March 6
SUBMITTED/
POSTMARKED

- American Enterprise Project
- Community Service Project
- Local Chapter Annual Business Report (Required for Gold Seal Recognition)
- Partnership with Business
- Future Business Leader
- Job Interview

Send entries to be judged using Online Submission System:

- Located at www.cafbla.org
- Must be submitted online using the online system.

POSTMARKED EVENTS:

Nancy Sansot
974 Park Pacifica Avenue
Pacifica, CA 94044

FINAL PROGRAM OF WORK (POW) FORM

March 6
POSTMARKED

- BA² Chapter Recognition
- Gold Seal Chapter Recognition: must email Local Chapter Annual Business Report as well.

Your Section Director

March 13
SUBMITTED

STATE RECOGNITION AWARDS DEADLINE: PROJECT

- March of Dimes Project (Mission Lift)

Submit at www.cafbla.org using Online Dropbox System

LATE CONFERENCE REGISTRATION FOR MEMBERS

Rates for those staying in the FBLA Room Block:

- Registration fee is \$110

Rates for those NOT staying in the FBLA Room Block:

- Registration fee is \$160

March 11-13
RECEIVED

- Online Conference Registration Deadline (to be eligible for late registration fee)
- Send with printed Conference Registration Confirmation Summary

Send: \$110 per on-site attendee
\$160 per off-site attendee

www.fbla-pbl.org

www.cafbla.org

Theresa Hagelbarger, Business Manager

P. O. Box 232

La Habra, CA 90633-0232

businessmanager@cafbla.org

HOTEL RESERVATION DEADLINE

March 18
RECEIVED

- Hotel Reservation Form (EMAIL)
- Hotel Payment Deposit (Mail Check)

Refer to www.cafbla.org to confirm information needed to email your Hotel Reservation in to the hotels.

March 20
RECEIVED

Great America Tickets: Form and payment (check)

Mail form and check to:
Nancy Sansot
974 Park Pacifica Avenue
Pacifica, CA 94044

March 25
POSTMARKED

School-Site Testing Completed Entries

Lona Kwan
P.O. Box 283
Garden Grove, CA 92842

April 9
TURNED IN

CONFERENCE FORMS (REQUIRED FOR ALL MEMBERS)

Code of Conduct / Emergency Medical Treatment Release Forms

Conference Registration

CONFERENCE CONTACT INFORMATION

GENERAL QUESTIONS

Jacob Avila, Conference Chair
1001 W. Main St. - Visalia, CA 93277
centraldirector@cafbla.org

NEED HELP?

Judy Nunes
FBLA Program Coordinator
P. O. Box 102 - Cottonwood, CA 96022 (530) 347-1728
programcoordinator@cafbla.org

CAFBLA PAYMENTS

Theresa Hagelbarger
P.O. Box 232 - La Habra, CA 90633-0232
businessmanager@cafbla.com

STATE PROJECTS QUESTIONS

Dr. Laurie Looker, State Officers Adviser
stateofficersadviser@cafbla.org

ONLINE REGISTRATION QUESTIONS

Sue Christensen
communicationsmanager@cafbla.org

HOTEL RESERVATIONS & DEPOSIT

See Online Form with more information about Hotel Reservations and Deposit at cafbla.org

Contact Lee Lara with any questions at
inlanddirector@cafbla.org

COMPETITIVE EVENTS

Lona Kwan
competition@cafbla.org

CAFBLA SECTION DIRECTORS

BAY SECTION: NANCY SANSOT

baydirector@cafbla.org
974 Park Pacifica Avenue
Pacifica, CA 94044

CENTRAL SECTION: JACOB AVILA

centraldirector@cafbla.org
Redwood High School
1001 West Main Street
Visalia, CA 93291

GOLD COAST SECTION: VACANT

goldcoastdirector@cafbla.org

INLAND SECTION: LEE LARA

inlanddirector@cafbla.org
Centennial High School
31500 Grape Street, Ste. 3 - #216
Lake Elsinore, CA 92532

MISSION VALLEY SECTION:

KAREN WONG & BRENDAN LE
missionvalleydirector@cafbla.org
P. O. Box 2440
San Gabriel, CA 91778-2440

NORTHERN SECTION: PAM STALLEY

northerndirector@cafbla.org
5580 Hankins Road
Williams, CA 95987

SOUTHERN SECTION:

STEPHANIE FLUIT & SHANNON LENERT
southerndirector@cafbla.org
southerndirectorconferences@cafbla.org
P.O. Box 10472
San Bernadino, CA 92423-0472

GREAT AMERICA TICKET REQUEST FORM

Enjoy the excitement of California's Great America, located conveniently across the street from the Hyatt Regency Santa Clara.

GOOD FOR SATURDAY - APRIL 11, 2015 OR SUNDAY - APRIL 12, 2015

Park Hours 10 am to 8 pm (7 pm on Sunday)

CONFERENCE ATTENDEE TICKET COST: \$35.00* (Regular Price \$62.99)

(*subject to change based on park group rates)

45% SAVINGS!

School Name: _____

Adviser Name: _____

Adviser Email: _____

Adviser Cell Phone: _____

Number of Tickets*: _____ **X \$35.00 =** _____

*** Tickets are Non-Refundable**

PLEASE MAKE CHECKS PAYABLE TO CALIFORNIA FBLA

Ticket Request Forms must be received by: March 20, 2015

Mail check and this form (completed) to:

Nancy Sansot
974 Park Pacifica Avenue
Pacifica, CA 94044

NOTE: Great America Ticket Request Forms will be accepted after March 1, 2015.

CODE OF CONDUCT FORM



California Future Business Leaders of America Code of Conduct Form

Student Name (print/type) _____

School (print/type) _____

FBLA, as an integral part of the Business Education programs in California, offers training to students with career objectives in business and office occupations. Because individual conduct and appearance is a phase of this training, it becomes the responsibility of all persons to see that proper conduct is adhered to at all times from the time students leave home until they return home.

Attendance at any FBLA sponsored conference or activity is a special privilege. Knowing that any organization is judged largely by the behavior of its individual participants, the following Code of Conduct is subscribed to for members, guests, and advisers who attend California FBLA activities and conferences.

1. All students attending a conference must be paid members of FBLA.
2. All chapter members attending FBLA conferences are expected to attend *all sessions* of the conference.
3. All persons shall behave in a courteous and respectful manner refraining from language and actions that might bring discredit upon themselves, their school, their home, their friends, the conference, or upon the FBLA organization.
4. Because conference attendees are guests using the facilities, special care should be taken not to deface or destroy any property. Do not throw *anything* out of windows or over balconies. Any damages to any property or furnishings in the hotel rooms or buildings must be paid for by the individual or chapter involved.
5. Students may not enter rooms of the opposite gender at any time during the the conference or event.
6. Dress regulations established for the conference shall be business attire as defined by the FBLA Dress Code.
7. Curfew regulations shall be interpreted to mean that each person shall be in his/her room and shall begin ½ hour after the last scheduled activity unless stated otherwise in the conference program. Conference area participants not staying in the hotel shall be off the grounds of the hotel by the curfew.
8. Student delegates shall (1) keep their adult advisers informed of their activities and whereabouts at all times, (2) not use their own cars or ride in cars belonging to others during the conference, unless accompanied by an authorized adviser, and (3) not engage in dating activities with students not attending the conference.
9. NO ALCOHOLIC BEVERAGES OR ILLEGAL DRUGS in any form shall be possessed or used at any time under any circumstances on public or private property. Smoking is prohibited.
10. Identification badges are to be worn at all conference activities.

I have read and agree to abide by the California FBLA Code of Conduct. I also agree that the school officials, the FBLA chapter adviser(s), or the FBLA Board of Directors, have the right to send me home from the activity at my expense, provided that in their opinion, the seriousness of the violation of the Code of Conduct warrants it.

Student Signature _____ Parent Signature _____

Adviser Name (type/print) _____ Date _____

MEDICAL RELEASE FORM



California Future Business Leaders of America Release of Claim for Damages and Emergency Medical Treatment Authorization

Student Name (print/type) _____

School (print/type) _____

Home Address: _____

Event Date: _____

Date of Birth: _____

Home Phone: _____

School Phone: _____

Name of Activity: _____

Adviser(s) in Charge: _____

This is to certify that _____ has my permission to attend the above named FBLA activity. I also do hereby, on behalf of _____ absolve and release the school officials, the FBLA chapter advisers, and the state FBLA association and staff from any claims for personal injuries which might be sustained while he/she is enroute to and from or during the FBLA sponsored activity.

I also authorize the above named adviser or state FBLA staff to secure the services of a doctor or hospital. I will incur the expenses for necessary services in the event of accident or illness and provide for the payment.

Student Signature _____

Parent Signature _____

Adviser Signature _____

School Official Signature _____

MEDICAL INFORMATION

Known allergies (drug or natural) _____

Special medication(s) being taken _____

Date of last tetanus shot? _____

History of heart condition, diabetes, asthma, epilepsy or rheumatic fever: _____

Any physical restrictions: _____

Other conditions: _____

Family doctor: _____

Parent or guardian contact numbers. Work: _____ Home: _____ Other: _____

INSURANCE INFORMATION

Insurance provider _____

Policy number: _____

Coverage: _____

Center Unified School District

AGENDA REQUEST FOR:

Dept./Site: Family Resource Center

Date: 3/18/15

To: Board of Trustees

From: Alyson Collier

Action Item X

Information Item

Attached Pages: 4

Principal's Initials: 

SUBJECT: Bullying Prevention Presentations at Elementary School Sites

CONSULTANT'S NAME: Jana Suthahar

COMPANY NAME (if applicable): A Touch of Understanding

SERVICES TO BE RENDERED: Three hour bullying prevention hands on workshops focused on understanding people with disabilities. Target audience will be all fourth grade classes including 4th grade combinations

DATES OF SERVICE:

Dudley:	3/25/15	\$1,500
Spinelli:	4/9/15	\$1,000
N. Country	4/15/15	\$1,120
Oak Hill	5/16/15	\$1,570

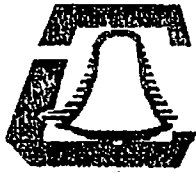
PAYMENT PER DAY: Based on number of students. See above

TOTAL AMOUNT OF CONTRACT: \$5,190

FUNDING SOURCE: Mental Health Services Act Bullying Prevention Grant

RECOMMENDATION: CJUSD Board of Trustees approve Professional Services Agreement as Presented

CONSENT AGENDA



Center Unified School District
8408 Watt Avenue
Antelope, California 95843

PROFESSIONAL SERVICES AGREEMENT

This agreement for professional services is entered into this 26th day of February 2015 by and between the Center Unified School District and the person(s) or firm described below, hereinafter described as CONTRACTOR. Persons performing services under this contract hold themselves out to be independent contractors, not employees of the DISTRICT, and hold(s) the DISTRICT harmless from claims under workers' compensation laws. CONTRACTOR further declares that he/she/it is/are in the business of providing the described service for any and all persons/organizations desiring such services, that such services are not provided exclusively for Center Unified School District. CONTRACTOR also holds the DISTRICT harmless from claims arising from loss, damage, or injury while performing the stipulated services.

Contractor Name: A Touch of Understanding, Inc.

Address: 5280 Stirling Street, Granite Bay, CA 95746

Phone: (916) 791-4146

Taxpayer ID # 68-0389777

Full description of services to be provided:

ATOU Bullying Prevention Presentation workshops for 4th grade students in all CUSD Elementary Schools.

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

Beginning Date of Service: *see below Frequency of Service: Once per school site.

Ending Date of Service: * Dudley: 3/25/15 \$1,500.00
Spinelli: 4/9/15 \$1,000.00
N. Country: 4/15/15 \$1,120.00
Oak Hill: 5/16/15 \$1,570.00

Method of Payment and Tax Reporting: (check one)

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

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

Total amount of this contract \$ 5,190.00 Budget # 01-9661-0-5300-661-1110-1660-017-000

Reason service cannot be provided by a District employee:

Signature of CONTRACTOR: Kerli J. DeDora

Date: 2/26/15

Signature of District employee requesting service: [Signature]

Date: 2/27/15

Signature of Business Manager: _____

Date: _____

Date Board of Trustees Approved: _____

Date: _____

Signature of Authorized Contracting Official: _____

Date: _____

*** CONTRACT NOT VALID WITHOUT AUTHORIZED DISTRICT SIGNATURE ***

Request for Taxpayer Identification Number and Certification

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

1 Name (as shown on your income tax return). Name is required on this line; do not leave this line blank.

A Touch of Understanding, Inc.

2 Business name/disregarded entity name, if different from above

3 Check appropriate box for federal tax classification; check only one of the following seven boxes:

☐ Individual/sole proprietor or single-member LLC ☐ C Corporation ☐ S Corporation ☐ Partnership ☐ Trust/estate

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

Note. For a single-member LLC that is disregarded, do not check LLC; check the appropriate box in the line above for the tax classification of the single-member owner.

☒ Other (see instructions) ▶

Non profit corporation

4 Exemptions (codes apply only to certain entities, not individuals; see instructions on page 3):

Exempt payee code (if any) _____

Exemption from FATCA reporting

code (if any) _____

(Applies to accounts maintained outside the U.S.)

5 Address (number, street, and apt. or suite no.)

5280 Stirling Street, Suite 102

6 City, state, and ZIP code

Granite Bay, CA 95746

Requester's name and address (optional)

7 List account number(s) here (optional)

Part I Taxpayer Identification Number (TIN)

Enter your TIN in the appropriate box. The TIN provided must match the name given on line 1 to avoid backup withholding. For individuals, this is generally your social security number (SSN). However, for a resident alien, sole proprietor, or disregarded entity, see the Part I Instructions on page 3. For other entities, it is your employer identification number (EIN). If you do not have a number, see *How to get a TIN* on page 3.

Note. If the account is in more than one name, see the instructions for line 1 and the chart on page 4 for guidelines on whose number to enter.

Social security number

____ - ____ - ____

or

Employer identification number

6 8 - 0 3 8 9 7 7 7

Part II Certification

Under penalties of perjury, I certify that:

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

Certification Instructions. You must cross out item 2 above if you have been notified by the IRS that you are currently subject to backup withholding because you have failed to report all interest and dividends on your tax return. For real estate transactions, item 2 does not apply. For mortgage interest paid, acquisition or abandonment of secured property, cancellation of debt, contributions to an individual retirement arrangement (IRA), and generally, payments other than interest and dividends, you are not required to sign the certification, but you must provide your correct TIN. See the instructions on page 3.

Sign
Here

Signature of
U.S. person ▶

Hollie J. DeDora

Date ▶ *2/6/2015*

General Instructions

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

Future developments. Information about developments affecting Form W-9 (such as legislation enacted after we release it) is at www.irs.gov/fw9.

Purpose of Form

An individual or entity (Form W-9 requester) who is required to file an information return with the IRS must obtain your correct taxpayer identification number (TIN) which may be your social security number (SSN), individual taxpayer identification number (ITIN), adoption taxpayer identification number (ATIN), or employer identification number (EIN), to report on an information return the amount paid to you, or other amount reportable on an information return. Examples of information returns include, but are not limited to, the following:

- Form 1099-INT (interest earned or paid)
- Form 1099-DIV (dividends, including those from stocks or mutual funds)
- Form 1099-MISC (various types of income, prizes, awards, or gross proceeds)
- Form 1099-B (stock or mutual fund sales and certain other transactions by brokers)
- Form 1099-S (proceeds from real estate transactions)
- Form 1099-K (merchant card and third party network transactions)

- Form 1098 (home mortgage interest), 1098-E (student loan interest), 1098-T (tuition)
- Form 1099-C (canceled debt)
- Form 1099-A (acquisition or abandonment of secured property)

Use Form W-9 only if you are a U.S. person (including a resident alien), to provide your correct TIN.

If you do not return Form W-9 to the requester with a TIN, you might be subject to backup withholding. See *What is backup withholding?* on page 2.

By signing the filled-out form, you:

1. Certify that the TIN you are giving is correct (or you are waiting for a number to be issued).
2. Certify that you are not subject to backup withholding, or
3. Claim exemption from backup withholding if you are a U.S. exempt payee. If applicable, you are also certifying that as a U.S. person, your allocable share of any partnership income from a U.S. trade or business is not subject to the withholding tax on foreign partners' share of effectively connected income, and
4. Certify that FATCA code(s) entered on this form (if any) indicating that you are exempt from the FATCA reporting, is correct. See *What is FATCA reporting?* on page 2 for further information.

INDEPENDENT CONTRACTOR OR EMPLOYEE?
DISTRICT GUIDELINES

PART I

	YES	NO
1. Has this category of worker already been classified an "employee" by the IRS? <i>Refer to page 1 for individuals listed in IRS Publication SWR 40 and others identified during the IRS compliance studies in San Diego County.</i>		X
2. Is the individual working as an employee prescribed by the Education Code? <i>Education Code sections 45100-45451/88000-88263 define what constitutes classified service and 44800-45060/87000-87333 define certificated service. The IRS predisposes an employer/employee relationship when state law mandates such a relationship.</i>		X
3. Is the individual already an employee of the district in another capacity?		X
4. Has the individual performed substantially the same services for the district as an employee in the past? <i>Is the individual retired, returning to substitute, or train, etc.?</i>		X
5. Are there currently employees of the district doing substantially the same services as will be required of this individual?		X
6. Does the district have the legal right to control the method of performance by this individual? <i>Consider whether the district has to train this individual or give instruction as to when, where, how, and in what order to work. Does the district require the individual to submit reports or perform the services at a district site? These factors would indicate the district maintains control sufficient for an employer/employee relationship. However, it is <u>not necessary</u> that the district <u>exercise</u> this right or have the expertise required to do so. In many cases this would not be practical nor advisable.</i>		X
7. Are the services, as being provided, an integral part of school operations? <i>Are the services being provided necessary to the operation of the school, program, project, etc.? This indicates the district has an interest in the method of performance and implies the maintenance of legal control.</i>		X

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

STOP HERE

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

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

PART II

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

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

PART II - continued

YES NO

11. Does the individual operate an <u>independent</u> trade or business that is available to the general public? <i>A determining factor in judging independence is the performance of services to the general public. In evaluating this criteria, school districts are considered to be separate entities. Keep in mind: if the district is utilizing this individual's services on a full-time basis, the individual is <u>not</u> available to the general public. NOTE: Possession of a business license or incorporation does <u>not</u> automatically satisfy this requirement. The determination <u>must</u> be made on the actual <u>relationship</u> between the district and the individual performing services.</i>	X	
12. Does the individual have a substantial investment in his/her business, i.e. maintains a facility, equipment, etc.? <i>This is indicative of economic risk inherent in business enterprises. An independent contractor must be able to make a profit or sustain a loss.</i>	X	

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

STOP HERE

and process the individual through payroll.

If 11 and 12 are both "YES", continue

YES NO

13. Does the individual provide all materials and support services necessary for the performance of this service? <i>The district should not be providing office space, clerical, secretarial, or any other support for this individual such as materials, xeroxing, printing, office supplies, etc. Any necessary assistants would be hired by the individual.</i>	X	
14. Is this paid by the job or on a commission?	X	
15. Does the individual bear the cost of any travel and business expenses incurred to perform this service? <i>Generally, these types of expenses are paid by an employer, however, some contracts provide for payment of airfare, mileage, etc. for consultants.</i>	X	

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

Center Unified School District

AGENDA REQUEST FOR:

Dept./Site: North Country Elementary

Date: March 5, 2015

Action Item X

To: Board of Trustees

Information Item

From: Kathleen Lord, Principal

Attached Pages: 110

Principal's Initials: KL

SUBJECT: APPROVAL OF SCHOOL SAFETY PLAN

**Please read and approve North Country's
Safe School and Emergency Preparedness plan for 2015/16.**

NORTH COUNTRY ELEMENTARY SCHOOL



Safe School

And

Emergency Preparedness Plan

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

Revised February 2015

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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<u>SECTION 1</u>	<u>INCIDENT COMMAND SYSTEM</u>
<u>SECTION 2</u>	<u>STAGING AREAS</u>
<u>SECTION 3</u>	<u>LOCKDOWN PROCEDURES</u>
<u>SECTION 4</u>	<u>EVACUATION PROCEDURES</u>
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<u>SECTION 9</u>	<u>CRISIS PHONE DIRECTORY</u>
<u>SECTION 10</u>	<u>LETTERS HOME</u>
<u>SECTION 11</u>	<u>AFTERMATH</u>
<u>SECTION 12</u>	<u>TRAINING AND UPDATING</u>

PART 2 CRISIS READINESS

<u>SECTION 1</u>	<u>ACTIVITY IN THE VICINITY</u>
<u>SECTION 2</u>	<u>BOMB THREAT</u>
<u>SECTION 3</u>	<u>BUS ACCIDENT</u>
<u>SECTION 4</u>	<u>CHEMICALS/BIOHAZARD/GAS ODOR</u>
<u>SECTION 5</u>	<u>DEATH/SUICIDE</u>
<u>SECTION 6</u>	<u>EARTHQUAKE</u>
<u>SECTION 7</u>	<u>FIRE/EXPLOSION</u>
<u>SECTION 8</u>	<u>FLOOD</u>
<u>SECTION 9</u>	<u>GAS ODOR</u>
<u>SECTION 10</u>	<u>HOSTAGE SITUATION</u>
<u>SECTION 11</u>	<u>HOSTILE VISITOR</u>
<u>SECTION 12</u>	<u>KIDNAPPING/ATTEMPTED KIDNAPPING</u>
<u>SECTION 13</u>	<u>MEDICAL EMERGENCY</u>
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<u>SECTION 15</u>	<u>PUBLIC DEMONSTRATION</u>
<u>SECTION 16</u>	<u>SEVERE WEATHER</u>
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PART 3 SITE ACTION PLAN

<u>SECTION 1</u>	<u>DISTRICT AND SITE MISSION STATEMENTS</u>
<u>SECTION 2</u>	<u>DESCRIPTION OF SCHOOL CLIMATE</u>
<u>SECTION 3</u>	<u>SCHOOL CLIMATE GOALS</u>
<u>SECTION 4</u>	<u>DESCRIPTION OF PHYSICAL ENVIRONMENT</u>
<u>SECTION 5</u>	<u>PHYSICAL ENVIRONMENT GOALS</u>
<u>SECTION 6</u>	<u>SIGNATURE SHEET</u>
<u>APPENDIX A</u>	<u>STAFF LIST</u>
<u>APPENDIX B</u>	<u>STAFF'S CLASSROOM TELEPHONE NUMBERS</u>
<u>APPENDIX C</u>	<u>SHUT-OFF</u>
<u>APPENDIX D</u>	<u>EMERGENCY EVACUATION ROUTES</u>
<u>APPENDIX E</u>	<u>OFF CAMPUS EVACUATION MAP</u>
<u>APPENDIX F</u>	<u>EMERGENCY OPERATIONS CENTER (EOC) FORM</u>
<u>APPENDIX G</u>	<u>CHILD ABUSE REPORTING LAW</u>
<u>APPENDIX H</u>	<u>CHILD ABUSE REPORTING FORM</u>
<u>APPENDIX I</u>	<u>WILLIAMS UNIFORM COMPLAINT PROCEDURE</u>
<u>APPENDIX J</u>	<u>DRESS CODE</u>
<u>APPENDIX K</u>	<u>SUSPENDABLE OFFENSES</u>
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<u>APPENDIX M</u>	<u>HATE CRIME</u>
<u>APPENDIX N</u>	<u>NONDISCRIMINATION/HARASSMENT</u>

PART 1 CRISIS MANAGEMENT

SECTION 1 INCIDENT COMMAND SYSTEM

The Incident Command System (ICS) is a nationally recognized organizational structure that provides for role assignment and decision-making while planning for and reacting to critical incidents of all types. Implementing ICS will allow for all school personnel to know their area of responsibility during a crisis and to plan and practice the management of their specific role. This type of delegation limits the number of functions under any one manager, allowing each person to focus on just one or two aspects of the incident. These managers then provide information to the incident commander (principal) and help that person make informed decisions. Using this type of organizational system during a critical incident creates clear communication channels that will help limit the chaos and uncertainty associated with emergency incidents. Plans can be made, policy established, and training conducted well in advance of any emergency incident. This type of forward thinking will be needed during a critical incident and is a key component to a school being properly prepared.

**North Country Elementary School
Incident Command System**

Incident Command Descriptions

Incident Commander: The Incident Commander is the overall leader during an emergency incident. This person is normally the principal or assistant principal of the school. The Incident Commander makes decisions based on the information and suggestions being provided from the Liaison and ICS Section Chiefs.

Assume Command

Establish the Command Post

Conduct briefings of the Command Staff

Identify level of threat by assessing situation

Set specific objectives and direct development of incident action plans

Direct protective actions to stabilize the school

Activate and oversee ICS functions

Establish Unified Command with responding agencies

Update EOC as situation evolves

Approve information to send to the EOC for media briefings

Set objectives for resumption of normal activities

Maintain an activity log (scribe) and oversee action reports

Admin/Finance Chief

Report to Command Post if directed to do so; otherwise, provide finance duties as secondary duty

Keep an envelope or box for all receipts and overtime cards

Provide a cost-accounting update for the IC as requested

Maintain an activity log (scribe) and write after-action report

Check attendance for that day for both students and adults

Logistics Chief: The Logistics Chief manages the team and reports directly to the Liaison. This team is responsible for obtaining any needed resource, communication, food and water, and transportation.

Report to Command Post (immediately or upon handing off students)

Participate in briefing sessions, helping to identify required resources and personnel or advising of their availability

Provide equipment, supplies, personnel, busses/cars as required by Operations

Establish and maintain communications (radios, bullhorns, etc.)

Stage resources (or Team Leaders) so they are readily available

Coordinate and re-assign staff to other teams as needed by Operations

Maintain a visible chart of available resources as a reference for Ops and the IC Team

Provide food and water as needed (and available) for staff and students

Maintain an activity log (scribe) and write after-action report

Operations Chief: The Operations Chief manages the members of the Operations Team. The Chief reports directly to the Liaison. This group, referred to as the "Doers", performs the "hands on" response.

Immediately report to Command Post

Supervise and direct activities of all groups assigned to Operations through the Team Leaders

Identify alternate staging areas as needed (to IC and Logistics)

Identify alternate resource requirements (to IC and Logistics)

Deploy resources

Make changes as necessary to action plan based upon reports from group leaders and

Planning Chief

Update IC and IC Team with status reports

Maintain an activity log (scribe) and write after-action report

Planning Chief: The Planning Intelligence Chief will report directly to the Incident Commander and may stay with the Incident Commander throughout the crisis. This team will gather

information to assist with medium/long-range planning related to the ongoing incident and school recovery issues. They will arrange for recovery/aftermath resources so that there is no gap between the end of the incident and necessary support/ services.
Report to Command Post (immediately or upon handing off students)
Collect EOC forms and develop a briefing on incident size and scope for IC Team.
With Ops, gather incident information and updates from team leaders.
Send and supervise runners, if needed, to gather incident information
Share information needed for decision making with IC Team
Prepare estimates of incident escalation or de-escalation for IC Team
Report to Safety any conditions that may cause danger
Maintain an activity log (scribe) and write after-action report

Communications: This person will work to ensure that a communication system is in place (phones, walkie-talkies, etc). They will communicate crisis progress or changes within the site and with District Office.

Documentation: This person will collect, evaluate and document information about the development of the incidents and the status of resources.

Liaison: The liaison is the link between the Incident Commander and the Section Chiefs. The liaison may provide general information to the Incident Commander but does not make command decisions. The liaison is also the contact person/link for other community agencies, such as local police and fire departments.

Medical Team: Members of this team will take roll with their own class, send in their EOC form, and then ask a supervising teacher to watch their students. They will then report directly to the Team Leader in a pre-determined First Aid Staging Area and organize first aid supplies. The medical area should provide privacy for the injured and easy access for cars used to transport people with major injuries.

If necessary, Medical Team members will take medical supplies and report to classrooms where injuries are being reported by Search and Rescue. They will stay in communication with Operations Chief via radio.

The Medical Team will use the First Aid and START to provide treatment and continue to prioritize injuries. Students with minor injuries can be walked to the medical area for first aid treatment. The Medical Team will determine if a student needs to be transported to the hospital. Written records must be kept of any students who are to be transported. If a transported student's name is not known, use a cell phone to take a photo of that student and document where he/she was transported to. Also, get the name of the ambulance company and the badge # of the ambulance personnel.

Off-Site Evacuation Coordinator: The duties of this position focus on organizing the off-site evacuation location during an emergency situation. This includes planning the movement of the students to the location and assisting with accounting of the students once they are moved. Many aspects of this assignment involve planning for the use of a location and planning the evacuation route to safely move the students. When organizing an evacuation, consider the special needs students and plan for how those students will be moved and what assistance will be required.

Scribe: The scribe will take roll with their own class, send in the EOC form, and then ask a supervising teacher to watch his/her students. The scribe then reports to the Command Post. The scribe stays with the Incident Commander at all times. The scribe will maintain a written record of the incident including actions taken, actions reported to the Incident Commander, time, names, dates, etc.

Search and Locate: This team is responsible to “sweep” the bathrooms, hallways, and other areas for students, visitors, and staff. This team may need to search for unaccounted for people. Emergency responders will perform any major rescue efforts if necessary. Members will take roll with their own class, send in their EOC form, and then ask a supervising teacher to watch their students. Search and Rescue Team members should report to their Team Leader in a pre-determined location. It may be near (but not in) the Command Post or by the Student Staging Area. The Operations Chief will direct the Team Leader as to the location of the missing or injured. Room by room searches are not conducted by Search and Rescue until after they have gone to all the rooms with known problems and then only if it is deemed safe to do so. As Search and Rescue teams (2 each for safety) proceed, they should check back in with the Team Leader to report progress and/or need for additional help. The Team Leader reports progress/needs to the Operations Chief.

Site Check/Security Team: Members of this team will take roll with their own class, send in their EOC form, and then ask a supervising teacher to watch their students. The Team Leader will report to the Operations Chief and then, if it is safe, send the team to check on utilities, etc. The Site Check/Security Team will notify the utility companies of a break or suspected break in utilities. The team will then proceed to the entrances where public safety and/or parents may arrive and help direct people to the Command Post or Student Reunification Areas. If neighbors arrive, the team should direct them to help support Traffic Control.

A violent crime or other situation near a school may require that the school staff take steps to quickly secure the school from outside intruders. This will involve developing specific assignments for school personnel during such an emergency and creating a check system to make sure the school is secure. This person would then act as a liaison with the agency handling the local event.

Situation Analysis: The person in charge of situation analysis will provide ongoing analysis of situation and resources status - *What if...*

Staffing Assignment Coordinator: The role of this position is to use available personnel to assist with carrying out the core functions associated with an incident. Any teacher not assigned students during an incident and any school personnel arriving at the incident should directly report to this person. Working closely with the Incident Supervisor, the person will direct staff to the areas that need assistance. Those responsible for organizing the various areas will coordinate with this person in requesting manpower during the incident. This person will keep a roster of assignments and manpower needs and make requests of administrative offices when needed.

Student Release a.k.a. Parent Reunion Coordinator: This team will supervise the release of students. They will document the persons picking up students. They must record the time, signature, and where they will be taking the student. Pictures of each child with the adult picking them up may be useful. Members will take roll with their own class, send in their EOC form, and wait to be called up. Before parents begin arriving, the Team Leader will begin setting up the Reunification Center, with support if needed, in a predetermined location. They will gather information regarding attendance from the Admin/Finance Team. When parents begin arriving, the Team Leader will call up the rest of the team and notify the Operations Chief. As more parents arrive, more teachers and classified staff will be assigned to this staging area. Students will be re-assigned to other Supervising Teachers. If evacuating the site, before leaving the school grounds, the Student Release Team will post a notice on the front door informing parents where to pick up their children. If the front door is no longer there, the notice will be placed on the flagpole.

Student Supervision Team: This team supervises all students unless otherwise assigned. Other teachers who have designated responsibilities that take them away from their class will be reporting to a member of the Student Supervision Team before they leave their class in

his care. This team will be working closely with the Student Release Team to make sure that students do not leave until their parent or adult has signed them out from the release area.

Supplies/Facilities: This person will locate and provide facilities, equipment, supplies and materials as needed.

Timekeeping & Purchasing: This person will maintain accurate records of staff hours and of purchases.

Transportation: The school staff member responsible for organizing this operation works with the district Transportation Department to coordinate the arrival of buses and the loading of students onto the proper bus. Responsibilities for this person include: arranging for buses, supervising loading and moving of buses, and arranging alternative forms of transportation as needed. The Operations Chief will direct the team to move students off campus, if necessary.

SECTION 2 STAGING AREAS

Indoor Command Post:

1. Front Office
2. Sequoia 1

Outdoor Command Post:

1. Picnic bench area
2. Outside of Laurel 1 (Basketball courts)

Triage Area: Multi-purpose Room

Parent Reunification Area: History Center gate on Brown Otter

Bus Staging Area: In front of school office

Media Staging Area: West parking lot near apartment buildings

Off-Site Evacuation Location: [REDACTED]

Directions:

[REDACTED]

[REDACTED]

[REDACTED]

[REDACTED]

SECTION 3 LOCKDOWN PROCEDURES

The school lockdown procedure serves many functions during an emergency situation:

- **When a lockdown is initiated, the majority of students and teachers will be taken away from the threat.**
- **The dangerous situation can be isolated from much of the school.**
- **Accounting for students can accurately take place in each classroom.**
- **Depending on the situation, an organized evacuation can take place away from the dangerous area.**

In addition to an onsite emergency, lockdown procedures can be modified for use during a local incident in which the school population is not in direct danger. A local incident might be a sheriff or fire event nearby or an injury on school grounds that requires limiting student movement in the area.

When a lockdown is announced, several steps should take place. Teachers/Staff need to make sure all outside doors are locked, blinds are drawn and lights turned off. If students/staff are outside, staff needs to help direct students in their vicinity to the nearest building and get students and themselves safely inside. Call the office immediately to warn them of incident. In the event that a staff member and students are clear out in the field, the staff member must make the decision whether or not it is safer to lead students off campus. In this case, proceed to [REDACTED]. (See page 12). Upon arrival, call NoCo with names of students in your care.

Immediate notification of intruder should be made to the 911, fully explaining what is known at that time. The bells must be held and instructions to ignore the fire alarm should be given.

When ordering a lockdown, the duck and cover alarm may sound, or the following announcement will be given: "Mr. Q Dial 1", which will identify a real event.

A) Classes in progress (not during lunch)

Ignore any fire alarms. Assume duck and cover position. Build barrier if Mr. Q signal is given.

B) Class enroute in progress

Direct class to nearest building. Ignore any fire alarms.

C) Lunch is in session

Duck and cover signal will be initiated. Students in the cafeteria will follow the instructions of the faculty in the cafeteria. All doors should be locked. (If custodian is not available to do this, someone needs to get a key in office) Check door on the stage. Students on the playground follow procedures to get inside.

Staff members should check restrooms and other areas where students may be found and guide students who are outside into classrooms. If students are found and are not close to their classroom, students should go into the closest occupied classroom. Then, teachers should stay in a locked room and notify the office of your location. Roll of all students in room must be taken. Ignore any fire alarms.

During a lockdown, special attention should be given to the areas of the school where numerous students are gathered in an unsecured environment, such as computer labs or empty classrooms. Arrangements should be made so that students are moved to a secure room when possible. If not possible, barricade the doors with tables, desks and chairs.

When a teacher with a class hears one of the lockdown signals, he or she should follow these directions:

- 1. Lock the classroom door immediately.**
- 2. Keep all students sitting on the floor, away from the door and windows.**
- 3. Use caution and discretion in allowing students entry into the classroom.**

- 4. Advise the students that there is some type of emergency but you don't know what it is.**
- 5. Take attendance and prepare a list of missing students and extra students in the room. Prepare to take this list with you when you are directed to leave the classroom.**
- 6. If there is a phone in your classroom, do not use the telephone to call out. Lines must be kept open, unless there is an emergency situation in the classroom.**
- 7. Ignore any fire alarm activation. The school will not be evacuated using this method.**
- 8. Project a calm attitude to maintain student behavior.**
- 9. When or if students are moved out of the classroom, assist them in moving as quietly and quickly as possible.**
- 10. Remain in the room until a member of the Crisis Management Team comes to the room with directions, or a sheriff arrives with directions.**

Teachers should be aware of the emotional response some students may have to a lockdown situation. For example, teachers could prepare for frightened students vomiting, by keeping plastic bags and cleaning supplies available in the classroom. Another idea is to keep a supply of gum, mints, or hard candy in each room to help relax students.

Depending on the grade level, students will ask many questions that teachers will not be able to answer. Being familiar with the lockdown procedures and the role of the ICS will provide a better understanding of what is taking place and what can be expected.

As a lockdown is taking place, the Incident Command Team should ensure that several functions are taking place. Depending on the situation, the school may need to be completely secured from the inside. This will require specific individuals being assigned to lock any open doors. Notifications will continue to be made to school administration and possibly the sheriff department if the sheriff has not arrived on the scene. Any known injuries should also be reported to the administration, who will relay that information to the sheriff.

Communication via school radio is permissible as long as the incident does not involve an explosive device or a suspect in possession of a radio or scanner. The sheriff liaison member of the Incident Command Team should be prepared to gather all known information and respond to the first arriving sheriff personnel and brief them on the situation.

Once a lockdown has been started, wait for the sheriff department to arrive before arranging for evacuation of the school. This will allow for a more secure environment during the evacuation and assist the sheriff if a tactical operation is necessary.

Special areas of concern:

Special attention should be paid to the playground area of each school. Teachers must be able to hear the lockdown announcement and an alternate lockdown location must be identified. This location can be indoors or outdoors, if students can be safely hidden on the playground. In either case the lockdown location must be determined during initial crisis planning and the information should be clearly communicated to all staff members.

SECTION 4 EVACUATION PROCEDURES

General Evacuation

Evacuation decisions are very incident-specific. If the release occurs slowly, or if there is a fire that cannot be controlled within a short time, then evacuation may be the sensible option. Evacuation during incidents involving the airborne release of chemicals is sometimes necessary. If a general evacuation is ordered, the school population will be sent home, to the off site evacuation location, or to another location. Students are evacuated by walking or on school busses. If the school has been evacuated, the response personnel will need to decide when it is safe to return. They will need to verify data collected by the monitoring crews and consider the advice of the health officials concerned.

Evacuation of School Grounds

In the event the school cannot be occupied following an evacuation, it may be necessary to evacuate the school grounds. We will evacuate to the off site evacuation location.

The principal will call the Superintendent. Before leaving the school grounds, the Student Release Team will post a notice on the front door informing parents where to pick up their children. If the front door is no longer there, the notice will be placed on the flagpole.

During evacuation, the students will walk quickly, quietly, and in single file. If busses are available, students will board the bus to Spinelli. When releasing students to the care of parents or other adults, refer to the section entitled, "Release of Students to Parents".

School Evacuation Instructions

Exit the Building

- Go to the designated assembly area.
- Immediately upon hearing the fire alarm signal or instructions to "leave the building" over the intercom, students, faculty and others in the building shall evacuate the building via prearranged evacuation route quickly, quietly and in single file. The last person out of the room shall pull the door closed, but will not lock it. All will proceed to the designated assembly area.

Teachers

- Take class lists, red/green cards (folders) and student emergency information.
- Make special provisions to assist handicapped students.
- Exit the building through assigned exit or nearest unblocked exit.
- Lead the class out of the building to pre-designated area at least 500 feet from building. Area must be free from hazards such as overhead power lines, gas lines and motor vehicle traffic.
- Take roll and report any missing students (by name) to the Student Supervision Leader at pre-designated location away from building.
- Necessary first aid should be performed.

Students

In homeroom class

- Leave all personal items in classroom.
- Follow their teacher and exit in a quiet and orderly manner.

NOT in homeroom

- Leave all personal items in classroom.
- Exit with their supervisor, or if alone, exit the nearest unblocked exit.
- Remain with the class with which they exited until it is deemed safe for the student to return to his/her regular class.

At recess / break

- During recess, students should go to their assembly area.
- Students should go to the assembly area of the next class on their schedule.

Staff Not Assigned To Classrooms

- Will follow as directed in the Incident Command System.
- Assist as directed by principal or designee.

Principal or Designee

- Report any missing persons to emergency response personnel.
- If building is determined to be safe to re-enter:
 - Determine WHEN it is safe to re-enter
 - Notify teachers by all clear signal or runner. DO NOT USE FIRE ALARM SIGNAL for re-entry.
- If building is unsafe to re-enter, evacuate the school site, using predetermined plan.
 - Instruct teachers to:
 - Release students to responsible adults using predetermined procedure.
 - Students will exit school grounds to the blacktop/field either to board busses or to walk to Spinelli Elementary.

Evacuation of Students with Disabilities

Students with sensory, developmental, cognitive and mobility disabilities will have evacuation protocol in place that meets the requirements of their Individualized Education Plan, their Health Plan and/or Americans with Disabilities Act requirements. During an evacuation:

- A pre-designated staff member will assist with the evacuation.
- The staff member will describe the situation and actions to be taken in advance of beginning the evacuation procedures.
- The staff member will use facial expressions and hand gestures as clues when describing the procedures.
- The staff member will give one direction at a time during the evacuation.
- The student will never be left unattended.

Exit Route

An emergency exit route will be posted in the classroom beside the door. All who use this room should be familiar with the fire evacuation route as it applies to that room. When you have a substitute, make sure they are aware of where this map is located and that the roll sheet and student emergency information must be taken with them during the drill.

SECTION 5 STUDENT RELEASE PROCEDURES

Early Dismissal

The ultimate responsibility for the student's safety from the school to home in cases of emergency lies with the parent or guardian. Parents should work through community emergency preparedness groups to make preparations for the safety of their own children.

If an emergency occurs during the school day, and it is believed advisable to dismiss school, students will be provided shelter and supervision at the school as long as deemed reasonable by the principal.

The school will proceed on the basis that there will be no bus transportation or telephone communication. School will not be dismissed early unless school authorities have been assured by local emergency authorities that routes are safe for student use.

Follow the "Release of Students to Parents" plan.

Release of Students to Parents

Each teacher will have a copy of the student emergency information and a list of students on a clipboard. The adults listed on this card will be the only adults the students will be released to. Any other adult showing up may stay with the student, but he/she will not be permitted to leave with them. This clipboard is to remain with the teacher during any building evacuation exercise including a fire drill.

Prior to the approved adult taking the student, a release form must be filled out and signed. (See student release form.)

Teachers must stay with the students until all their students are picked up and/or the principal or his/her replacement approves of their leaving.

STUDENT RELEASE FORM

Student's
Name _____

Date _____ Time _____

Teacher _____

Room
_____ Grade _____

PERSON CHECKING OUT STUDENT:

Signature _____

IF NOT PARENT / GUARDIAN, PLEASE PRINT THE FOLLOWING INFORMATION:

Name _____

Address _____

Phone # _____

STUDENTS UNACCOUNTED FOR

Teacher's
Name _____ Grade _____ Room _____

Students unaccounted for:

SECTION 6 SCHOOL PARTNERSHIPS

Off Site Partnership

SECTION 7 RESOURCES

Staff Special Skills

Staff Emergency Information

Staff Member	Phone Number	Health Concerns	Special Skills
Kindergarten			
Toni Brinks			
Paula Clement			
Lacey Lopez			
Cindy Tovera			
1st Grade			
Kristin Hanson			
LoAnne Jackson			
Jennifer Larmer-Virgen			
Jolyn Martin			
SDC			
Dawn Shepard			
Monica Smith			
2nd Grade			
Brittany Wilson			
Jeanne Anderson			
Lura Anderson			

Staff Member	Phone Number	Health Concerns	Special Skills
3rd Grade			
Michele Oliver			
Penny Rittenhouse			
Melody Smith			
Andrea Sockwell			
4th Grade			
Jim Kennedy			
Jeff Starrett			
4th/5th Grade			
Erica Olmstead			
Laura Sambucetti			
5th Grade			
Jolinda Smith			
Kim Tricomo			
6th Grade			
Lori Day			
Tony Hill			
Other Certificated			

Diane Chidlaw	T1		
Jason Farrel	Office		
Kathleen Lord	Office		
Ryan Gray	Psych		
Cheryl Schloegl-Kam	RSP		
David Grimes	RSP		
Laura Young	Speech		
Olga Vataman	Speech		
Classified			
Arlene Ballesteros	Office		
Tracy Edging	Office		
Toni Sabus	Library		
Nadiya Glushku	ELD		
Marry Orr	Kitchen		
Mary Mellado	Kitchen		
Lyndsey Moss	RSP		
Roxanna Crow	SDC - Shepard		
Maria Pickett	SDC - Shepard		
Robert Jones	SDC-Smith		
Niesha Knott	SDC-Smith		
Tanya Dorsey	SDC-Smith		
Lisa Pirtle	SDC-Smith		
Theresa Snow	SDC-Smith		
Tatiana Strilets	SDC-Smith		
Michael Bennefeld	Tech		
Linda Duncan	T1		
Tina Cosio	T1		
Susie Sutter	T1		
Robin Huebner	T1		
Terry Gunther	T1		
Peejay Jurabel	T1		
Kevin Brannon	Custodian		
	Custodian		

SECTION 8 COMMUNICATIONS

It is likely that the public address system will be operational in most emergencies during which inside-the-building announcements need to be made. If it's not, communication will be by messenger(s) from the office to each teacher.

Communication between the custodial staff and the office staff will be by Nextel radio. All Staff members have access to two-way radios.

Telephone Communication

1. The school telephones may NOT be used by ANY person for outgoing calls of any kind during an emergency, except when authorized by the principal.
2. Appropriate authorities will be notified including 911, Twin Rivers Police Department, and the Superintendent.

SECTION 9 CRISIS PHONE DIRECTORY

- Sheriff/Fire Department: 911
- Twin Rivers Police Department: (916) 566-2777
- Poison Control Center, UCD Medical Center:(916) 734-3692
- Citizens Utilities (Water): (916) 568-4200
- SMUD (Electricity): (916) 456-7683
- PG&E (Gas): (916) 743-5000
- Superintendent's Office: (916) 338-6400
- Maintenance, Operations, Transportation (MOT):
 - o Craig Deason, Assistant Superintendent: (916) 338-6337
 - o Carol Surryhne, Assistant Superintendent's Secretary: (916) 338-6337
 - o Kim Rogers, Staff Secretary: (916) 338-6417
- Child Protective Services (CPS): (916) 875-5437
- Spinelli Elementary School: (916) 338-6490
- Dudley Elementary School: (916) 338-6470
- Oak Hill Elementary School: (916) 338-6460
- North Country Elementary School: (916) 338-6480
- Wilson C. Riles Middle School: (916) 787-8100
- Center High School: (916) 338-6420
- Antelope View Charter School: (916) 339-4690
- Global Youth Charter School: (916) 339-4680
- McClellan High School: (916) 338-6445

SECTION 10 LETTERS HOME

Dear Parents:

Please review the following information regarding school and parent responsibilities for emergency school closure. Please help us to be efficient and helpful in caring for your child.

We have developed an emergency preparedness plan that outlines a variety of situations including fire, bomb threat, earthquake and the possibility of evacuation due to an unforeseen emergency. We would like parents to be advised as to what to expect while their children are in school. The following procedures will be implemented in case of an emergency:

1. In case of a fire alarm, students will be evacuated from the building. In the event of an **actual** fire that requires evacuation, students will be evacuated to Spinelli Elementary. If possible, notification will be sent to parents through the automatic dialing system; otherwise, parents will be informed by school officials during or after the evacuation.
2. If an emergency evacuation occurs before parents can be reached, a notice will be left on the front door informing parents where to find their children. Only parents or adults listed on the emergency information cards will be permitted to pick up students. Please make sure the information on the emergency card includes everyone you would permit to pick up your child. Bused students will only be returned home during regular times and only if it is deemed safe.
3. If there is an earthquake, students will be kept in classrooms until quaking stops. Students will then be evacuated from the building. If there is too much damage to use the school as shelter, see number 1.
4. Floods, power outages, severe storms or any other disaster will normally result in students being held at school in regular classes until the usual departure time or sent home as in number 2.
5. Parents should discuss the above information with their children and assure them that school personnel will care for them just as they do each day, until they can be re-united with parents.

As the new school year starts we would like to remind you that this is a good time to go over the following information with your children:

1. Practice and review emergency plans, family meeting places and emergency telephone numbers regularly with your children.
2. Each year make your child's teacher aware of his/her health or physical needs that would require special action or supplies during an emergency. Make sure the office has a supply of vital medication on hand.
3. Make sure your student's information card has the name, address, and phone number of anyone you want to pick up your child during an emergency. Students will NOT be released to ANYONE not listed on this card.
4. Make sure your child is familiar with the people he/she may leave with and that they know that it is OK to leave with them in the event of an emergency. This may include a family code word.
5. Be aware that you may not be able to get to your child in the event of a large-scale emergency if you work a great distance from your child's school. Be aware that the person picking up your child may have them for several hours or even days.

SECTION 11 AFTERMATH

Counseling

The need for a proactive counseling program cannot be overlooked.

Many dangerous situations can be avoided with early intervention by trained professionals. Available resources should be identified and used on a regular basis when the first sign of depression, anger, or other alarming changes in a student is observed. During a crisis, the CMT member responsible for counseling must quickly organize a counseling program to help students, parents, faculty, and the community heal from the incident. Counselors at the effected school may handle some incidents, while other incidents could easily require the cooperation of many services. Identifying resources within the school system, county, and community should be planned and well organized before a crisis occurs.

SECTION 12 TRAINING AND UPDATING

Drills

The principal shall hold fire drills monthly and intruder alert and earthquake drills each trimester to ensure that all students, faculty members, and others are sufficiently familiar with such drills that they can be activated and accomplished quickly and efficiently. These drills shall be held at both regular and inopportune times to take care of almost any situation. Everyone in the building, including other employees, all office workers, all lunch workers, all custodial staff, and visitors must obey the instructions in the room or area they occupy when the alarm is sounded. Drills will also be carried out for quick evacuation of the multi-purpose room. The school secretary will be responsible to notify Sacramento Fire Department and Twin Rivers Police Department as necessary.

Once yearly, a full scale disaster drill will be held to give the staff an opportunity to fully implement the Incident Command System.

Training

The staff has participated in the following trainings:

- Arson Prevention (every other year – odd years) – March 10
- Bloodborne Pathogens for School Employees (every other year – even years) –
- Code Red Lockdown Training (annually) – October 21, 2014
- CPR Training (every other year – even years) –
- NIMS/ICS video (discuss components annually, can watch video every other year) – August 26, 2014
- Mandated Child Abuse Reporter Training (annually) –
- Triage Training (every other year – even years) – February 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 BOMB THREAT

Because an explosive device can be controlled electronically, school radio usage should not take place inside the school during a bomb threat since radio waves could detonate the device accidentally. Radio usage can resume 300 feet away from the building, allowing for communication from the evacuation staging area.

Bomb Threat Procedures

I. Office Personnel

- a. If the threat is made by any means other than telephone, immediately notify an administrator.
- b. If the threat is made by telephone, the person receiving the call is to do the following:
 - i. Mentally form a picture of the caller - is the caller male or female? Juvenile or an adult? Does the voice sound familiar? If so, who? As soon as possible, indicate your impressions on the Bomb Threat Form.
 - ii. Ask the caller three questions, in this order:
 1. When is the bomb going to explode? (The caller may or may not respond to this question. If the threat is real, chances are he/she will say something. If the caller just hangs up without any comment to your questions, the chances are great that it is a prank call.)
 2. Where is the bomb located? What kind of bomb is it? (If the caller responds to these questions, he/she will probably lie, but it will keep the caller talking and give you more time to identify him/her.)
 3. Why are you doing this? Where are you now? (The caller's answer to these questions will give you a clue as to whether or not it is a real threat. If he says he wants money, or is representing some group or organization, the chances that it is a real threat are increased. In no event suggest a reason to him by asking something like, "Do you want money?" Let the caller provide the reason.)
 - iii. Note the time the call was received and immediately notify the principal or designee.
- c. Call the Sacramento County Sheriff (911) and ask for a sheriff's unit to be dispatched to the school.

II. Administration

Make a judgment as to the validity of the threat, and react in the following manner whether or not you believe this to be a prank:

- a. Notify teachers to evacuate their rooms by announcing "code red" followed by the fire drill signal. All students should be at least 500 ft. away from the building.
- b. Wait for the sheriff's unit to arrive. Assist the officers as needed.
- c. Provide a designated employee(s) to assist law enforcement in search of suspicious objects on school grounds.
- d. Administrator must determine if students will need to evacuate the school grounds if no suspicious item is found.
- e. Maintenance, Operations, & Transportation will be called to provide busses for students, if necessary.

III. Teachers

- a. Upon receiving the notice to evacuate for a "code red", have your students assemble outside your classroom in an orderly manner and wait for you.

- b. Check your room, before you leave, for anything out of the ordinary. Take a 360-degree sweep from eye level to floor and if you see anything suspicious, report it to an administrator.
- c. Keep your group together and walk with them to the field. Take your roll sheet and emergency information and call roll when you get there. Get your group together in an orderly manner and stay with them. You will probably be there for awhile, so take your time with these tasks and make sure students obey you perfectly.
- d. When you hear the all clear signal (announcement over the intercom or on the bullhorn) return to your classroom in an orderly manner.
- e. Do not let the students know that we have a bomb threat. Treat this as a routine "fire drill."

IV. Custodians, Cooks, and other Classified Employees

- a. Check your work areas. Do a 360 degree visual check of your room(s) as described under "Teachers" above.
- b. Assist Administration as needed.

BOMB THREAT FORM

RECEIVING A BOMB THREAT

INSTRUCTIONS:

Be calm and courteous: LISTEN! Do not interrupt the caller. Quietly attract the attention of someone nearby, indicating to them the nature of the call. Complete this form as soon as the caller hangs up and the school administration has been notified.

Exact time of call: _____

Exact words of caller:

Questions to Ask

1. When is the bomb going to explode? _____
2. Where is the bomb? _____
3. What does it look like? _____
4. What kind of bomb is it? _____
5. What will cause it to detonate? _____
6. Did you place the bomb? _____
7. Why? _____
8. Where are you calling from? _____
9. What is your address? _____
10. What is your name? _____

Caller's Voice (Circle):

Calm	Disguised	Nasal	Angry	Broken
Stutter	Slow	Sincere	Lisp	Rapid
Giggling	Deep	Crying	Squeaky	Excited
Stressed	Accent Loud		Slurred Normal	

Voice Description (Circle):

Male	Female
Calm	Nervous
Young	Old
Rough	Refined
	Middle-Aged

Accent: Yes No Describe _____

Speech Impediment: Yes No Describe _____

Unusual Phrases _____

Recognize Voice? If so, who do you think it was? _____

Background Noises (Circle):

Music	TV		
Traffic	Running Motor (type) _____		
Horns	Whistles	Bells	
Machinery	Aircraft	Tape Recorder	Other _____

Additional Information:

A. Did the caller indicate knowledge of the facility? If so, how? In what ways? _____

B. What line did the call come in on? _____

C. Is the number listed? Private number? Whose? _____

D. Person Receiving Call _____

E. Telephone number the call was received at _____

F. Date _____

G. Report call immediately to: _____
(Refer to bomb incident plan)

Signature _____

Date _____

THREATENING PHONE CALL FORM

Time call was received_____ Time caller hung up_____

Try to get another person on the line and record the conversation. Exact words of person:_____

Questions to ask if not already covered by caller's statement (record exact words)

1. What is your name? _____
2. What are you going to do? _____
3. What will prevent you from doing that? _____
4. Why are you doing this? _____
5. When are you doing this? _____
6. Where is the device right now? _____
7. What kind of device or material is it? _____
8. What does it look like? _____

Person receiving the call

Person monitoring the call

Department_____

Department_____

Dept Phone No. _____

Dept. Phone No. _____

Home Address _____

Home Address _____

Date: _____

SECTION 3 BUS ACCIDENT

Field Trip Preparedness for Staff Members

- School buses are required to carry a first aid kit. Make sure it is in the bus.
- Teachers who participate in a large number of field trips should be encouraged to train in CPR and first aid procedures.
- Always take a complete roster and emergency care cards of students on a field trip.
- Maintain a complete list of teachers' and chaperones' home phone numbers, emergency contacts and work phone numbers for spouse.
- Develop an emergency phone number directory for field trips. Directory should contain emergency phone numbers for the school system and main phone numbers to the school and administrative offices.

SECTION 4 CHEMICALS/BIOHAZARD/GAS ODOR

All chemicals in the building are to be identified and stored according to district policy and procedures. Safety data sheets from vendors shall be on file and available for all chemicals in the office for quick reference. All personnel involved with chemicals in any manner are to be trained in their proper use.

The fire department shall be informed by the principal once each year of all chemicals used in the building and where they are stored. In the event of a hazardous material accident in the building, the principal (or designee) will decide if and how the building will be evacuated. If any accident should occur, the fire department, Center Joint Unified School District Superintendent, and Sacramento County Health Department should be notified.

Responders will decide whether to order people to remain indoors (shelter-in-place), rescue individuals from the area, or order a general evacuation. The "remain indoors" option will be considered when the hazards are too great to risk exposure of evacuees. Rescuing people from the hazardous area may involve supplying protective equipment for evacuees to ensure their safety. A general evacuation requires a significant amount of lead-time, which may not be available.

In order for the "in-place-shelter procedure" to be effective, the effected population must be advised to follow the guidelines listed below:

- An announcement will come over the PA system telling you that the "in-place-shelter procedure" is in effect.
- Close all doors to the outside and close and lock all windows. (Windows seal better when locked.) Seal gaps under doorways and windows with wet towels, and those around doorways and windows with duct tape (or similar thick tape) and sheets of plastic (precut and labeled before the incident). Have students assigned to specific tasks ahead of time.
- Ventilation systems should be turned off.
- Turn off all heating systems and air-conditioners.
- Seal any gaps around window type air-conditioners, exhaust fan grills, exhaust fans, and range vents, etc. with tape and plastic sheeting, wax paper, or aluminum wrap.
- Close as many internal doors as possible.
- If an outdoor explosion is possible, close drapes, curtains, and shades over windows. Avoid windows to prevent potential injury from flying glass.
- If you suspect that the gas or vapor has entered the structure you are in, hold a wet cloth over your nose and mouth.
- Tune in to the Emergency Alert System on the radio or television for information concerning the hazardous materials incident and in-place-sheltering.

SECTION 5 DEATH/SUICIDE

Definition - Death or suicide of a student, staff member or significant person close to the school where students and/or staff are affected.

Principal or designee shall:

- 1. Call 911.**
- 2. Contact Superintendent.**
- 3. Notify immediate family - parent or guardian.**
- 4. Identify key staff members at site to disseminate information at site level.**
- 5. Communicate behavioral expectations to staff regarding:**
 - Confidentiality issues**
 - Providing factual information**
 - Available resources**
- 6. Send home written information to parents on facts of incident and any follow-up services available.**
- 7. Consult with psychologist or county office of education staff for intervention strategies including specific activities that can be used in the classroom.**

If the incident causes a major disruption to school activities, evacuation may be necessary and will be determined by law enforcement, principal or designee.

SECTION 6 EARTHQUAKE

During the Quake

Keep these points in mind in the event of an earthquake:

1. If an earthquake occurs, keep calm. Don't run or panic. If you take proper precautions, the chances are you will not be hurt.
2. Remain where you are. If you are outdoors, stay outdoors. If you are indoors, stay indoors. During earthquakes, most injuries occur as people are entering or leaving buildings (from falling walls, electrical wires, etc).
3. The teacher will give the "drop and cover signal" if the bell system is not operable.
4. Everyone will get under his/her desk and cover his/her head. If a desk, table or bench (best choice) is not available, sit or stand against an inside wall or in an inside doorway. Stay away from the windows, outside walls, and outside doors.
5. If you are outside, stay away from the building, electrical wires, poles, or anything else that might shake loose and fall. Look for open space and stay low.

After the Quake

For your own safety and that of others, you should carefully do the following:

1. About two minutes after the shaking stops, the fire bell will sound. If we have lost power, the teacher will give the command to evacuate the building.
2. Use the "Building Evacuation" plan.
3. Use extreme caution in entering or working in buildings that may have been damaged or weakened by the disaster.
4. Stay away from fallen or damaged electrical wires, which may still be dangerous.
5. The custodian will check for leaking gas pipes. Do this by smell only - don't use matches or candles. If you smell gas:
 - Open all windows and doors.
 - Turn off the main gas valve at the meter.
 - Leave the building immediately.
 - Notify the gas company, police, and fire departments.
 - Don't re-enter the building until it is safe.
6. The principal will confer with the Superintendent about evacuation of the school. If necessary, follow the "Evacuation of School Grounds" policy. Do not evacuate to another building unless it has received an inspection by a qualified person.

Re-entry of Building

Follow the procedures of the re-entry instructions (after "Building Evacuation") except: the building should be inspected by a qualified person who has been trained in Building Analysis. This person will perform an inspection on structural soundness, electrical wiring, water distribution, oil, gas, and other fuel systems, and boiler and heating systems.

A damaged structure will be occupied only after authorization by the responsible local agency. Building supervisors will be notified of the corrective actions to be taken to return building to use.

SECTION 7 FIRE/EXPLOSION

Fire

1. In the event of a natural gas fire, sound alarm and then turn off main gas valves. If the fire is small, use the fire extinguisher AFTER the gas is turned off.
2. In the event of an electrical fire, sound alarm and then turn off electricity. Do not use water or water-acid extinguishers on electrical supported fires. Only small fires should be fought with an extinguisher.
3. The person locating the fire will sound the school alarm.
4. Follow the "Building Evacuation" instructions.
5. The principal will notify the superintendent's office.
6. The office staff will notify the utility companies of a break or a suspected break in utilities.
7. Keep access road open for emergency vehicles.
8. All staff will be responsible to peek in the door of classroom on either side and make sure they were informed of the fire.
9. The custodian is responsible for checking exits daily to make sure they are functional. All exits should be obvious, maintained and clear of obstructions.

Computer Labs

All labs are to be equipped, as their needs require, for proper fire control and for emergency purposes.

Lunchrooms and Kitchens

1. Emergency preparedness to control fire in school kitchen areas:
 - Have automatic extinguishers over deep fryers and grills.
 - Have fire extinguishers for all types of fires in proper location.
 - Make sure that all of the kitchen personnel know where the extinguishers are located and how to operate them.
 - Make sure that the kitchen personnel know which exit to take in case of fire.

Whether it's a real fire or a drill, try to evacuate the building in fewer than two minutes.

Fire Drill Procedures

The secretary will call the fire department to inform them it is a drill. The principal or designee shall sound the alarm.

1. When the signal is sounded, the teaching staff will proceed to the evacuation assembly area (blacktop/field) with their classes. Staff not assigned a regular class of children will report to the same area to render any needed assistance to teachers.
2. Once each month, all teachers will instruct their classes in the correct procedures and behaviors to utilize during fire drills.
3. Once each month, a fire drill will be conducted by the school staff.
4. Students stand facing away from the building in silent lines.
5. Supervising staff will take roll. The whereabouts of all students should be known.
6. Any student in attendance at school but not with class or in a special class should be reported immediately to the Student Supervision Leader.

Silent Fire Drill / Neighborhood Disaster Plan

1. Silent fire drills and neighborhood disaster procedures will be used in the event of bell and/or intercom failure.
2. When a silent fire drill is in progress, a monitor appears at the door with a sign stating "silent fire drill." The monitor will remain until the teacher sees the sign. The procedures to follow are the same as during a regular fire drill.

3. When a silent intruder on campus drill is in progress, a monitor appears at the door with a sign stating "Duck and Cover". The monitor will remain until the teachers see the sign.

Fire Extinguishers

Fire extinguishers are placed in strategic locations as recommended by the fire department (see map). Faculty members and other staff personnel shall be instructed in the use of the fire extinguisher.

All extinguishers, unless stated, are dry chemical types which are needed to put out type A, B, and C fires which include wood, textiles, gasoline, oil, greases, and electrical fires. In discharging a fire extinguisher, it should be held upright while the pin is pulled. The lever is then pressed while aiming at the base of the fire.

Fire Extinguisher Inspections

The district maintenance department will be responsible for checking for possible building code violations and making sure all fire extinguishers are checked yearly for the following:

1. Check gauge for full charge. Report discharge or overcharge reading immediately to control office.
2. Check seal for breakage.
3. Check hose for crack, leaks, tears, etc.
4. Check casing for leaks or breakage.

SECTION 8 FLOOD

When there is a flood at the school site

- Notify parents via radio and television.
- Notify bus drivers for an early/late dismissal.
- The custodian or site security team will shut off water to prevent contaminated water from entering the school supply.
- The custodian or site security team will shut off electricity to prevent electrical shock.
- If school is a designated emergency shelter and time permits, check all supplies and provisions prior to emergency operations.

After the danger is over

Beware of contaminated food, water, broken gas lines, and wet electrical equipment.

Resume classes only after a qualified person has done a building assessment (see returning to building under earthquake.)

Minor Flooding

If the school experiences minor flooding (one or a few classrooms), the class(es) affected will evacuate to another part of the building (principal will decide where to go). Classes will continue. The principal will notify the superintendent and they will jointly decide what to do next.

SECTION 9 GAS ODOR

If odors are detected outside the building, it is not necessary to evacuate the building. Call the police and fire non-emergency number to report the smell (874-5115). Call the district office.

If the odor is detected inside a school building, convene the crisis management team and evacuate the building immediately.

- Call 9-1-1
- Arrange to have the students moved to an off-site evacuation location
- The incident command system member responsible for student accounting begins the process of tracking all students
- Make sure the critical incident response kits leave the school with the students

SECTION 10 HOSTAGE SITUATION

Intruder or Hostage Situation

Organized or unorganized terrorists would usually find themselves in one or two places within the school building. Either they would penetrate into the administration office, or they would infiltrate a classroom. The administration and staff have only two "weapons" in which to combat the situation: time and specific procedures. The school staff should not attempt to disarm terrorists.

The procedures for the following situations are as follows:

Terrorist or Intruder Enters the Classroom

1. The teacher will try to make contact with the office via intercom phone.
2. If the teacher cannot get to the communication system, he/she should attempt to send a note out the door with a student. (The red letter Q) Do not take a chance if there is any doubt that the child will be seen exiting. If one is able to leave, he/she should crawl past any windows so as not to be seen.
3. Any teacher receiving the red letter Q from a student or other adult should immediately lock all doors, inform the office, and close the blinds.
4. If there is another teacher, adult, or student who can safely make a call, call the office at 338-6480. The office's number and instruction on how to reach the office should be posted by your phone for a substitute or parent.
5. Immediately brief the students to sit down and be quiet if you are faced with an intruder.
6. Try to obey all commands of the terrorist/intruder.
7. The office personnel upon receiving a "help" signal will verbally call for a lock down over the intercom using the statement, "Mr. Q, dial 1, directly followed by the intruder's location i.e; Sequoia 3 or Cypress 4. Teachers will immediately lock all outside doors including workroom doors and close the blinds. Students should assume the duck and cover position under their desks. If you are in an adjoining room to the intruder, lock and barricade the workroom door, or get your students out if possible.
8. Office will immediately dial 911.
9. No one will evacuate the building unless instructed to do so by the principal or uniformed police officer.
10. Remain in your room until a signal is given. A Duck and Cover scenario will be followed by an all clear signal announcement. Ignore any fire alarms.
11. Any student finding himself or herself en route to a classroom from the bathroom, office, library, or another classroom needs to go to the nearest classroom or building. If the door is locked, he/she is to knock and loudly announce one's self.
12. The EOC form will be filled out at the designated assembly point after there is no longer a threat.

Terrorist or Intruder Enters the Office

1. If the administrators, secretary, office assistants, or any other staff members are able to phone out of the school without bringing harm to themselves, they will call 911.
2. The principal or secretary will notify the Superintendent, if possible.
3. The school office personnel shall attempt to follow all commands of the terrorists.

Terrorist or Intruder Appears on Campus During Recess

1. The teacher on yard duty who first notices an armed individual (gun, knife, or other dangerous weapon) on campus will signal other adults on the playground with four short blasts on a whistle. An adult will send a student to the closest classroom door to enter and ask the teacher inside to inform the office immediately.
2. The office will announce the intruder alert. All students and teachers in classrooms will react accordingly by assuming the duck and cover position.
3. Students on the playground hearing four short whistle blasts or hearing the Duck and Cover signal will look for the nearest teacher and follow instructions. Students need to be aware that four short whistle blasts designate a problem. If the intruder has a

weapon but is not firing, teachers should exit students as quickly as possible via one of the escape routes in that particular duty area.

4. Teachers will go in the opposite direction of the intruder.
5. If an intruder arrives on the playground and starts firing shots, students and teachers should drop to the ground.
6. Teachers will need to keep an eye on the intruder at all times to determine what to do next. This type of a situation is unpredictable and unfortunately cannot be covered with pre-determined procedures. The main concern is to get as many students as possible off the playground and into a safe building.

SECTION 11 HOSTILE VISITOR

Domestic or Civil Disturbance

It should be noted that the normal school routine serves to reduce the threat of civil disturbance within the school. The classroom unit keeps students in small groups where each student is more easily known and can be held responsible for his/her actions. Outsiders are generally recognized and the potential for problems can be reduced if the integrity of the individual classroom unit can be maintained.

To reduce the potential for problems, these steps are standard procedure:

1. All teachers are to be at their lines directly after the final recess bell.
2. Teachers are expected to attend assemblies and sit with their classes.
3. Teachers and administrators are available if the need for control should arise before and after school.
4. The administration is aware of substitutes in the building and teachers in adjoining classrooms are available to assist substitutes in controlling students if the need should arise. Each substitute is provided with lesson plans by the teacher who is absent, whether by direct communication or previously prepared plans. A red emergency folder should also be clearly visible in the classroom including a roll sheet, EOC form, site map with emergency areas listed, triage instructions, student release form and both red and green cards.
5. Teachers are asked to report the presence of any outsider they see to the administration.

In addition to the above listed procedures, teachers and administrators should be keenly aware of the general morale of the students. An atmosphere in which students feel free to approach teachers and discuss problems is encouraged so that a close working relationship with all the different groups in the school can be achieved.

It is important to be aware of community problems, which could possibly set the stage for civil disturbance. The PTA and School Site Council organizations can be helpful in determining problems and offering assistance. A liaison with law enforcement agencies must also be maintained.

Procedure to Deal with Civil Disturbances

Violent Person:

Teachers are to be notified by intercom to close and lock classrooms until the situation is cleared by the administration and/or police. The "duck and cover" drill will be initiated. Students located in outside areas shall be moved to the nearest classroom as quickly as possible. While contact is made with law enforcement, one person (determined by the administration) may attempt to establish rapport with the person, otherwise do not confront this person; contact the office immediately. The office will call 911. Administrators will inform the Superintendent.

If it is a parent with a restraining order planning to take his/her child, allow him/her to do so if it appears that it may be dangerous to intervene. Get a description of the subject, license number, make and model of car and direction of travel. If there are any records on this person in the school office have them ready for law enforcement. See further information under the heading, "Kidnapping/Attempted Kidnapping."

Mob:

If the persons involved are from outside the school, the same procedure as used with a violent person should be implemented. If students are involved, the administration will determine the need for police assistance. If advance warning is received, steps will be taken to try to prevent the incident. In the absence of law enforcement, the administration will do

whatever it believes necessary to alleviate the problem. The administration will make a written report of the entire incident.

Unidentified Person(s) Taking Control:

If an unidentified voice gives orders over the intercom threatening or calling a general assembly or asking for individuals, teachers are to close and lock their classroom doors. If an unidentified person comes to the room, he/she is to be asked for office clearance. Pick up the phone and contact the office if the person refuses to leave.

SECTION 12 KIDNAPPING/ATTEMPTED KIDNAPPING

Definition: The physical capture or attempted physical capture of a student or staff member against their will.

1. Principal or designee will contact the Sacramento Sheriff (911).
2. Principal or designee will contact the Superintendent and report the situation.
3. Principal or designee will contact the parent or guardian of the kidnapping victim.
4. Principal or designee will inform the teachers of the situation and give further instructions regarding child safety.
5. Principal or designee will inform secretary on how to respond to phone calls regarding the incident.

SECTION 13 MEDICAL EMERGENCY

Our school shall be prepared to provide basic first aid while summoning necessary emergency assistance. A list of qualified persons who have had First Aid and CPR training should be maintained by the principal. This list must be updated and distributed to the staff annually.

An emergency card will be filed in the office for each student with emergency numbers to call in case of an accident, injury, or illness. Parents will always be notified as soon as possible of any reportable accident, injury, or illness.

Any reportable accident or injury incurred on school property or during a school activity off campus will be reported in writing to the office of the principal no later than 24 hours from the occurrence. Accident forms are kept in office filing cabinet.

The general emergency number 9-1-1 will be explained each year to all school personnel, and this number will be readily visible on all telephones.

A first aid kit shall be maintained in the office and rotated. A Red Cross first aid booklet is provided with each kit. First aid procedures will follow the current American Red Cross First Aid Manual.

Although some staff members are trained in basic first aid and CPR procedures, they are not to be considered medical experts. The first aid kits are to be used only in cases of emergency.

First Aid Stations

A first aid station is always maintained in the nurse's office. In the event of a large scale emergency that requires an evacuation, a medical station will be set up by the Medical Team in a pre-determined location. If evacuation is not necessary, the nurse's station and/or the multi-purpose room will be used.

Rescue

With a non-critical or less serious injury, move the victim to the nurse's office.

With a serious or critical injury, do the following:

1. Evaluate the situation. Unless the victim is in further danger, do not move him/her.
2. Be sure the victim is breathing.
3. Control serious bleeding.
4. Send a runner to notify the office.
5. Treat for shock.
6. Keep comfortable and try to maintain normal body temperature.

With non-critical illness or injury, do the following:

1. Administer first aid.
2. Notify parents for their information and action. If parents cannot be contacted, notify other adults on the emergency card.
3. If no one can be contacted, lie the student down in the nurse's office or send the student back to class if the injury doesn't warrant the need to keep a close watch on the student.
4. Keep a record of time of injury, what first aid was administered and at what time.

With critical illness or injury, do the following:

1. Administer first aid to the extent possible.
2. Call 9-1-1 if the situation is life threatening or if the child is in need of immediate medical intervention.
3. Notify parents for their action and information.

4. Keep a record of time of injury, what first aid was administered and at what time.
5. Notify the superintendent's office.
6. Complete appropriate injury, illness, or insurance report promptly.
7. Keep a record of which students were sent to the hospital.

FIRST AID INSTRUCTIONS

Abdominal Pain	Eyes
Artificial Respiration	Fainting
Bleeding	Fracture
Internal Bleeding	Frostbite
Bone Injuries	Head Injury
Breathing	Heart Attack
Rescue Breathing	Nosebleeds
Burns	Pandemic Flu Plan
Choking (Heimlich Maneuver)	Poisoning
Convulsions or Seizures	Puncture Wounds
Diabetics	Seizure
Dog Bites	Shock
Ears	Sunstroke
Electric Shock	Wounds

Abdominal Pain

Abdominal pain may be due to food poisoning, appendicitis, hernia, ulcer, gallstones, or kidney stones. The symptoms are so similar that medical assistance should be obtained if the pains continue for several hours.

Artificial Respiration

1. Steps for mouth to mouth artificial respiration:
 - Clear airway
 - Tilt head back (unless possible neck injury - use jaw thrust)
 - Pinch nostrils
 - Seal mouth and blow
 - Watch for chest to rise
 - Listen for air to escape from mouth
 - Watch for chest to fall
 - Repeat: 12-16 times per minute in adults; 16-20 times per minute in children.
2. If victim's tongue obstructs airway:
 - Tilt the head
 - Jut the jaw forward
3. If facial injuries make it impossible to use mouth to mouth method then use the manual method.
 - Use mouth to nose if airtight seal is impossible over victim's mouth.
 - Small child - cover both mouth and nose.
4. Continue artificial respiration until victim begins to breathe for him/herself or until help arrives.
5. Carbon Monoxide Poisoning or Asphyxiation (due to lack of oxygen): Check for breathing difficulties and give artificial respiration.

Bleeding

1. Apply direct pressure on the wound.
2. Elevate the wounded area if an arm or leg is bleeding.
3. Apply pressure on the supplying artery of the arm or leg if steps 1 and 2 do not stop bleeding.

4. Only as a last resort (if they will die without this), apply a tourniquet to stop the bleeding. Once applied, a tourniquet must be loosened or removed only by a doctor.

*Internal bleeding – Treat for shock

Bone Injuries

1. Dislocations: fingers, thumb, shoulder
Keep the part quiet. Immobilize shoulder with arm sling.
2. Fractures:
 - Signs of a closed fracture:
 1. Swelling
 2. Tenderness to touch
 3. Deformity
 4. Discoloration
 - Treatment (closed fracture - no bleeding or broken skin at wound)
 1. Keep broken bone ends from moving
 2. Keep adjacent joints from moving
 3. Treat for shock
 - Treatment (open fracture - broken bone and broken skin)
 1. Do not move protruding bone end
 2. If bleeding, control bleeding by direct pressure on wound
 3. Treat the same as closed fracture after bleeding is controlled.
3. Sprains (injury to soft tissue around a joint)
 - Always immobilize
 - Elevate joint
 - Apply cold packs during first half hour
 - Treat the same as closed fractures
 - X-ray may be necessary

Breathing - Unconscious Person

Breathing is the most critical thing we must do to stay alive. A primary cause of death is lack of air!

Be careful approaching an unconscious person. He or she may be in contact with electrical current. If this is the case, turn off the electricity before you touch the victim.

There are hundreds of possible causes of unconsciousness; the first thing you must check for is breathing.

1. Try to awaken the person by firmly tapping him or her on the shoulder and shouting, "Are you all right?"
2. If there is no response, check for signs of breathing.
 - a. Be sure the victim is lying flat on the back. If you have to roll the victim over, move the entire body at one time.
 - b. Loosen tight clothing around neck and chest.
3. Open the airway:
 - a. If there are no signs of head or neck injuries, tilt the head back and lift the chin to move the tongue away from the back of the throat.
 - b. Place your ear close to the victim's mouth; listen and feel for breathing.
 - c. If you can't see, hear, or feel any signs of breathing, you must begin breathing for the victim.
 - d. Begin rescue breathing immediately. Have someone else summon professional help.

Rescue Breathing:

1. Giving mouth-to-mouth rescue breathing to an adult:

- a. Put your hand on the victim's forehead, pinching the nose shut with your fingers. Your other hand is lifting the victim's chin to maintain an open airway.
 - b. Place your mouth over the victim's, making a tight seal.
 - c. Breathe slowly and gently into the victim until you see the chest rise. Give 2 breaths, each lasting about 1½ seconds. Pause between breaths to let the airflow out. Watch the victim's chest rise each time you give a breath to make sure air is going in.
 - d. Check for a pulse after giving these 2 initial, slow breaths. If you feel a pulse but the victim is still not breathing, give one breath about every 5 seconds. After 10 to 12 breaths, re-check pulse to make sure the heart is still beating.
 - e. Repeat the cycle every 5 seconds, 10-12 breaths per minute, rechecking the pulse after each cycle. Continue rescue breathing until one of the following happens:
 - i. The victim begins to breathe without your help
 - ii. The victim has no pulse (begin CPR).
 - iii. Another trained rescuer takes over for you.
 - iv. You are too tired to go on.
2. Giving mouth-to-mouth rescue breathing to infants and small children:
- a. A small child's head should be tilted back gently to avoid injury. With head tilted back, pinch the nose shut. Lift the chin and check for breathing as you would for an adult. Give 2 slow breaths until the chest rises.
 - b. Check for a pulse.
 - c. Give 1 slow breath about every 3 seconds. Do this for approximately 1 minute, or 20 breaths.
 - d. Recheck the pulse and for breathing.
 - e. Call 911 if you have not already done so. Continue rescue breathing as long as a pulse is present and the child is not breathing.
 - f. Continue rescue breathing until one of the following occurs:
 - i. The child begins to breathe on his/her own.
 - ii. The child has no pulse (begin CPR).
 - iii. Another trained rescuer takes over for you.
 - iv. You are too tired to go on.

Burns

1. Degrees:
 - Skin red (1st degree)
 - Blisters develop (2nd degree). Never break open blisters.
 - Deep tissue damage (3rd degree)
2. First Aid for thermal burns (1st and 2nd degree burns) to exclude air:
 - Submerge in cold water
 - Apply a cold pack
 - Cover with a thick dressing or plastic. (Do not use plastic on face.)
 - After using cold water or ice pack, cover burned area with a thick, dry, sterile dressing and bandage firmly to exclude air.
3. First Aid for 3rd degree burns:
 - Apply a thick, dry sterile dressing and bandage to keep out air.
 - If large area, wrap with a clean sheet or towel.
 - Keep burned hands and feet elevated and get medical help immediately.
 - Treat the same as shock victim, giving fluids as indicated; warmth necessary.
4. First Aid for chemical burns
 - Wash chemical away with water.
5. Acid burn to the eye (also alkali burns)
 - Wash eye thoroughly with a solution of baking soda (1 teaspoon per 8-ounce glass of water) or plain water for 5 minutes.
 - If victim is lying down, turn head to side. Hold the lid open and pour from inner corner outward. Make sure chemical isn't washed out onto the skin.

- Have victim close the eye, place eye pad over lid, bandage and get medical help.

Choking (Heimlich Maneuver)

If the air passage is blocked by food or other foreign material, remove it with your finger if possible. Be careful not to force it deeper into the throat. If the person is coughing, he is getting some air. But if the passage is completely blocked, he can't breathe or speak; immediately do the following:

- Stand behind a slumped-over victim; wrap your arms around his waist below the diaphragm.
- Grasp your wrist with your other hand.
- Place your fist against the victim's abdomen, slightly above the navel and below the rib cage.
- Press your fist strongly and quickly in and slightly up into his abdomen.

If the victim is on his back:

- Kneel, facing him, astride his hips.
- With one of your hands on top of the other, place the heel of the bottom hand on the victim's abdomen slightly above the navel and below the rib cage.
- Press the heel of your hand forcefully into the abdomen with a quick, upward thrust. If necessary, repeat several times.

Convulsions or Seizures

1. Symptoms

- Jerking movements
- Muscular rigidity
- Blue about the lips
- May drool
- High fever

These seizures are seldom dangerous, but they are frightening.

2. Causes

- Head injuries
- Severe infections
- Epilepsy

3. Treatment

- Prevent patient from hurting himself
- Loosen tight clothing
- Do not restrain
- If breathing stops, apply mouth to mouth resuscitation
- Do not give liquids nor put patient in warm water
- When the seizure is over, treat as for shock keeping patient warm

Prompt medical help is needed if the patient does not have a history of convulsive disorders.

Diabetics

Diabetics may lose consciousness when they have too little or too much insulin. Unless you are thoroughly familiar with his treatment, it is better to seek medical help rather than to attempt first aid. These people often wear some type of medical identification.

Dog/Animal Bites

1. It is extremely important that the dog/animal be identified if the person bitten is to avoid rabies shots. Secure the animal, if possible without danger to yourself, with a leash, rope or in an enclosed area. If the animal cannot be contained, attempt to remember as much as possible about the animal's description so that animal control can make a thorough search of the area.
2. Attend to the wound by washing the area with water and soap for five minutes and bandage if possible. Inform parents and refer to the family physician.

3. Notify animal control center. Give description of the animal and name and address of the victim.
4. Complete the Report of Student Accident Form.
5. Notify school nurse so that information can be recorded in the pupil's health folder.

Ears

Foreign objects usually require medical assistance. Insects may be removed by using warm mineral or olive oil. When the head is tilted, the insect and oil usually drain out.

Electric Shock

1. Do not touch the victim if he is still in contact with the electricity.
2. Turn off the main switch or pull plug.
3. Be aware of the possibility of breathing emergency.

Eyes

Contact a physician immediately if the foreign substance is metallic or abrasive. Particles can often be washed out with water or removed with the corner of a clean handkerchief.

Fainting

1. Fainting is due to a temporary decrease of blood and oxygen to the brain. It may be preceded by paleness, sweating, dizziness, disturbance of vision and nausea.
2. Place the victim in a reclining position and treat as for shock. If a victim feels faint, have him sit and place his head between his knees.

Fracture

Bone Fracture (unless in imminent danger, do not move the individual)

Closed Fracture: The signs of a closed fracture are swelling, tenderness, deformity, and discoloration. When there is a fracture (or suspected fracture):

1. Keep the injured person calm
2. Do not permit the victim to walk about.
3. Notify parent.
4. Splint fractures to prevent further injury if the victim must be transported by someone other than emergency medical personnel.
5. Call for emergency help for leg, back, neck, or hip injuries, or if parent is unable to take child for medical care.

Compound Fracture: Your objectives are to prevent shock, further injury, or infection in compound fractures (where skin has been broken).

1. Keep the injured person calm and cover him only enough to keep him from losing body heat.
2. Do not try to push the broken bone back into place if it is sticking out of the skin.
3. Do not try to straighten out a fracture or put it back into place.
4. Do not permit the victim to walk about.
5. Notify parent.
6. Splint fractures to prevent further injury if the victim must be transported by someone other than emergency medical personnel.
7. Call for emergency help for legs, back, neck, severe bleeding, hip injuries, or if parent is unable to take the child for medical care.

Frostbite

1. The frostbitten area will be slightly reddened with a tingling sensation of pain. The skin becomes grayish-yellow, glossy and feels numb. Blisters eventually appear.

2. Re-warm the area by quickly submerging it in warm water (start with 98 degrees and gradually warm to 102-103 degrees). Don't rub the area nor break the blisters.

Head Injury

1. Symptoms

- May or may not be unconscious
- Unconsciousness may be delayed one-half hour or more
- Bleeding from mouth, nose or ear
- Paralysis of one or more extremities
- Difference in size of pupils of the eyes

2. First Aid for Head Injuries:

- No stimulants or fluids
- Don't raise his feet; keep the victim FLAT
- Observe carefully for stopped breathing or blocked airway
- Get medical help immediately
- When transported, gently lay flat
- Position head to side so secretions may drool from corner of mouth
- Loosen clothing at neck

Heart Attack

A heart attack may be identified by severe chest pains, shortness of breath, paleness and perspiration. Extreme exhaustion may also accompany the attack. The patient may breathe easier if he is propped up. Mouth-to-mouth resuscitation may be needed. Medical help with oxygen may be required.

Nosebleeds

Nosebleeds can be controlled by grasping the nose firmly between the fingers and holding it for 5-10 minutes. Ice packs will also help control bleeding. Nosebleeds are usually minor, but if bleeding can't be controlled, medical help is needed. Maintain pressure on nose until a doctor is present.

Pandemic Flu Plan

Seasonal Flu:

- Caused by influenza viruses that are closely related to viruses that have previously circulated; most people will have some immunity to it.
- Symptoms include fever, cough, runny nose and muscle pain.
- Complications such as pneumonia are most common in the very young and very old and may result in death.
- Vaccine is produced each season to protect people from the three influenza strains predicted to be most likely to cause illness.

Mild to Moderate Pandemic:

- Caused by new influenza virus that has not previously circulated and can be easily spread.
- It is likely most people will have no immunity to the new virus; it will likely cause illness in high numbers of people and more severe illness and deaths than seasonal influenza.
- Symptoms are similar to seasonal flu, but may be more severe and have more serious complications.
- Healthy adults may be at increased risk for serious complications.

Severe Pandemic:

- A severe strain causes more severe illness, results in a greater loss of life and has a greater impact on society.
- Workplace absenteeism could reach up to 40% due to people being ill themselves or caring for family members.

Measures to limit the spread of flu:

- Promote hand-washing/use of antibacterial wipes, cough hygiene via modeling by school staff.
- Cover nose and mouth with a tissue or upper arm if a tissue is not available
- Dispose of used tissue in a waste basket and wash hands after coughing, sneezing or blowing nose.
- Use warm water and soap or alcohol-based sanitizers to clean hands.
- Wash hands before eating or touching eyes, nose or mouth.

Encourage vaccination of staff and students for whom the flu vaccine is recommended.

Persons developing symptoms at school should be sent home as soon as possible and instructed not to return until well.

Social distancing:

In a pandemic, the risk of getting the flu is greatest when one has close contact with an infected person. Social distancing measures may include standing three feet apart when communicating, canceling outdoor recess, and monitoring hand washing after bathroom use and after sneezing/coughing/blowing nose. Wipe phones with antibacterial wipes after each use. Limit use of headphones, keyboards and any other shared items in the classroom – wipe with antibacterial wipes after each use.

Use a bacterial spray (such as Lysol) in the classroom twice daily.

Open windows if weather permits while room is occupied or when students leave the room for lunch. Consider possible school closure for a short amount of time early in the course of a community outbreak.

Consult www.pandemicflu.gov for new and updated information.

Poisoning

1. In all oral poisoning, give liquids to dilute the poison.
2. Procedures for handling specific oral poisoning cases should be reviewed by teachers of classes in areas where poisoning may take place.

Puncture Wounds (knife and gunshot)

A puncture wound may be caused by a pointed object such as a nail, piece of glass, or knife that pierces the skin. Gunshot wounds are also considered to be puncture wounds.

Generally, puncture wounds do not bleed a lot and are therefore susceptible to infection.

Severe bleeding can result if the penetrating object damages internal organs or major blood vessels.

If an object is impaled in a wound, DO NOT REMOVE IT.

- Place several dressings around the object to keep it from moving.
- Bandage the dressings in place around the wound.
- Call 911 and contact parents.

A puncture wound to the chest can range from minor to life threatening. A sucking chest wound is one in which the rib cage has been penetrated and you can hear a sucking sound every time the victim takes a breath.

- Without proper care, the victim's condition will quickly worsen.
- Cover the wound with a dressing that does not allow air to pass through it.
- A plastic bag, latex glove, or plastic wrap taped over the wound will help keep air circulating through the lungs.
- Give additional care as needed. Watch for shock.
- Call 911 and contact parents.

Seizure

An alarming sight, a person experiencing a seizure may exhibit limbs jerking violently, eyes that roll upward, and breath that becomes heavy with dribbling or even frothing at the mouth. Breathing may stop in some seizures, or the victim may bite his or her tongue so severely that it blocks the airway. Do not attempt to force anything into the victim's mouth. You may cause injury to the victim or yourself.

1. During a seizure:
 - a. There is little you can do to stop a seizure.
 - b. Call for help.
 - c. Let the seizure run its course.
 - d. Help the victim to lie down and keep from falling to avoid injury.
 - e. Do not use force.
 - f. Loosen restrictive clothing.
 - g. Do not try to restrain a seizure victim.
 - h. Cushion the victim's head using folded clothing or a small pillow.
 - i. If a seizure lasts 10 minutes in a known epileptic, or 5 minutes in a person with no seizure history, call 911.
2. After a seizure:
 - a. Check to see if the victim is breathing. If not, immediately begin rescue breathing.
 - b. Check to see if the victim is wearing a MEDIC ALERT or similar bracelet. It describes emergency medical requirements.
 - c. Check to see if the victim has any burns around the mouth. This would indicate poison.
3. The victim of a seizure may be conscious but confused and not talking when the intense movement stops. Stay with the victim and be certain that breathing continues. When the victim is able to move, get medical attention.

After the seizure is over, the pupil can be taken to the office to lie down until the dazed phase is over and parents are notified. The student should be attended to continuously until fully recovered.

Very rarely a condition called "status epilepticus" occurs in which one seizure follows another for a long period of time. This is a medical emergency; call 911.

Shock

1. Shock is likely to develop in any serious injury or illness. Shock may be serious enough to cause death even though the injury itself may not be fatal. Four important symptoms of shock are:
 - Pale, cold, moist skin
 - Weak and/or rapid pulse
 - Rapid breathing
 - Altered consciousness
2. The symptoms of shock may appear immediately or may be delayed for an hour or more. Give shock care to all seriously injured persons:
 - Have the victim lie down.
 - Control any external bleeding.
 - Help the victim maintain body temperature, cover to avoid chilling.
 - Reassure the victim.
 - Elevate legs about 12 inches unless you suspect head, neck, or back injuries or broken bones involving hips or legs.
 - Do not provide anything to eat or drink.
 - Call 911.
 - Call parents.

Sunstroke

1. A person with sunstroke will have nausea, weakness, headache, cramps, pounding pulse, high blood pressure and high temperatures (up to 106 degrees.) The armpits are dry; skin flushed initially but later turns ashen or purplish. Delirium or coma is common.
2. Medical help is crucial. While waiting for medical aid, reduce temperature with a cold bath, sponging with alcohol or water, until the temperature is down. Hospitalization should be immediate.

Wounds

An abrasion is a wound caused by scraping off the outer layer of skin. An abrasion is usually superficial with little bleeding but infection can occur unless the wound is cleaned with soap and water. Wash away from the wound.

An incision is a cut caused by a sharp object such as a knife, razor blade, or piece of glass. Bleeding is a serious problem. Medical help is often necessary in case the wound must be sewn.

A laceration is a tear or jagged, irregular wound caused by a hard object such as a rock, machine tool, bicycle or automobile. Animal bites are also lacerations. Surrounding tissue is damaged and bleeding may be profuse. A minor laceration can be cleaned with soap and water, but if the bleeding is severe, a pressure dressing may be needed. If the laceration is caused by an animal, medical help is required for testing and treatment of the animal.

A puncture wound is caused by deep penetration of a sharp object such as a pencil, nail, ice pick, bullet, spear or arrow. There may be little surface bleeding, but severe internal bleeding can result. A puncture wound is difficult to cleanse and may require a tetanus shot to guard against infection.

SECTION 14 MISSING STUDENT

Maintaining strict visitor control procedures and enforcing the requirement for employees to wear identification badges will help control unwanted and dangerous access to the school. Penal Code section 626 will help control access by outsiders to the school.

Access into Building

- **All doors are to be locked during the school day, with the exception of the main entrance.**
- Signs must be posted on all doors directing visitors to report to the main office.

Student Accountability

- Elementary and middle school students shall not be left alone unsupervised anywhere in the building or on school grounds during the school day.

Photo Identification Badges

- All personnel who work in or regularly visit schools in the course of business are required to wear an assigned identification badge. This regulation includes full and part-time staff, food services personnel, and bus drivers/attendants.
- Badges must be worn in a manner that makes them readily visible.

Visitor Badges and Log

- **Schools must issue numbered visitor badges that include the name of the school and the current school year.**
- School staff must be aware of visitor badge procedures and their responsibility in reporting violations.

In a missing child incident, assign a member of the Incident Command Team to organize a search of the school. Call 911. Record the name and contact number of person reporting the child missing. If the case involves abduction, begin gathering witness information for the sheriff. Confirm child attended school that day. Assign staff member to begin checking last known location of the child.

1. Begin gathering information on the child, including:
 - Description, including height, weight, skin color, eye color, clothing, backpack, etc.
 - Obtain photo, if available.
 - Home address, phone number, parents' contact numbers
 - Class schedule, special activities
 - Bus or walking route information
2. Contact custodial parents.
3. Convene crisis management team.
4. Begin recording events.
5. If incident is happening during the school day, consider holding the bells until the matter is either resolved or school has been completely searched for the student.
6. Notify the Center Unified District Office.
7. Obtain information on possible witnesses, friends, and last person to see student.
8. If incident occurred while student was on the way home, contact bus driver, safety patrol, crossing guard.
9. Double check circumstances. Could child have ridden the wrong bus or walked home? Did someone pick-up the child? Is the child at another activity?
10. Assist the sheriff's department with investigation.
11. Arrange for counseling of students as needed.

At any point during these steps, if the child is found, inform everyone who has been notified of the incident that the child is no longer missing.

SECTION 15 PUBLIC DEMONSTRATION

Most groups will give advance warning of a planned protest. When the warning comes:

- Identify a spokesperson for the group.
- Obtain information on when, why, how many.
- Contact the Center Unified District Office. The District Office should contact the sheriff and advise them of the situation.
- Notify faculty of the planned demonstration.
- Develop an information letter to parents.
- Continually work with the Office of Community Relations on any statements or contact with the demonstrating group.
- If demonstration occurs, curtail class changes to limit confusion.
- Do not allow students to be interviewed by media or join in demonstration.
- Assign CMT members to act as liaison with police, media, and the demonstrating group.
- Direct one staff member to handle all incoming calls.
- Prepare to establish areas where demonstrators can set up without affecting the operation of the school.
- Notify transportation of demonstration and any possible impact buses may encounter arriving at or departing from the school.

SECTION 16 SEVERE WEATHER

If severe weather conditions develop or occur during the night or at a time when school is not in session, a decision on closing the school will be made before 7:00 a.m. If a decision is made to close school, news media will be notified and asked to announce the closure prior to 9:00 a.m. The emergency phone tree will be used to notify staff members.

If severe weather conditions develop while school is in session, the Emergency Coordinator will monitor the latest developments via radio and keep in contact with the principal. The principal will keep in contact with the superintendent's office.

If it is decided to close school, the following action will be taken:

1. The superintendent will notify radio stations and ask that a closure announcement be made which would specify the time students are to be released.
2. The principal will announce the closure to the faculty and students.
3. Staff members will be used to expeditiously evacuate the building.
4. Procedures outlined in the "Early Dismissal" plan will be followed.

SECTION 17 SHOOTING/STABBING

Assess the situation

- Is the suspect in the school?
- Has weapon been found and/or secured?
- Has suspect been identified?

In most cases, initiate lockdown procedures to isolate students from danger or send students to a secure area.

Provide information in announcement about incident and outline expectations of the teachers and staff.

Disable the bell system, if possible.

Once situation has been assessed:

- Provide first aid to the injured.
- Call 911 requesting police and medical aid to injured parties.
- Notify the Center Unified District Office.
- Provide full information about what has occurred and what is known at this time.
 - If the suspect is still in the school, attempt to identify his or her location and begin planning for evacuation once police arrive.
 - If suspect has left, secure all exterior doors to prevent re-entry.
- Explain what steps the school has taken (lockdown).
- Identify command post for police to respond.
- Isolate and separate any witnesses. Instruct witnesses to write statement of events while awaiting police.
- Gather crisis management team in command post.
- Initiate the Incident Command System.
- Gather information and emergency cards on anyone involved in the incident.
- Organize evacuation to an off-site location, if necessary, or prepare to continue with classes. Keep crime scene secure.
- Prepare written statements for telephone callers and media in cooperation with the sheriff and the District Office.
- Prepare letter for students to take home in cooperation with sheriff and the Office of Community Relations.
- Arrange for crisis counseling immediately and during subsequent days.
- Provide liaison for family members of any injured students.
- Continue to provide informational updates to students, family, and faculty during next few days to squelch rumors.

PART 3 SITE ACTION PLAN

SECTION 1 DISTRICT AND SITE MISSION STATEMENTS

Center Unified School District Mission Statement

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

North Country Mission Statement

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

North Country Vision Statement

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

North Country Motto

Developing leaders, one child at a time.

SECTION 2 DESCRIPTION OF SCHOOL CLIMATE

People and Programs:

Create a "caring and connected" school climate.

North Country hosts a school based coordinated program allowing regular ed, special ed and English Learner students to benefit from all programs offered if appropriate and beneficial to the learner. Students' strengths and talents surface when extra-curricular activities are provided. Before and after school activities are hosted by teachers and include visual and performing arts for intermediate grades.

Objective 1: Creating a caring school climate – Staff Collaboration

As a result of a grant from FranklinCovey, we are in our third year in working toward being a Lighthouse Leadership School. We have implemented The Seven Habits of Highly Effective People as life skills for developing leadership in students. These principles are meant to guide students' personal choices and relationships. Our students will display a sense of pride in belonging to a school with high academic standards while experiencing responsibilities and opportunities as leaders.

1. Related Activities

a) Engage- Mentor and Model the 7 Habits

- Build team structures that allow the entire staff (teaching and non-teaching) to collaborate in building a culture of leadership
- Spend time during staff meetings to share best practices for integrating the 7 Habits into the curriculum
- Model 7 Habits language in staff meetings, newsletters and hallway communication
- Display leadership tools in classrooms and incorporate into lessons
- Use music, art and technology to reinforce individual worth and leadership
- Establish classroom mission statements encouraging student input
- Post 7 Habits leadership quotes and other leadership displays throughout the school
- Establish school wide leadership roles for which students must apply and interview
- Staff development opportunities are offered during staff meetings and in monthly district sessions on topics such as the leadership model, technology, special education strategies, organizational techniques, and core curriculum

Objective 2: Meaningful Student Participation

Provide students with meaningful leadership roles and responsibilities

1) Related Activities

a) Make leadership an obvious part of class, school and family events

- Celebrate as students learn each of the habits; involve students in the planning of celebrations
- Provide students with meaningful leadership roles and responsibilities
- Support students in designing and leading school wide initiatives and projects
- Maintains high standards for behavior, decreases student referrals and contributes to a safer, more caring environment
- Ensure that 100% of the students have an opportunity to participate in a leadership role

- Meet with Student Lighthouse Team monthly to plan and support community service projects and school wide activities
- b) Cooperative learning Big Buddy activities between older and younger students
- Instills empathy in older students
 - Develops a sense of competency in older students
 - Helps both older and younger students to feel cared about and relate to school
 - Gives older students the opportunity to model and apply the 7 Habits with younger students
- c) Student Recognition
- Monthly Awards Assemblies to recognize students for Leadership, caring and outstanding effort.
 - Spirit Assemblies are held during each grading period and for special events
 - Students are recognized and awarded certificates and ribbons for academics, citizenship and perfect attendance
 - Club members are recognized during Spirit Day
 - Assemblies are run by the Student Lighthouse Team
 - Timberwolf Tickets awarded to students displaying proactive behavior during recesses
 - North Country cash awarded to students to spend at NoCo Store once weekly
- d) Leadership strategies are implemented along with expected positive behavior reflecting KSRLP – Kind, Safe, Respectful, Logical, Positive also embedded within The 7 Habits
- Seven Habits tree in every classroom and the multi-purpose room
 - Student Rules Assembly held twice each year reinforces expectations
 - Sexual Harassment Policy defined to 4th-6th graders via video presentation approved by the district
 - Seven Habits principles embedded within the curriculum which includes ethical issues and doing the right thing when nobody is watching
 - WIGS (Wildly Important Goals) have been set by administrators, classroom teachers and individual students
- e) Student clubs and activities help students to realize their leadership potential and may help to improve grades by providing students with activities that interest them
- Timberwolf Trotters before school walking program for students in grades 1-6
 - Ambassadors of Technology- computer technology instruction for students in grades 4-6
 - Journalism 4-6
 - Garden Club
 - After school G.A.T.E. program
 - TLC Timberwolf Learning Club grades 1-6 (Title I program for emerging readers)
 - Spring Musical Production/Drama Club Grades 4-6
 - Student Lighthouse Team (Student Council) Grades 2-6
 - Newscasters announce the morning news Grades 4-6
 - Misc. Leadership roles based on individual student strengths
 - Student Lighthouse Team grades 2-6
- f) School-wide events, programs and assistance for students

- ISPS (In School Postal System)
- Author Day
- Great Kindness challenge
- Accelerated Reader
- Title I TLC – Learning Lab and before school program for students needing supplemental instruction in English Language Arts
- Red Ribbon Week promotes anti-drug campaign and promotes healthy lifestyles. Each day carries a different theme encouraging student participation
- Assemblies to heighten student awareness on ecological issues, moral character, music, arts or health
- Positive reinforcement is practiced in all classrooms with accommodations and modifications tailored to individual students
- Consistent school-wide discipline policy
- Welcoming PE interns from Sac State University to work with students

Objective 3: Parent/Student Communication

Help parents, students and community to understand the 7 Habits language and value of a leadership model and include parents in school wide activities

1) Related Activities

- g) Introduce parents to The Leader In Me through correspondence that includes a 7 Habits overview
- h) Send parents a list of recommended books that reinforce the 7 Habits
- i) Character education- The Leader In Me; one habit highlighted monthly
- j) Encourage parent classroom volunteers
- k) Title I and Leader In Me parent nights
- l) Involvement with PTO family activities
 - Fall festival
 - Monthly PTO meetings
 - North Country student store
 - Scholastic book fairs
 - Reindeer Lane – participation in Santa's Breakfast
 - Participation in school-wide events
 - Student assemblies
 - Open House event
 - Community outreach (Kids Can food drive, Pennies for Patients)
- n) Communication methods to keep parents aware of school news and activities
 - A blog updates the Timberwolf Times newsletter featuring school-wide events and student accomplishments posted on the North Country website
 - Monthly newsletter e-mailed home to families
 - North Country website featuring school calendar and teacher e-mail
 - Title I parent informational night to explain the program and what is available for students in all grade levels
 - Parent information handbook is sent home at the beginning of each school year and given to new, enrolling students' parents. This will also be posted on school website. Parent handbook includes school-wide discipline plan.
 - Automatic dialing/email system to inform parents about occurring events (minimum days, special events)
 - PTO meets once each month
 - SSC (School Site Council) meets each month.

- ELAC (English Language Advisory Council meets three times each year (translators provided)
- Back to School Night/Open House dinner/events
- Teachers will contact parents via phone or e-mail to keep for updates on student progress and/or behavior.
- Report cards each trimester
- Behavior Support Plan/chart if applicable
- Each day, parents of absent students are called
- Telephone reminders of minimum days, holidays and special events
- Student-Led Parent Teacher conferences are held twice each year
- Student recognition awards
- Encourage long term volunteers (Wells Fargo Volunteer program applicant 2013-14)

SECTION 3 SCHOOL CLIMATE GOALS

Objective 1: Creating a caring school climate

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

1) Related Activities

a) Goal Setting

- School-wide Wildly Important Goals which drive the goal creation to classrooms and individual students
 - All classes develop a classroom goal-aligned to school goals
 - All students will develop an academic goal-aligned to classroom goals
- All students will develop a personal goal
- All students will understand and model the Seven Habits of Highly Effective People
- All students will realize their leadership potential with help from adults on campus
- Display goals and track progress in public areas of the school
- Put a process in place that ensure leadership is successfully at the forefront of all building initiatives
- Collect evidence of staff, student, family and community engagement in the leadership initiative
- Develop ideas and strategies that sustain the momentum of the leadership culture

b) School-wide events, programs and assistance for students

- ISPS (In School Postal System)
- Author Day
- Accelerated Reader
- Title I TLC – Learning Lab and before school program for students needing supplemental instruction in English Language Arts and math
- Red Ribbon Week promotes anti-drug campaign and promotes healthy lifestyles. Each day carries a different theme encouraging student participation
- Assemblies to heighten student awareness on ecological issues, moral character, music, arts or health
- Great Kindness Challenge
- Student Lighthouse Team plans community service events
- Positive reinforcement is practiced in all classrooms with accommodations and modifications tailored to individual students
- Consistent school-wide discipline policy
- Student recognition awards
- SST (Student Study Team) meetings are scheduled for students with concerns. Teachers or parents may request a SST.
- Coordination with Resource teacher, classroom teacher, parent, psychologist, speech therapist, administrator and student for students with special needs
- Behavior Support Plans/Charts if appropriate
- Varied clubs and activities to cover student interests
- Leadership Day

c) Character Education – The Leader In Me

- A habit or principle is highlighted monthly by teachers, reinforced by administrators
 - Students best representing each principle earn certificates

- Students are encouraged to apply the habits when out on the playground and collaborating in the classroom, in all aspects of their lives.
- Schools with character education programs have reported gains in reading and math scores
- Maintains high standards for behavior, decreases student referrals and contributes to a safer, more caring environment

d) Integrated Curriculum and Instruction

- Refer to concepts from the 7 habits appropriately during lessons
- Use literature to teach and reinforce the habits
- Display and share lesson objectives with students
- Use classroom assignments and projects to reflect a clear understanding of seven habits content
- Allow staff opportunities to share instructional strategies
- Assign a classroom greeter
- Implementation of Baldrige Leadership tools
- Alignment of "Leader In Me" and Common Core Standards

SECTION 4 DESCRIPTION OF PHYSICAL ENVIRONMENT

Create a physical environment that communicates respect for learning and for individuals.

North Country Elementary is located in Antelope at the north end of Sacramento County. The campus experiences mild to moderate vandalism during evening hours, however, the frequency of occurrences has lessened within the past year. The immediate area around the school includes single family dwellings, duplexes and apartments.

The school site encompasses 10 acres. There are two sets of classroom buildings facing the south parking lot with three nature areas and walkway in between the buildings. This cannot be seen from the street. Also, the office faces the parking lot which is connected to the multi-purpose room and library.

Four sets of relocatable classroom buildings (twelve in all) are positioned on the west side, facing each other and away from the parking lot. These buildings are fenced off after hours. The playground is grass and asphalt and includes goal posts, two baseball diamonds, basketball and volleyball courts and running lanes. North Country is an open campus, not enclosed by gates.

During the school day, staff members and administrators provide campus supervision. The entire playground is easily seen if standing on the asphalt anywhere near the playground structure. A Twin Rivers police officer is available if needed.

It shall be the practice of North Country Elementary and Center Joint Unified to remove all graffiti from school property before pupils arrive to begin their school day. Other acts of vandalism are promptly addressed.

Maintenance of School Buildings/Classrooms

The school's physical facility is well maintained and generally looks neat and clean. The school was most recently painted in 2009. District personnel periodically examine the school's physical facility and help eliminate obstacles to school safety. Additionally, health and fire department inspectors contribute to school safety. The grounds are monitored for safety and appearance by the administration, custodians and individual classroom teachers. The students take pride in the appearance of the school.

Internal Security Procedures

North Country has established procedures in the following areas: Emergency preparedness, suspension, school discipline rules and procedures, and an adopted school-wide dress code. Pupils may be suspended, transferred to another school, or recommended for expulsion for certain acts. For specific student violations, a mandatory expulsion recommendation shall be submitted by the administration of North Country.

The site administrator contributes to a positive school climate, promote positive pupil behavior and help reduce inappropriate conduct. The principal/designee uses available district and other appropriate records to inform teachers of each pupil identified under E.C. 49079. The Twin Rivers Police Department is consulted to help maintain and to promote a safe and orderly school environment. North Country employees comply with all legal mandates, regulations and reporting requirements for all instances of suspected child abuse. If appropriate, additional internal security procedures affecting the integrity of the school facility include classroom intercoms and an emergency bell system.

Community involvement is encouraged to help increase school safety using the WE TIP hotline to report suspected vandalism, drug use or other illegal activity. Bars have been installed on two computer labs to

Inventory System – Engraved ID, Security Storage

All school-site equipment has a metal ID tag or bar code sticker adhered to its surface. These items are inventoried annually and there is an established accountability system. Office and classroom supplies are secured.

SECTION 5 PHYSICAL ENVIRONMENT GOALS

The Physical Environment

An action plan for places reflecting the school's physical environment including crisis response procedures and policies relating to student safety

The following objectives were developed as the result of feedback from students, staff and parents on our Safe School Survey

Objective 1: Student Safety relating to Emergency Procedures

As a result of the following policies and procedures, the safety of all students is of utmost importance and shall receive an approval rating of 90% or higher on parent and student surveys.

1) Related Activities

- a) Drills for fire and intruder on campus are held monthly
- b) Specific emergency procedures are listed in this handbook and is distributed to all staff members with copies in the office available to parents and law enforcement
 - The plan is updated yearly and approved by SSC and The Board of Trustees
 - The plan is reviewed by the staff at least once a year
 - The District's Safety Committee meets periodically to make review recommendations which is then shared with staff members at North Country
- c) Safety information is included in the parent handbook given out at the beginning of the year and posted on North Country's website
- d) The staff is instructed to implement a lock down if there is any doubt regarding an unknown person on campus
- e) All adults must sign in the office before going to classrooms or any other building or outdoor area on campus
- f) Classrooms remain locked during the school day
- g) Posters are prominently displayed in windows with a warning that parents and neighbors have been given the number to the WE TIP Hotline to report suspicious activity or vandalism
- h) Graffiti, broken windows and any other damage found in the morning is reported immediately to the district's maintenance office
- i) It is taught and reinforced that students are to report any dangerous object including broken glass, a weapon, lighters, matches, etc. to an adult immediately and not to touch that object
- j) The District's Volunteer Policy requires fingerprint clearance, TB test and Megan's Law database check
- k) The District shares a partnership with Twin Rivers Police Dept. Officers check in regularly and are available on an as-needed basis

Objective 2: Student Safety within the daily routine

As a result of the following programs and procedures, at least 95% of all surveyed students will report that they feel secure and safe while at school

1) Related Activities

- a) Staff members communicate with students on a personal level
- b) Student Safety Leaders available during recesses
- c) Character Education Program – The Leader In Me is integrated throughout the curriculum which includes the concept of "carrying your own weather", filling others' buckets and determining what is and what is not in one's circle of control

- d) Red Ribbon Week, Author Day and other assemblies carry a "Be Proactive" theme with specific emphasis on proactive behavior and expanding your circle of influence
- e) Freeze bell will prompt a "cool down, calm down" frame of mind as students stop, then walk toward classroom lines
- f) Students experience an assembly twice a year relating to appropriate behavior, lunchroom procedures, dangerous objects, proper attire, conflict management skills and emergency drills
- g) Sexual Harassment information for students in grades 4-6
- h) Teachers, instructional assistants and other school personnel provide campus supervision. Students are instructed that they may seek help from any adult on campus. All adults use seven habits language

Objective 3: Student Health

The following procedures and policies are in place to supplement the health of the students and staff. Additionally, as a result of the District Health and Wellness policy, students will experience new and existing opportunities on campus. At least 90% of our parents will indicate their awareness relating to the health and welfare of students on the parent survey.

1) Related Activities

- a) A salad bar is offered each day during lunch
- b) Timberwolf Trotters meet four times a week before school to walk the campus
- c) Healthy snacks are encouraged
- d) Cardio activities are included during PE and Sac State PE interns are requested each year
- e) Fifth grade takes part in an annual PE assessment
- f) Hearing and Vision screenings are scheduled through the District's nurse and may be requested by a teacher, parent or SST member
- g) Resources for vision, medical and dental are available through the District nurse or through the district's Healthy Start program
- h) Notification of contagious disease (or lice) is facilitated by the District's nurse or health assistant
- i) All adults working with students must have a valid TB test
- j) Students sent home for lice must be screened by District health personnel before returning to class
- k) District health personnel review student shot records annually
- l) Dental screening for all students through district's Healthy Start program
- m) Frequent hand washing or anti-bacterial wipes are used in classrooms as frequently as possible
- n) Counselors/mentors/tutors available for foster students and students designated "HOMELESS" through Healthy Start

SECTION 6 SIGNATURE SHEET

North Country School's Safe School Plan was developed in accordance with SB 187 and Safe Schools, A Planning Guide for Action, published by the Department of Education. Student, parent and teacher surveys were taken into account to determine areas of greatest need. The document includes the school's personal, physical, social and cultural environment, which serves as an effective prevention plan based on parent and student surveys. Also taken into consideration are temporary restraining orders, school-generated child abuse reports, custody orders prohibiting parents from contact with a child at school, harassment complaints filed by students and staff, suspension logs and accident reports. Additionally, the District's discrimination and harassment policy, hate crime reporting procedures and the Uniform Complaint Policy are included.

A detailed crisis response plan based on the California Standardized Emergency Management System (SEMS) is included. This model was designed to centralize, organize, and coordinate emergency response among district organizations and public agencies. Specific first aid treatment is categorized in alphabetical order.

The following committee members revised and approved this comprehensive school plan:

Member	Title	Signature
<u>Kathleen Lord</u>	Principal	
<u>Jason Farrel</u>	Academic Coordinator	
<u>Lori Day</u>	Teacher	
<u>Penny Rittenhouse</u>	Teacher	
<u>Amy Jouan</u>	SSC Parent	

APPENDIX A STAFF LIST

North Country School Staff List

Kathleen Lord, Principal
Jason Farrel, Academic Coordinator
Diane Chidlaw, Title 1 Coordinator

Certificated		Classified	
Brinks, Toni	PM Kdg	Ballesteros, Arlene	Secretary
Clement, Paula	AM Kdg	Edging, Tracy	Office Assistant
Lopez, Lacey	Kick Start		
Tovera, Cindy	AM Kdg	Duncan, Linda	Title 1 Secretary
Hanson Kristin	1st	Gary, Charles	Lead Custodian
Jackson, LoAnne	1st	Brannon, Kevin	Day Custodian
Larmer Virgen, Jennifer	1st		
Martin, Jolyn	1st		
		Orr, Mary	Cafeteria Mgr
Anderson, Jeanne	2nd	Mellado, Mary	Cafeteria
Brittany Wilson	2nd		
Anderson, Lura	2nd	Crow, Roxana	SDC – I/S PH
		Pickett, Maria	SDC – I/S ph
Sockwell, Andrea	3rd		
Rittenhouse, Penny	3rd	Glushku, Nadya	Bilingual Aide
Michele Oliver	3rd		
Melody Smith	3rd	Jones, Robert	SDC I/S PH
		Knott, Niesha	SDC I/S PH
		Dorsey, Tanya	SDC I/S PH
		Snow, Theresa	SDC I/S PH
		Strilets, Tatiana	SDC I/S PH
Sambucetti, Laura	4/5	Pirtle, Lisa	SDC I/S PH
Olmstead, Erica	4/5		
Kennedy, Jim	4th	Jurabel, Peejay	I/A – Title 1
Starrett, Jeff	4th	Cosio, Tina	I/A – Title 1
		Gunther, Terri	I/A – Title 1
		Huebner, Robin	I/A – Title 1
		Sutter, Suzanne	I/A – Title 1
Smith, Jolinda	5th		
Tricomo, Kim	5th		
		Sabus, Toni	Library Tech
Day, Lori	6th		
Hill, Tony	6th	Bennefeld, Michael	Computer Tech
Shepard, Dawn	SDC		
Smith, Monica	SDC	Moss, Lyndsey	I/A - RSP
Grimes, David	RSP		
Schloegl-Kam, Cheryl	RSP		
Young, Laura	Speech		
Vataman, Olga	Speech		

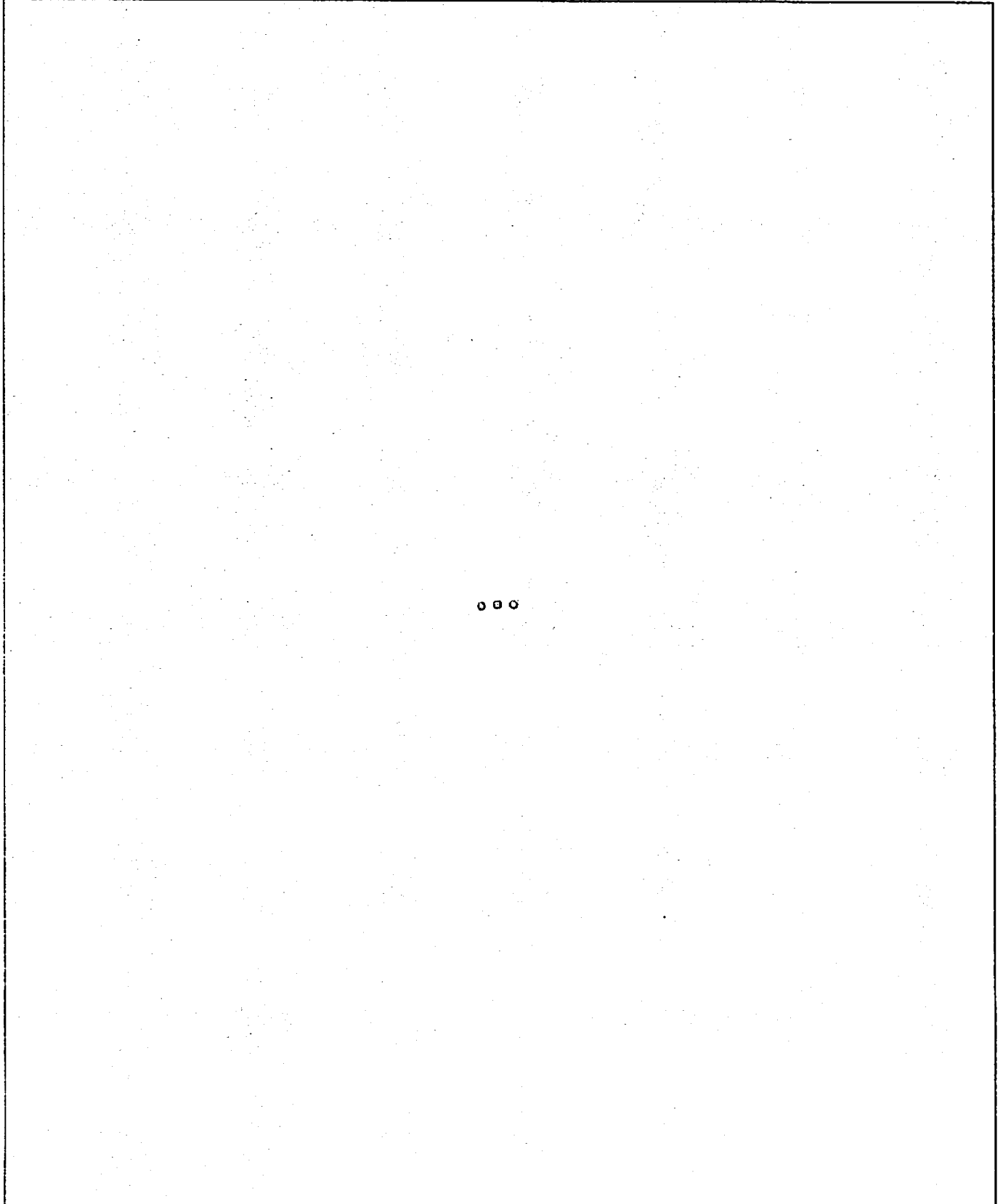
APPENDIX B STAFF'S CLASSROOM TELEPHONE NUMBERS

TEACHER/STAFF	EXT	Voice Mail	BLDG	ROOM #	GRADE	ZON E
Anderson, Jeanne	214	606	OAK	3	2nd	07
Anderson, Lura	215	605	OAK	2	2nd	07
Art Club	202	611	SEQUOIA	2		03
Ballesteros, Arlene	481	481	HEMLOCK	OFFICE	Secretary	01
Band	124	627	ASPEN	1		10
Bennefeld, Michael	125	628	ASPEN	2	Computer Tech	10
BREAK ROOM	104	104	HEMLOCK	BREAK ROOM		01
Brinks, Toni	212	609	PINE	2	Kindergarten	06
Chidlaw, Diane	107	107	HEMLOCK	TITLE 1	Title 1	01
Clement, Paula	212	609	PINE	2	Kindergarten	06
COMPUTER LAB	130	630	CEDAR	1		11
COMPUTER LAB	109	109	HEMLOCK	COMP LAB		01
COMPUTER LAB	134	634	LAUREL	2		12
CYPRESS WORK ROOM	222	623	CYPRESS	WORK ROOM		05
Day, Lori	126	629	ASPEN	3	6th	10
Duncan, Linda	105	105	HEMLOCK	TITLE 1	Title 1	01
Edging, Tracy	482	482	HEMLOCK	OFFICE	Office Asst.	01
Farrel, Jason	486	486	HEMLOCK	OFFICE	Academic Co.	01
Glushku, Nadiya	135	635	LAUREL	3	ELD	12
Grimes, David	132	632	CEDAR	3	RSP	11
Hanson, Kristin	219	600	MAPLE	1	1st	08
Haywood, Rochelle	522	637	BIRCH/SPRU CE	2	Psych	09

Hill, Tony	129	626	COTTONWOOD	3	6th	02
IEP/SST MEETING ROOM	523	638	BIRCH/SPRUCE	3		09
Jackson, LoAnne	218	601	MAPLE	2	1st	08
Kennedy, Jim	204	614	WILLOW	1	4th	04
Kitchen	489	108	HEMLOCK	KITCHEN		01
Larmer-Virgen, Jennifer	217	602	MAPLE	3	1st	03
Lopez, Lacey	213	608	PINE	1	Kindergarten	06
Lord, Kathy	485	485	HEMLOCK	OFFICE	Principal	01
MAPLE WORK ROOM	224	603	MAPLE	WORK ROOM		08
Martin, Jolyn	207	618	CYPRESS	1	1st/2nd	05
NURSE	103	103	HEMLOCK	NURSE		01
O. T. Room	131	631	CEDAR	2		11
OAK WORK ROOM	223	607	OAK	WORK ROOM		07
Olmstead, Erica	208	619	CYPRESS	2	3rd/4th	05
Rittenhouse, Penny	209	620	CYPRESS	3	3rd	05
Sabus, Toni	106	106	HEMLOCK	LIBRARY	Librarian	01
Sambucetti, Laura	208	619	CYPRESS	2	3rd/4th	05
Schloegl-Kam, Cheryl	132	632	CEDAR	3	RSP	11
SEQUOIA WORK ROOM	220	613	SEQUOIA	WORK ROOM		03
Shepard, Dawn	211	622	CYPRESS	5	SDC	05
Smith, Jolinda	203	612	SEQUOIA	3	5th	03
Smith, Melody	128	625	COTTONWOOD	2	5th/6th	02
Smith, Monica	210	621	CYPRESS	4	SDC	05
Sockwell, Andrea	205	615	WILLOW	2	3rd	04
Starrett, Jeff	206	616	WILLOW	3	4th	04

TITLE 1	525	640	BIRCH/SPRU CE	SPRUCE		09
TITLE 1 READING LAB	133	633	LAUREL	1		12
Tovera, Cindy	213	608	PINE	1	Kindergarten	06
Tricomo, Kim	201	610	SEQUOIA	1	5th	03
Vataman, Olga	135	635	LAUREL	3	Speech/Lang.	12
WILLOW WORK ROOM	221	617	WILLOW	WORK ROOM		04
Wilson, Brittany	216	604	OAK	1	2nd	07
Young, Laura	521	636	BIRCH/SPRU CE	1	Speech/Lang.	09
	116	116	HEMLOCK	STUDENT		01
	127	624	COTTONWO OD	1		02
	524	639	BIRCH/SPRU CE	4		09
CDC	332-5185					

APPENDIX C SHUT-OFF



APPENDIX D EMERGENCY EVACUATION ROUTES

APPENDIX E OFF CAMPUS EVACUATION MAP

APPENDIX F EMERGENCY OPERATIONS CENTER (EOC) FORM

Transmit data 30 – 45 seconds. After transmission, wait for EOC's request to elaborate.

APPENDIX G CHILD ABUSE REPORTING LAW

California Child Abuse and Neglect Reporting

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

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

It is important for mandated reporters to keep updated on periodic amendments to the law. Your local Child Abuse Prevention Council or county welfare department has current reporting law information. Also visit www.leginfo.ca.gov 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 fire- fighters.***
- 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 Website 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**www.safestate.org**

APPENDIX H CHILD ABUSE REPORTING FORM

APPENDIX I

WILLIAMS UNIFORM COMPLAINT PROCEDURE

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

COMPLAINT FORM: WILLIAMS UNIFORM COMPLAINT PROCEDURES

Education Code 35186 creates a procedure for the filing of complaints concerning deficiencies related to instructional materials, conditions of facilities that are not maintained in a clean or safe manner or in good repair, teacher vacancy or misassignment, or the provision of intensive instruction and services to pupils who did not pass one or both parts of the high school exit examination by the end of grade 12. The complaint and response are public documents as provided by law. Complaints may be filed anonymously. However, if you wish to receive a response to your complaint, you must provide the contact information below.

Response requested? Yes No

Contact Information:

Name:

Address:

Phone Number: Day: Evening:

E-mail address, if any:

Location of the problem that is the subject of this complaint:

School:

Course title/grade level and teacher name:

Room number/name of room/location of facility:

Date problem was observed: _ _

Only the following issues may be the subject of this complaint process. If you wish to complain about an issue not specified below, please use the appropriate district complaint procedure.

Specific issue(s) of the complaint: (Please check all that apply. A complaint may contain more than one allegation.)

APPENDIX J DRESS CODE

It is the mission of the School District not only to provide academic education but also to provide a positive learning environment. Research has shown that student dress and appearance affect student academic achievement and behavior. This School Dress Policy is intended to help protect the health and welfare of the individual student and complies with the provision of the safe and violence-free school initiative.

1. Commercial lettering or printing will be allowed on clothing as long as it is acceptable for school attire. Crude or vulgar printing, pictures or graphics inferring or depicting drugs or alcoholic beverages, or those that are sexually suggestive are not acceptable. Symbols that are degrading, offensive or gang related, are not permitted.

2. All clothing shall be within the bounds of decency and good taste. Garments shall be sufficient to conceal undergarments at all times. Bare midriffs, low-cut revealing tops, spaghetti straps – (straps less than 1 ½' wide), tank tops, athletic jerseys and see through of fish-net type shirts, are not considered appropriate school dress.

3. Shorts are permitted in hot weather as long as they are hemmed and at least mid-thigh length. Cut-offs are not permitted. All pants must be worn with the beltline at the waist.

4. Shoes worn to school should be sturdy enough to permit safe play at recess and/or physical education activities. Flip-Flops, clogs, backless shoes, sandals with no toe protection, heeled shoes (shoes with skates extended) and high heels are inappropriate and considered unsafe.

5. Hats are to be worn outside only and with the bill facing forward. Bandanas are not allowed in any fashion including on the head, around neck, wrist or tied at the waist or knee.

6. Straps and suspenders must be fastened and worn over the shoulders at all times.

7. Hair color whether permanent or spray on is not allowed. Students arriving to school with brightly colored hair will be sent home.

Reference Education Code Chapter 325 SB 1269
Center Unified School District BP 5132.1

APPENDIX K SUSPENDABLE OFFENSES

Center Joint Unified School District Discipline Policies

Grounds for Suspension or Expulsion; Legislative Intent: California Education Code 48900 and Center Unified School District Board Policy 5144 (a) allow the superintendent or site administrator to suspend or recommend for expulsion a student for any violation of the following rules while on school grounds, going to or coming from school, during the lunch period whether on or off the campus, or during, or while going to, or coming from a school sponsored activity. Suspension of up to 5 days or a recommendation for expulsion may occur when the conduct is of an extreme nature.

- 1 *48900(a-1): Caused, Attempted, or Threatened Physical Injury (S)
- 2 *48900(a-2): Use of Force or Violence (S)
- 3 *48900(b): Weapons (S)
- 4 *48900(c): Drugs or Alcohol, Possession/Use of (S)
- 5 *48900(d): Drugs or Alcohol, Sale of (S)
- 6 *48900(e): Robbery/Extortion (S)
- 7 *48900(f): School Property Damage (S)
- 8 *48900(g): Property Theft (S)
- 9 *48900(h): Tobacco, Possession/Use(S)
- 10 *48900(i): Language, Obscene/Profanity (S)
- 11 *48900(j): Drugs, Paraphernalia (S)
- 12 *48900(k): Disrupted School Activities / Defiance of Authority(S)
- 13 *48900(l): Stolen Property, Possession of (S)
- 14 *48900(m): Firearm, Imitation (S)
- 15 *48900(n): Sexual Assault (S)
- 16 *48900(o): Harassment, Witness (S)
- 17 *48900(p): Soma, Selling of (S)
- 18 *48900(q): Hazing (S)
- 19 *48900(r): Bullying/Harassment (S)
- 20 *48900(t): Aids or Abets Physical Injury(S)
- 21 *48900.2: Sexual Harassment (S)(E)
- 22 *48900.3: Hate Violence (S)(E)
- 23 *48900.4: Harassment, threats, intimidation (S)(E)
- 24 *48900.7(a): Terroristic threats against school officials or property (S)(E)
- 25 *48900.7(b): Terroristic Threat (S)(E)
- 50 *48915(a-1): Caused Serious Physical injury (S)(E)
- 51 *48915(a-2): Possession of Knife or other Dangerous Object (S)(E)
- 52 *48915(a-3): Possession of any Controlled Substance (S)(E)
- 53 *48915(a-4): Robbery/Extortion (S)(E)
- 54 *48915(a-5): Assault or Battery on a School Employee (S)(E)
- 55 *48915(c-1): Firearm; Possessing, Selling or Furnishing (E)**
- 56 *48915(c-2): Brandishing a Knife (E)**
- 57 *48915(c-3): Sales of Controlled Substance (E)**
- 58 *48915(c-4a): Sexual Assault(E)**
- 59 *48915(c-4b): Sexual Battery (E)**
- 60 *48915(c-5): Possession of an Explosive (E)**

APPENDIX L PROCEDURES TO NOTIFY TEACHERS OF DANGEROUS PUPILS

**Center Joint Unified School District
Previous Suspension/Expulsion Notification**

Dated: _____

To: _____
Teacher's Name

From: _____

Re: _____
Student Name

Pursuant to Legislative Bill AB 29 and ED Code 49079, this notice is to inform you that our office has received a copy of the above named student's cumulative file. The cumulative file includes previous suspension or expulsion information during the previous three school years.

You have a right to view this information. You may check out the cumulative file from the office at your convenience. Please sign this notice indicating that you have been made aware of the prior suspensions/expulsions and of your right to view the cumulative folder. Then, return the form to my office as soon as possible.

Signature: _____

Date: _____

APPENDIX M HATE CRIME

Hate Motivated Behavior

As California's population becomes more diverse, it is important that school districts provide a safe and harmonious learning environment for all students. Pursuant to Education Code 201, schools have an affirmative obligation to combat racism, sexism, and other forms of bias, as well as a responsibility to provide equal educational opportunity. Developing policy to address hate-motivated behavior is one way districts can help teach students respect and understanding of diversity.***

In its publication entitled "Hate-Motivated Behavior in Schools", the California Department of Education defines hate-motivated behavior as an act, or attempted act, motivated by hostility towards a victim's real or perceived ethnicity, national origin, immigrant status, gender, sexual orientation, religious belief, age, disability, or any other physical or cultural characteristic. Some hate-motivated behavior may also be a crime as defined in state or federal law. These crimes include, but are not limited to: bomb threats, cross burnings, destruction or defacement of property, and certain types of vandalism and assaults.***

The following optional policy is for use by districts in the implementation of a prevention strategy for hate-motivated incidents and should be modified to reflect district practice. Elements of this policy should also be integrated into existing school plans, such as the school safety and staff development plan, as well as any policies developed by the district regarding Positive School Climate and Multicultural Education; see BP 5137 and BP 6141.6, respectively.***

The Governing Board affirms the right of every student to be protected from hate-motivated behavior. It is the intent of the Board to promote harmonious relationships that enable students to gain a true understanding of the civil rights and social responsibilities of people in our society. Behavior or statements that degrade an individual on the basis of his/her race, ethnicity, culture, heritage, gender, sexual orientation, physical/mental attributes, religious beliefs or practices shall not be tolerated.

(cf. 0410 – Nondiscrimination in District Programs and Activities)

APPENDIX N NONDISCRIMINATION/HARASSMENT

Nondiscrimination/Harassment

District programs and activities shall be free from discrimination, including harassment, with respect to a student's actual or perceived sex, gender, ethnic group identification, race, national origin, religion, color, physical or mental disability, age or sexual orientation.

The Governing Board shall ensure equal opportunities for all students in admission and access to the educational program, guidance and counseling programs, athletic programs, testing procedures, and other activities. School staff and volunteers shall carefully guard against segregation, bias and stereotyping in instruction, guidance and supervision. The district may provide male and female students with separate shower rooms and sexual health and HIV/AIDS prevention classes in order to protect student modesty.

The Board prohibits intimidation or harassment of any student by any employee, student or other person in the district. Staff shall be alert and immediately responsive to student conduct which may interfere with another student's ability to participate in or benefit from school services, activities or privileges.

Students who harass other students shall be subject to appropriate discipline, up to and including counseling, suspension and/or expulsion. An employee who permits or engages in harassment may be subject to disciplinary action, up to and including dismissal.

The Board hereby designates the following position as Coordinator for Nondiscrimination to handle complaints regarding discrimination and inquiries regarding the district's nondiscrimination policies:

Director of Personnel
8408 Watt Avenue
Antelope, California 95843
(916) 338-6419

Any student who feels that he/she is being harassed should immediately contact the Coordinator for Non-discrimination, the principal or any other staff member. Any student who observes an incident of harassment should report the harassment to a school employee, whether or not the victim files a complaint.

Employees who become aware of an act of harassment shall immediately report the incident to the Coordinator for Nondiscrimination. Upon receiving a complaint of discrimination or harassment, the Coordinator shall immediately investigate the complaint in accordance with site-level grievance procedures specified in AR 5145.7 - Sexual Harassment. Where the Coordinator finds that harassment has occurred, he/she shall take prompt, appropriate action to end the harassment and address its effects on the victim.

The Coordinator shall also advise the victim of any other remedies that may be available. The Coordinator shall file a report with the Superintendent or designee and refer the matter to law enforcement where required.

Center Joint Unified School District

AGENDA REQUEST FOR:	
Dept./Site: Center High School	Action Item <u> X </u>
To: Board of Trustees	Information Item <u> </u>
Date: March 18, 2015	# Attached Pages <u> 117 </u>
From: Mike Jordan, Principal	
Principal/Administrator Initials: <u> </u>	

SUBJECT: 2014-2015 Safe School and Emergency Preparedness Plan - Center High School

Center High School would like Board approval for the attached 2014-2015 Safety Plan.

RECOMMENDATION: CUSD Board of Trustees approve the 2014-2015 Safe School and Emergency Preparedness Plan for Center High School.

CONSENT AGENDA

Center High School
"Home of Scholars and Champions"



Safe School
And
Emergency Preparedness Plan

Center Joint Unified School District
Antelope, CA

Revised March, 2015

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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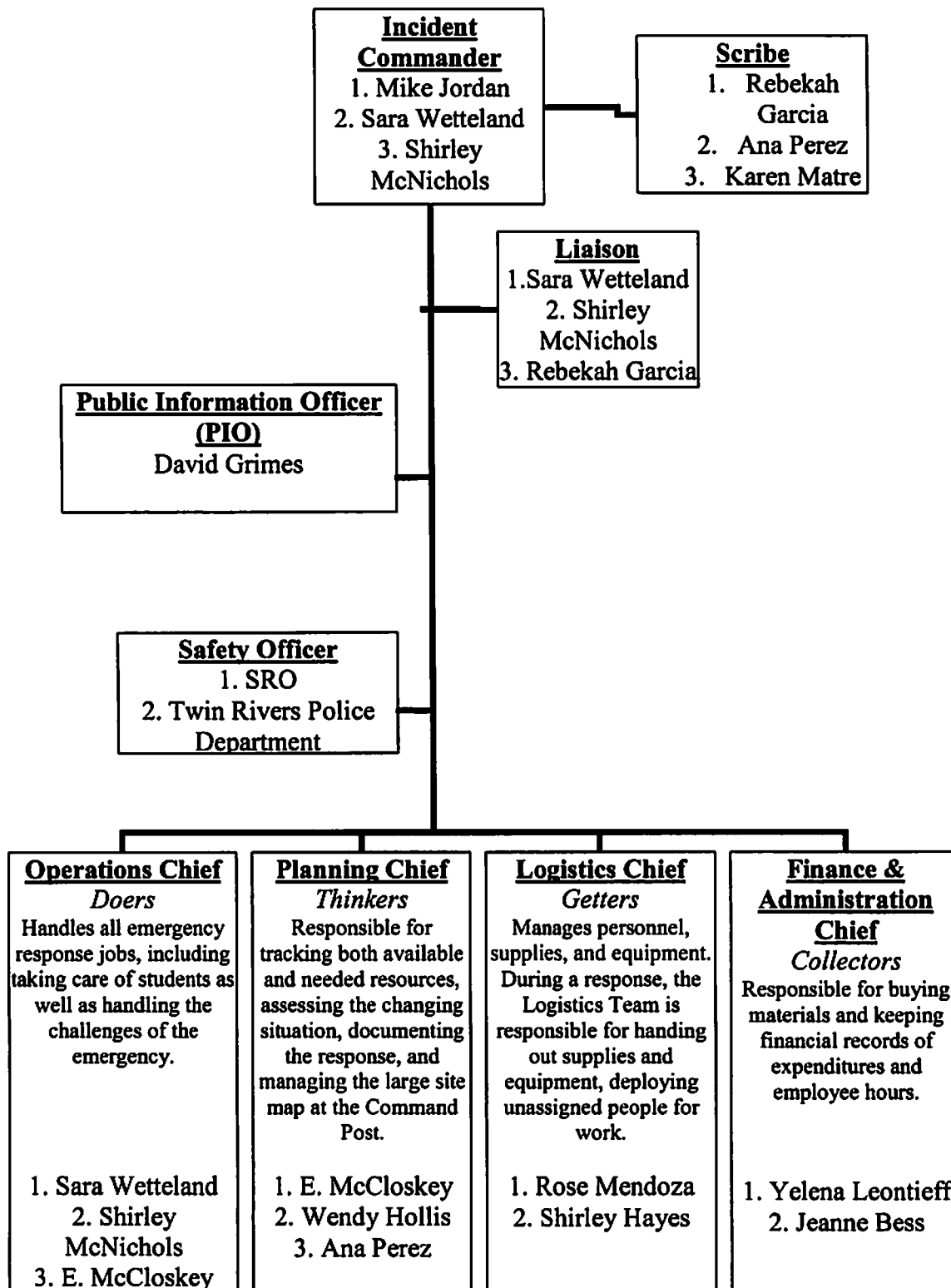
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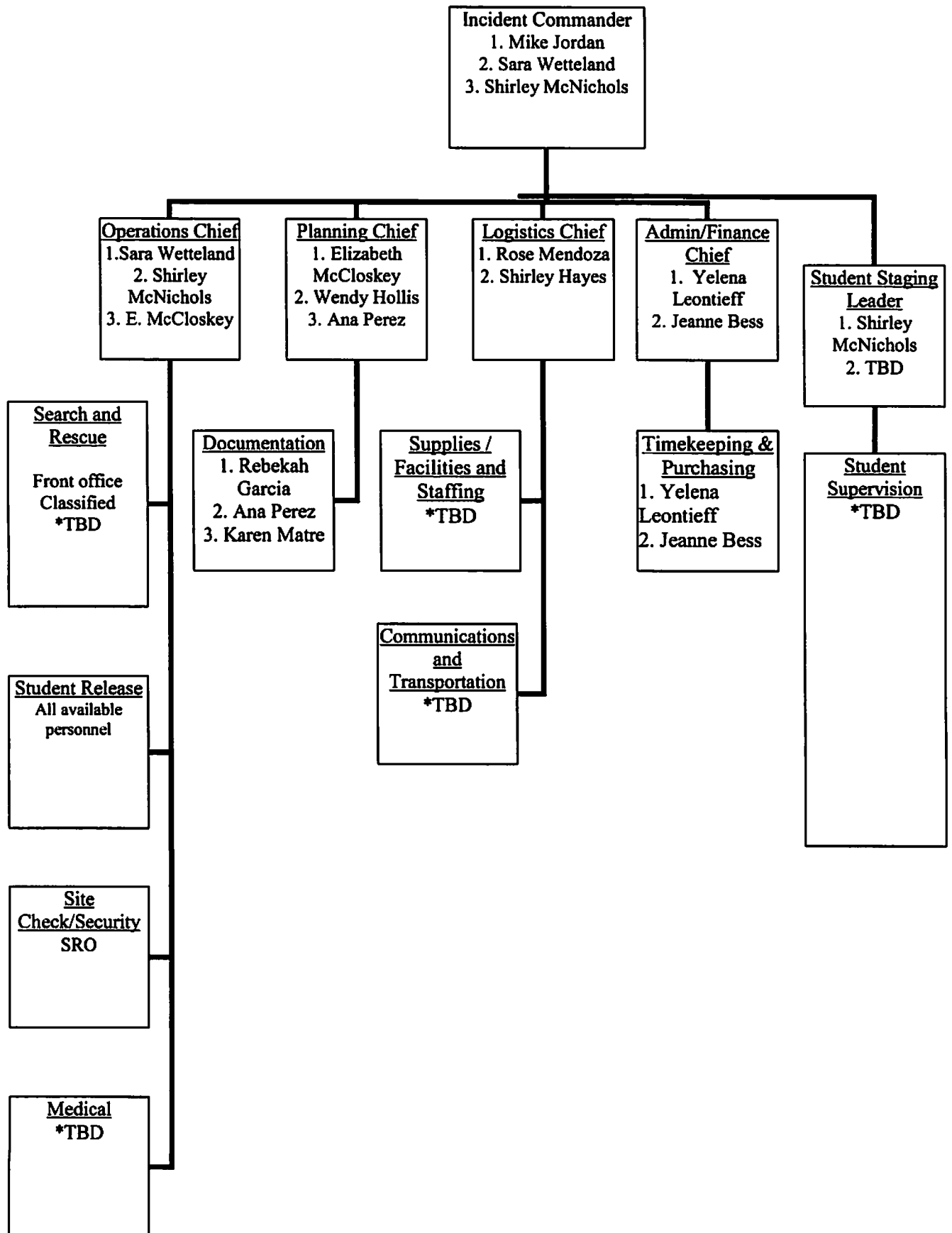
PART 1 CRISIS MANAGEMENT

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.

Center High School Incident Command System





***TBD- will depend what staff is available (on prep) to be able to assist**

Incident Command Descriptions

Incident Commander: The Incident Commander is the overall leader during an emergency incident. This person is normally the principal or assistant principal of the school. The Incident Commander makes decisions based on the information and suggestions being provided from the Liaison and ICS Section Chiefs.

- Assume Command
- Establish the Command Post
- Conduct briefings of the Command Staff
- Identify level of threat by assessing situation
- Set specific objectives and direct development of incident action plans
- Direct protective actions to stabilize the school
- Activate and oversee ICS functions
- Establish Unified Command with responding agencies
- Update EOC as situation evolves
- Approve information to send to the EOC for media briefings
- Set objectives for resumption of normal activities
- Maintain an activity log (scribe) and oversee action reports

Admin/Finance Chief

- Report to Command Post if directed to do so; otherwise, provide finance duties as secondary duty
- Keep an envelope or box for all receipts and overtime cards
- Provide a cost-accounting update for the IC as requested
- Maintain an activity log (scribe) and write after-action report
- Check attendance for that day for both students and adults

Logistics Chief: The Logistics Chief manages the team and reports directly to the Liaison. This team is responsible for obtaining any needed resource, communication, food and water, and transportation.

- Report to Command Post (Immediately or upon handing off students)
- Participate in briefing sessions, helping to identify required resources and personnel or advising of their availability
- Provide equipment, supplies, personnel, busses/cars as required by Operations
- Establish and maintain communications (radios, bullhorns, etc.)
- Stage resources (or Team Leaders) so they are readily available
- Coordinate and re-assign staff to other teams as needed by Operations
- Maintain a visible chart of available resources as a reference for Ops and the IC Team
- Provide food and water as needed (and available) for staff and students
- Maintain an activity log (scribe) and write after-action report

Operations Chief: The Operations Chief manages the members of the Operations Team. The Chief reports directly to the Liaison. This group, referred to as the “Doers”, performs the “hands on” response.

- Immediately report to Command Post
- Supervise and direct activities of all groups assigned to Operations through the Team Leaders
- Identify alternate staging areas as needed (to IC and Logistics)
- Identify alternate resource requirements (to IC and Logistics)
- Deploy resources
- Make changes as necessary to action plan based upon reports from group leaders and Planning Chief
- Update IC and IC Team with status reports
- Maintain an activity log (scribe) and write after-action report

Planning Chief: The Planning Intelligence Chief will report directly to the Incident Commander and may stay with the Incident Commander throughout the crisis. This team will gather information to assist with medium/long-range planning related to the ongoing incident and school recovery issues. They will arrange for recovery/aftermath resources so that there is no gap between the end of the incident and necessary support/ services.

- Report to Command Post (immediately or upon handing off students)
- Collect EOC forms and develop a briefing on incident size and scope for IC Team.
- With Ops, gather incident information and updates from team leaders.
- Send and supervise runners, if needed, to gather incident information
- Share information needed for decision making with IC Team
- Prepare estimates of incident escalation or de-escalation for IC Team
- Report to Safety any conditions that may cause danger
- Maintain an activity log (scribe) and write after-action report

Communications: This person will work to ensure that a communication system is in place (phones, walkie-talkies, etc). They will communicate crisis progress or changes within the site and with District Office.

Documentation: This person will collect, evaluate and document information about the development of the incidents and the status of resources.

Liaison: The liaison is the link between the Incident Commander and the Section Chiefs. The liaison may provide general information to the Incident Commander but does not make command decisions. The liaison is also the contact person/link for other community agencies, such as local police and fire departments.

Medical Team: Members of this team will take roll with their own class, send in their EOC form, and then ask a supervising teacher to watch their students. They

will then report directly to the Team Leader in a pre-determined First Aid Staging Area and organize first aid supplies. The medical area should provide privacy for the injured and easy access for cars used to transport people with major injuries.

If necessary, Medical Team members will take medical supplies and report to classrooms where injuries are being reported by Search and Rescue. They will stay in communication with Operations Chief via radio.

The Medical Team will use the First Aid and START to provide treatment and continue to prioritize injuries. Students with minor injuries can be walked to the medical area for first aid treatment. The Medical Team will determine if a student needs to be transported to the hospital. Written records must be kept of any students who are to be transported. If a transported student's name is not known, use a cell phone to take a photo of that student and document where he/she was transported to. Also, get the name of the ambulance company and the badge # of the ambulance personnel.

Off-Site Evacuation Coordinator: The duties of this position focus on organizing the off-site evacuation location during an emergency situation. This includes planning the movement of the students to the location and assisting with accounting of the students once they are moved. Many aspects of this assignment involve planning for the use of a location and planning the evacuation route to safely move the students. When organizing an evacuation, consider the special needs students and plan for how those students will be moved and what assistance will be required.

Scribe: The scribe will take roll with their own class, send in the EOC form, and then ask a supervising teacher to watch his/her students. The scribe then reports to the Command Post. The scribe stays with the Incident Commander at all times. The scribe will maintain a written record of the incident including actions taken, actions reported to the Incident Commander, time, names, dates, etc.

Search and Locate: This team is responsible to "sweep" the bathrooms, hallways, and other areas for students, visitors, and staff. This team may need to search for unaccounted for people. Emergency responders will perform any major rescue efforts if necessary. Members will take roll with their own class, send in their EOC form, and then ask a supervising teacher to watch their students. Search and Rescue Team members should report to their Team Leader in a pre-determined location. It may be near (but not in) the Command Post or by the Student Staging Area. The Operations Chief will direct the Team Leader as to the location of the missing or injured. Room by room searches are not conducted by Search and Rescue until after they have gone to all the rooms with known problems and then only if it is deemed safe to do so. As Search and Rescue teams (2 each for safety) proceed, they should check back in with the Team Leader to report

progress and/or need for additional help. The Team Leader reports progress/needs to the Operations Chief.

Site Check/Security Team: Members of this team will take roll with their own class, send in their EOC form, and then ask a supervising teacher to watch their students. The Team Leader will report to the Operations Chief and then, if it is safe, send the team to check on utilities, etc. The Site Check/Security Team will notify the utility companies of a break or suspected break in utilities. The team will then proceed to the entrances where public safety and/or parents may arrive and help direct people to the Command Post or Student Reunification Areas. If neighbors arrive, the team should direct them to help support Traffic Control.

A violent crime or other situation near a school may require that the school staff take steps to quickly secure the school from outside intruders. This will involve developing specific assignments for school personnel during such an emergency and creating a check system to make sure the school is secure. This person would then act as a liaison with the agency handling the local event.

Situation Analysis: The person in charge of situation analysis will provide ongoing analysis of situation and resources status - *What if...*

Staffing Assignment Coordinator: The role of this position is to use available personnel to assist with carrying out the core functions associated with an incident. Any teacher not assigned students during an incident and any school personnel arriving at the incident should directly report to this person. Working closely with the Incident Supervisor, the person will direct staff to the areas that need assistance. Those responsible for organizing the various areas will coordinate with this person in requesting manpower during the incident. This person will keep a roster of assignments and manpower needs and make requests of administrative offices when needed.

Student Release a.k.a. Parent Reunion Coordinator: This team will supervise the release of students. They will document the persons picking up students. They must record the time, signature, and where they will be taking the student. Pictures of each child with the adult picking them up may be useful. Members will take roll with their own class, send in their EOC form, and wait to be called up. Before parents begin arriving, the Team Leader will begin setting up the Reunification Center, with support if needed, in a predetermined location. They will gather information regarding attendance from the Admin/Finance Team. When parents begin arriving, the Team Leader will call up the rest of the team and notify the Operations Chief. As more parents arrive, more teachers and classified staff will be assigned to this staging area. Students will be re-assigned to other Supervising Teachers. If evacuating the site, before leaving the school grounds, the Student Release Team will post a notice on the front door informing

parents where to pick up their children. If the front door is no longer there, the notice will be placed on the flagpole.

Student Supervision Team: This team supervises all students unless otherwise assigned. Other teachers who have designated responsibilities that take them away from their class will be reporting to a member of the Student Supervision Team before they leave their class in his care. This team will be working closely with the Student Release Team to make sure that students do not leave until their parent or adult has signed them out from the release area.

Supplies/Facilities: This person will locate and provide facilities, equipment, supplies and materials as needed.

Timekeeping & Purchasing: This person will maintain accurate records of staff hours and of purchases.

Transportation: The school staff member responsible for organizing this operation works with the district Transportation Department to coordinate the arrival of buses and the loading of students onto the proper bus. Responsibilities for this person include: arranging for buses, supervising loading and moving of buses, and arranging alternative forms of transportation as needed. The Operations Chief will direct the team to move students off campus, if necessary.

SECTION 2 STAGING AREAS

Indoor Command Post:

1. Principal's Office
2. Library

Outdoor Command Post:

1. Stadium Press Box
2. Quad

Triage Area: Library/ Quad

Parent Reunification Area: Stadium or Tractor Supply Parking Lot

Bus Staging Area: Stadium

Media Staging Area: Tractor Supply Parking Lot

Off-Site Evacuation Location: [REDACTED]

SECTION 3 LOCKDOWN PROCEDURES

The school lockdown procedure serves many functions during an emergency situation:

- When a lockdown is initiated, the majority of students and teachers will be taken away from the threat.
- The dangerous situation can be isolated from much of the school.
- Accounting for students can accurately take place in each classroom.
- Depending on the situation, an organized evacuation can take place away from the dangerous area.

In addition to an onsite emergency, lockdown procedures can be modified for use during a local incident in which the school population is not in direct danger. A local incident might be a sheriff or fire event nearby or an injury on school grounds that require 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 does not enter the area. Immediate notification should be made to 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, a sheriff arrives with directions, or you are given the all clear via the PA system.

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/stadium area. Teachers must be able to hear the lockdown announcement and an alternate lockdown location must be identified. This location can be indoors or outdoors, if students can be safely hidden on the playground. In either case the lockdown location must be determined during initial crisis planning and the information should be clearly communicated to all staff members.

SECTION 4 EVACUATION PROCEDURES

General Evacuation

Evacuation decisions are very incident-specific. If the release occurs slowly, or if there is a fire that cannot be controlled within a short time, then evacuation may be the sensible option. Evacuation during incidents involving the airborne release of chemicals is sometimes necessary. If a general evacuation is ordered, the school population will be sent home, to the off site evacuation location, or to another location. Students are evacuated by walking or on school busses. If the school has been evacuated, the response personnel will need to decide when it is safe to return. They will need to verify data collected by the monitoring crews and consider the advice of the health officials concerned.

Evacuation of School Grounds

In the event the school cannot be occupied following an evacuation, it may be necessary to evacuate the school grounds. We will evacuate to the off site evacuation location.

The principal will call the Superintendent. Before leaving the school grounds, the Student Release Team will post a notice on the front door informing parents where to pick up their children. If the front door is no longer there, the notice will be placed on the flagpole.

During evacuation, the students will walk quickly, quietly, and in single file. If busses are available, students will board {insert location}. When releasing students to the care of parents or other adults, refer to the section entitled, "Release of Students to Parents".

School Evacuation Instructions

Exit the Building

- Go to the designated assembly area.
- Immediately upon hearing the fire alarm signal or instructions to "leave the building" over the intercom, students, faculty and others in the building shall evacuate the building via prearranged evacuation route quickly, quietly and in single file. The last person out of the room shall pull the door closed, but will not lock it. All will proceed to the designated assembly area.

Teachers

- Take class lists, red/green cards and student emergency card.
- Make special provisions to assist handicapped students.
- Exit the building through assigned exit or nearest unblocked exit.
- Lead the class out of the building to pre-designated area at least 500 feet from building. Area must be free from hazards such as overhead power lines, gas lines and motor vehicle traffic.

- Take roll and report any missing students (by name) to the Student Supervision Leader at pre-designated location away from building.
- Necessary first aid should be performed.

Students

In homeroom class

- Leave all personal items in classroom.
- Follow their teacher and exit in a quiet and orderly manner.

NOT in homeroom

- Leave all personal items in classroom.
- Exit with their supervisor, or if alone, exit the nearest unblocked exit.
- Remain with the class with which they exited until it is deemed safe for the student to return to his/her regular class.

At recess / break

- During recess, students should go to their assembly area.
- Students should go to the assembly area of the next class on their schedule.

Staff Not Assigned To Classrooms

- Will follow as directed in the Incident Command System.
- Assist as directed by principal or designee.

Principal or Designee

- Report any missing persons to emergency response personnel.
- If building is determined to be safe to re-enter:
 - Determine WHEN it is safe to re-enter
 - Notify teachers by all clear signal or runner. DO NOT USE FIRE ALARM SIGNAL for re-entry.
- If building is unsafe to re-enter, evacuate the school site, using predetermined plan.

Instruct teachers to:

- Release students to responsible adults using predetermined procedure.
- Students will exit school grounds to the blacktop/field either to board busses or to walk to {insert location}.

Evacuation of Students with Disabilities

Students with sensory, developmental, cognitive and mobility disabilities will have evacuation protocol in place that meets the requirements of their Individualized Education Plan, their Health Plan and/or Americans with Disabilities Act requirements. During an evacuation:

- A pre-designated staff member will assist with the evacuation.
- The staff member will describe the situation and actions to be taken in advance of beginning the evacuation procedures.
- The staff member will use facial expressions and hand gestures as clues when describing the procedures.
- The staff member will give one direction at a time during the evacuation.
- The student will never be left unattended.

Exit Route

An emergency exit route will be posted in the classroom beside the door. All who use this room should be familiar with the fire evacuation route as it applies to that room. When you have a substitute, make sure they are aware of where this map is located and that the roll sheet and student emergency information must be taken with them during the drill.

SECTION 5 STUDENT RELEASE PROCEDURES

Early Dismissal

The ultimate responsibility for the student's safety from the school to home in cases of emergency lies with the parent or guardian. Parents should work through community emergency preparedness groups to make preparations for the safety of their own children.

If an emergency occurs during the school day, and it is believed advisable to dismiss school, students will be provided shelter and supervision at the school as long as deemed reasonable by the principal.

The school will proceed on the basis that there will be no bus transportation or telephone communication. School will not be dismissed early unless school authorities have been assured by local emergency authorities that routes are safe for student use.

Follow the "Release of Students to Parents" plan.

Release of Students to Parents

Each teacher will have a copy of the student emergency information and a list of students on a clipboard. The adults listed on this card will be the only adults the students will be released to. Any other adult showing up may stay with the student, but he/she will not be permitted to leave with them. This clipboard is to remain with the teacher during any building evacuation exercise including a fire drill.

Prior to the approved adult taking the student, a release form must be filled out and signed. (See student release form.)

Teachers must stay with the students until all their students are picked up and/or the principal or his/her replacement approves of their leaving.

STUDENT RELEASE FORM

Student's Name _____

Date _____ Time _____

Teacher _____

Room # _____ Grade _____

PERSON CHECKING OUT STUDENT:

Signature _____ Name _____

PLANNED DESTINATION:

Home _____ Other (address, phone #) _____

IF NOT PARENT/GUARDIAN, PLEASE PRINT THE FOLLOWING INFORMATION:

Name _____

Address _____

Phone # _____

Location where student can be found _____

STUDENT RELEASE FORM

Student's Name _____

Date _____ Time _____

Teacher _____

Room # _____ Grade _____

PERSON CHECKING OUT STUDENT:

Signature _____ Name _____

PLANNED DESTINATION:

Home _____ Other (address, phone #) _____

IF NOT PARENT/GUARDIAN, PLEASE PRINT THE FOLLOWING INFORMATION:

Name _____

Address _____

Phone # _____

Location where student can be found _____

SECTION 6 SCHOOL PARTNERSHIPS

Off Site Partnership

SECTION 7 RESOURCES

Staff List/Special Skills

****This information is kept
confidential in Mike
Jordan's Emergency
backpack****

Staff Emergency Information

Staff Member[illegible]

[illegible]

SECTION 8 COMMUNICATIONS

It is likely that the public address system will be operational in most emergencies during which inside-the-building announcements need to be made. If it's not, communication will be by messenger(s) from the office to each teacher.

Communication between the custodial staff and the office staff will be by radio. One radio shall be assigned to each of the following people:

Principal
Secretary
Day Custodian
Night Custodian
Noon Duty Aide
Music Teacher
Drama Teacher
Each building has designated classroom teacher
Counselor
Operations Chiefs
Planning Chiefs
Logistics Chiefs
Incident Commanders

Telephone Communication

1. The school telephones may NOT be used by ANY person for outgoing calls of any kind during an emergency, except when authorized by the principal.
2. Appropriate authorities will be notified including 911, Twin Rivers Police Department, and the Superintendent.

SECTION 9 CRISIS PHONE DIRECTORY

- Sheriff/Fire Department: 911
- Twin Rivers Police Department: (916) 566-2777
- Poison Control Center, UCD Medical Center:(916) 734-3692
- Citizens Utilities (Water): (916) 568-4200
- SMUD (Electricity): (916) 456-7683
- PG&E (Gas): (916) 743-5000
- Superintendent's Office: (916) 338-6400
- Maintenance, Operations, Transportation (MOT):
 - Craig Deason, Assistant Superintendent: (916) 338-6337
 - Carol Surryhne, Assistant Superintendent's Secretary: (916) 338-6337
 - Kim Rogers, Staff Secretary: (916) 338-6417
- Child Protective Services (CPS): (916) 875-5437
- Spinelli Elementary School: (916) 338-6490
- Dudley Elementary School: (916) 338-6470
- Oak Hill Elementary School: (916) 338-6460
- Wilson C. Riles Middle School: (916) 787-8100
- Center High School: (916) 338-6420
- Antelope View Charter School: (916) 339-4690
- Global Youth Charter School: (916) 339-4680
- McClellan High School: (916) 338-6445

SECTION 10 LETTERS HOME

Dear Parents:

Please review the following information regarding school and parent responsibilities for emergency school closure. Please help us to be efficient and helpful in caring for your child.

We have developed an emergency preparedness plan that outlines a variety of situations including fire, bomb threat, earthquake and the possibility of evacuation due to an unforeseen emergency. We would like parents to be advised as to what to expect while their children are in school. The following procedures will be implemented in case of an emergency:

1. In case of a fire alarm, students will be evacuated from the building. In the event of an **actual** fire that requires evacuation, students will be evacuated to {insert location}. If possible, notification will be sent to parents through the automatic dialing system; otherwise, parents will be informed by school officials during or after the evacuation.
2. If an emergency evacuation occurs before parents can be reached, a notice will be left on the front door informing parents where to find their children. Only parents or adults listed on the emergency information cards will be permitted to pick up students. Please make sure the information on the emergency card includes everyone you would permit to pick up your child. Bused students will only be returned home during regular times and only if it is deemed safe.
3. If there is an earthquake, students will be kept in classrooms until quaking stops. Students will then be evacuated from the building. If there is too much damage to use the school as shelter, see number 1.
4. Floods, power outages, severe storms or any other disaster will normally result in students being held at school in regular classes until the usual departure time or sent home as in number 2.
5. Parents should discuss the above information with their children and assure them that school personnel will care for them just as they do each day, until they can be re-united with parents.

As the new school year starts we would like to remind you that this is a good time to go over the following information with your children:

1. Practice and review emergency plans, family meeting places and emergency telephone numbers regularly with your children.
2. Each year make your child's teacher aware of his/her health or physical needs that would require special action or supplies during an emergency. Make sure the office has a supply of vital medication on hand.
3. Make sure your student's information card has the name, address, and phone number of anyone you want to pick up your child during an emergency. Students will NOT be released to ANYONE not listed on this card.
4. Make sure your child is familiar with the people he/she may leave with and that they know that it is OK to leave with them in the event of an emergency. This may include a family code word.
5. Be aware that you may not be able to get to your child in the event of a large-scale emergency if you work a great distance from your child's school. Be aware that the person picking up your child may have them for several hours or even days.

SECTION 11 AFTERMATH

Counseling

The need for a proactive counseling program can not be overlooked.

Many dangerous situations can be avoided with early intervention by trained professionals. Available resources should be identified and used on a regular basis when the first sign of depression, anger, or other alarming changes in a student is observed. During a crisis, the CMT member responsible for counseling must quickly organize a counseling program to help students, parents, faculty, and the community members heal from the incident. Counselors at the effected school may handle some incidents, while other incidents could easily require the cooperation of many services. Identifying resources within the school system, county, and community should be planned and well organized before a crisis occurs.

SECTION 12 TRAINING AND UPDATING

Drills

The principal shall hold fire drills monthly and intruder alert and earthquake drills each trimester to ensure that all students, faculty members, and others are sufficiently familiar with such drills that they can be activated and accomplished quickly and efficiently. These drills shall be held at both regular and inopportune times to take care of almost any situation. Everyone in the building, including other employees, all office workers, all lunch workers, all custodial staff, and visitors must obey the instructions in the room or area they occupy when the alarm is sounded. Drills will also be carried out for quick evacuation of the multi-purpose room. The school secretary will be responsible to notify Sacramento Fire Department and Twin Rivers Police Department as necessary.

Once yearly, a full scale disaster drill will be held to give the staff an opportunity to fully implement the Incident Command System.

Training

The staff has participated in the following trainings:

- Arson Prevention (every other year – odd years) – {Spring 2013}
- Bloodborne Pathogens for School Employees (every other year – even years) – {Sept 2013}
- Code Red Lockdown Training (annually) – {Sept 2014}
- CPR Training (every other year – even years) – {Sept 2013}
- NIMMS/ICS video (discuss components annually, can watch video every other year) – {August 2014}
- Mandated Child Abuse Reporter Training (annually) – {Spring 2014}
- Triage Training (every other year – even years) – {August 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

Store an emergency bag, with a copy of the Crisis Readiness portion of the safety plan, in a visible location in the school areas that are accessed by clubs and groups after regular school hours.

A one-page "After Hours Crisis Procedures" document has been provided with the "Facilities Use Agreement." This document refers the group leader to the Crisis Readiness portion of the safety plan for detailed crisis response procedures.

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

**** CIF After Hours procedures are in Appendix N****

SECTION 3 BOMB THREAT

Because an explosive device can be controlled electronically, school radio usage should not take place inside the school during a bomb threat since radio waves could detonate the device accidentally. Radio usage can resume 300 feet away from the building, allowing for communication from the evacuation staging area. Cell phones should also not be used.

Bomb Threat Procedures

I. Office Personnel

- a. If the threat is made by any means other than telephone, immediately notify an administrator.
- b. If the threat is made by telephone, the person receiving the call is to do the following:
 - i. Mentally form a picture of the caller - is the caller male or female? Juvenile or an adult? Does the voice sound familiar? If so, who? As soon as possible, indicate your impressions on the Bomb Threat Form.
 - ii. Ask the caller three questions, in this order:
 1. When is the bomb going to explode? (The caller may or may not respond to this question. If the threat is real, chances are he/she will say something. If the caller just hangs up without any comment to your questions, the chances are great that it is a prank call.)
 2. Where is the bomb located? What kind of bomb is it? (If the caller responds to these questions, he/she will probably lie, but it will keep the caller talking and give you more time to identify him/her.)
 3. Why are you doing this? Where are you now? (The caller's answer to these questions will give you a clue as to whether or not it is a real threat. If he says he wants money, or is representing some group or organization, the chances that it is a real threat are increased. In no event suggest a reason to him by asking something like, "Do you want money?" Let the caller provide the reason.)
 - iii. Note the time the call was received and immediately notify the principal or designee.
- c. Call the Sacramento County Sheriff (911) and ask for a sheriff's unit to be dispatched to the school.

II. Administration

Make a judgment as to the validity of the threat, and react in the following manner whether or not you believe this to be a prank:

- a. Notify teachers to evacuate their rooms by announcing the bomb threat. All students should be at least 500 ft. away from the building.
- b. Wait for the sheriff's unit to arrive. Assist the officers as needed.

- c. Provide a designated employee(s) to assist law enforcement in search of suspicious objects on school grounds.
- d. Administrator must determine if students will need to evacuate the school grounds if no suspicious item is found.
- e. Maintenance, Operations, & Transportation will be called to provide busses for students, if necessary.

III. Teachers

- a. Upon receiving the notice to evacuate, have your students assemble outside your classroom in an orderly manner and wait for you.
- b. Students should take their backpacks with them.
- c. Check your room before you leave for anything out of the ordinary. Take a 360-degree sweep from eye level to floor and if you see anything suspicious, report it to an administrator.
- d. Keep your group together and walk with them to the field. Take your roll sheet and emergency information and call roll when you get there. Get your group together in an orderly manner and stay with them. You will probably be there for awhile, so take your time with these tasks and make sure students obey you perfectly.
- e. When you hear the all clear signal (announcement over the intercom or on the bullhorn) return to your classroom in an orderly manner.

IV. Custodians, Cooks, and other Classified Employees

- a. Check your work areas. Do a 360 degree visual check of your room(s) as described under "Teachers" above.
- b. Assist Administration as needed.

BOMB THREAT FORM

RECEIVING A BOMB THREAT

INSTRUCTIONS:

Be calm and courteous: LISTEN! Do not interrupt the caller. Quietly attract the attention of someone nearby, indicating to them the nature of the call. Ask the questions in the order they are listed. Complete this form as soon as the caller hangs up and the school administration has been notified.

Exact time of call: _____

Exact _____ words _____ of _____ caller:

Questions to Ask

1. When is the bomb going to explode? _____
2. Where is the bomb? _____
3. What does it look like? _____
4. What kind of bomb is it? _____
5. What will cause it to detonate? _____
6. Did you place the bomb? _____
7. Why? _____
8. Where are you calling from? _____
9. What is your address? _____
10. What is your name? _____

Caller's Voice (Circle):

Calm	Disguised	Nasal	Angry	Broken
Stutter	Slow	Sincere	Lisp	Rapid
Giggling	Deep	Crying	Squeaky	Excited
Stressed	Accent	Loud	Slurred	Normal

Voice Description (Circle):

Male	Female	
Calm	Nervous	
Young	Old	Middle-Aged
Rough	Refined	

Accent: Yes No Describe _____

Speech Impediment: Yes No Describe_____

Unusual Phrases_____

Recognize Voice? If so, who do you think it was?_____

Background Noises (Circle):

Music TV
Traffic Running Motor (type)_____
Horns Whistles Bells
Machinery Aircraft Tape Recorder Other_____

Additional Information:

A. Did the caller indicate knowledge of the facility? If so, how? In what ways?_____

B. What line did the call come in on?_____

C. Is the number listed? Private number? Whose?

D. Person Receiving Call_____

E. Telephone number the call was received at_____

F. Date_____

G. Report call immediately to:_____
(Refer to bomb incident plan)

Signature_____ Date_____

THREATENING PHONE CALL FORM

Time call was received_____ Time caller hung up_____

Try to get another person on the line and record the conversation. Exact words of person:_____

Questions to ask if not already covered by caller's statement (record exact words)

1. What is your name? _____
2. What are you going to do? _____
3. What will prevent you from doing that? _____
4. Why are you doing this? _____
5. When are you doing this? _____
6. Where is the device right now? _____
7. What kind of device or material is it? _____
8. What does it look like? _____

Person receiving the call

Person monitoring the call

Department_____

Department_____

Dept Phone No. _____

Dept. Phone No. _____

Home Address_____

Home Address_____

Date: _____

SECTION 4 BUS ACCIDENT

Field Trip Preparedness for Staff Members

- School buses are required to carry a first aid kit. Make sure it is in the bus.
- Teachers who participate in a large number of field trips should be encouraged to train in CPR and first aid procedures.
- Always take a complete roster and emergency care cards of students on a field trip.
- Maintain a complete list of teachers' and chaperones' home phone numbers, emergency contacts and work phone numbers for spouse.
- Develop an emergency phone number directory for field trips. Directory should contain emergency phone numbers for the school system and main phone numbers to the school and administrative offices.

SECTION 5 CHEMICALS/BIOHAZARD/GAS ODOR

All chemicals in the building are to be identified and stored according to district policy and procedures. Safety data sheets from vendors shall be on file and available for all chemicals in the office for quick reference. All personnel involved with chemicals in any manner are to be trained in their proper use.

The fire department shall be informed by the principal once each year of all chemicals used in the building and where they are stored. In the event of a hazardous material accident in the building, the principal (or designee) will decide if and how the building will be evacuated. If any accident should occur, the fire department, Center Unified School District Superintendent, and Sacramento County Health Department should be notified.

Responders will decide whether to order people to remain indoors (shelter-in-place), rescue individuals from the area, or order a general evacuation. The "remain indoors" option will be considered when the hazards are too great to risk exposure of evacuees. Rescuing people from the hazardous area may involve supplying protective equipment for evacuees to ensure their safety. A general evacuation requires a significant amount of lead-time, which may not be available.

In order for the "in-place-shelter procedure" to be effective, the effected population must be advised to follow the guidelines listed below:

- An announcement will come over the PA system telling you that the "in-place-shelter procedure" is in effect.
- Close all doors to the outside and close and lock all windows. (Windows seal better when locked.) Seal gaps under doorways and windows with wet towels, and those around doorways and windows with duct tape (or similar thick tape) and sheets of plastic (precut and labeled before the incident). Have students assigned to specific tasks ahead of time.
- Ventilation systems should be turned off.
- Turn off all heating systems and air-conditioners.
- Seal any gaps around window type air-conditioners, exhaust fan grills, exhaust fans, and range vents, etc. with tape and plastic sheeting, wax paper, or aluminum wrap.
- Close as many internal doors as possible.
- If an outdoor explosion is possible, close drapes, curtains, and shades over windows. Avoid windows to prevent potential injury from flying glass.
- If you suspect that the gas or vapor has entered the structure you are in, hold a wet cloth over your nose and mouth.
- Tune in to the Emergency Alert System on the radio or television for information concerning the hazardous materials incident and in-place-sheltering.

SECTION 6 DEATH/SUICIDE

Definition - Death or suicide of a student, staff member or significant person close to the school where students and/or staff are affected.

Principal or designee shall:

1. Call 911.
2. Contact Superintendent.
3. Notify immediate family - parent or guardian.
4. Identify key staff members at site to disseminate information at site level.
5. Communicate behavioral expectations to staff regarding:
 - Confidentiality issues
 - Providing factual information
 - Available resources
6. Send home written information to parents on facts of incident and any follow-up services available.
7. Consult with psychologist or county office of education staff for intervention strategies including specific activities that can be used in the classroom.

If the incident causes a major disruption to school activities, evacuation may be necessary and will be determined by law enforcement, principal or designee.

SECTION 7 EARTHQUAKE

During the Quake

Keep these points in mind in the event of an earthquake:

1. If an earthquake occurs, keep calm. Don't run or panic. If you take proper precautions, the chances are you will not be hurt.
2. Remain where you are. If you are outdoors, stay outdoors. If you are indoors, stay indoors. During earthquakes, most injuries occur as people are entering or leaving buildings (from falling walls, electrical wires, etc).
3. The teacher will give the "drop and cover signal" if the bell system is not operable.
4. Everyone will get under his/her desk and cover his/her head. If a desk, table or bench (best choice) is not available, sit or stand against an inside wall or in an inside doorway. Stay away from the windows, outside walls, and outside doors.
5. If you are outside, stay away from the building, electrical wires, poles, or anything else that might shake loose and fall. Look for open space and stay low.

After the Quake

For your own safety and that of others, you should carefully do the following:

1. About two minutes after the shaking stops, the fire bell will sound. If we have lost power, the teacher will give the command to evacuate the building.
2. Use the "Building Evacuation" plan.
3. Use extreme caution in entering or working in buildings that may have been damaged or weakened by the disaster.
4. Stay away from fallen or damaged electrical wires, which may still be dangerous.
5. The custodian will check for leaking gas pipes. Do this by smell only - don't use matches or candles. If you smell gas:
 - Open all windows and doors.
 - Turn off the main gas valve at the meter.
 - Leave the building immediately.
 - Notify the Gas Company, Police, and Fire Departments.
 - Don't re-enter the building until it is safe.
6. The principal will confer with the Superintendent about evacuation of the school. If necessary, follow the "Evacuation of School Grounds" policy. Do not evacuate to another building unless it has received an inspection by a qualified person.

Re-entry of Building

Follow the procedures of the re-entry instructions (after "Building Evacuation") except: the building should be inspected by a qualified person who has been trained in Building Analysis. This person will perform an inspection on structural

soundness, electrical wiring, water distribution, oil, gas, and other fuel systems, and boiler and heating systems.

A damaged structure will be occupied only after authorization by the responsible local agency. Building supervisors will be notified of the corrective actions to be taken to return building to use.

SECTION 8 FIRE/EXPLOSION

Fire

1. In the event of a natural gas fire, sound alarm and then turn off main gas valves. If the fire is small, use the fire extinguisher AFTER the gas is turned off.
2. In the event of an electrical fire, sound alarm and then turn off electricity. Do not use water or water-acid extinguishers on electrical supported fires. Only small fires should be fought with an extinguisher.
3. The person locating the fire will sound the school alarm.
4. Follow the "Building Evacuation" instructions.
5. The principal will notify the superintendent's office.
6. The office staff will notify the utility companies of a break or a suspected break in utilities.
7. Keep access road open for emergency vehicles.
8. All staff will be responsible to peek in the door of classroom on either side and make sure they were informed of the fire.
9. The custodian is responsible for checking exits daily to make sure they are functional. All exits should be obvious, maintained and clear of obstructions.

Computer Labs

All labs are to be equipped, as their needs require, for proper fire control and for emergency purposes.

Lunchrooms and Kitchens

1. Emergency preparedness to control fire in school kitchen areas:
 - Have automatic extinguishers over deep fryers and grills.
 - Have fire extinguishers for all types of fires in proper location.
 - Make sure that all of the kitchen personnel know where the extinguishers are located and how to operate them.
 - Make sure that the kitchen personnel know which exit to take in case of fire.

Whether it's a real fire or a drill, try to evacuate the building in fewer than two minutes.

Fire Drill Procedures

The secretary will call the fire department to inform them it is a drill. The principal or designee shall sound the alarm.

1. When the signal is sounded, the teaching staff will proceed to the evacuation assembly area (stadium) with their classes. Staff not assigned a regular class of children will report to the incident command center to render any needed assistance to IC/teachers.

2. Once each month, all teachers will instruct their classes in the correct procedures and behaviors to utilize during fire drills.
3. Once each month, a fire drill will be conducted by the school staff.
4. Students proceed to the stadium and sit in assigned teacher area.
5. Supervising staff will take roll. The whereabouts of all students should be known.
6. Any student in attendance at school but not with class or in a special class should be reported immediately to the Student Supervision Leader.

Silent Fire Drill / Neighborhood Disaster Plan

1. Silent fire drills and neighborhood disaster procedures will be used in the event of bell and/or intercom failure.
2. When a silent fire drill is in progress, a monitor appears at the door with a sign stating "silent fire drill." The monitor will remain until the teacher sees the sign. The procedures to follow are the same as during a regular fire drill.
3. When a silent intruder on campus drill is in progress, a monitor appears at the door with a sign stating "Duck and Cover". The monitor will remain until the teachers see the sign.

Fire Extinguishers

Fire extinguishers are placed in strategic locations as recommended by the fire department (see map). Faculty members and other staff personnel shall be instructed in the use of the fire extinguisher.

All extinguishers, unless stated, are dry chemical types which are needed to put out type A, B, and C fires which include wood, textiles, gasoline, oil, greases, and electrical fires. In discharging a fire extinguisher, it should be held upright while the pin is pulled. The lever is then pressed while aiming at the base of the fire.

Fire Extinguisher Inspections

The district maintenance department will be responsible for checking for possible building code violations and making sure all fire extinguishers are checked yearly for the following:

1. Check gauge for full charge. Report discharge or overcharge reading immediately to control office.
2. Check seal for breakage.
3. Check hose for crack, leaks, tears, etc.
4. Check casing for leaks or breakage.

SECTION 9 FLOOD

When there is a flood at the school site

- Notify parents via radio and television.
- Notify bus drivers for an early/late dismissal.
- The custodian or site security team will shut off water to prevent contaminated water from entering the school supply.
- The custodian or site security team will shut off electricity to prevent electrical shock.
- If school is a designated emergency shelter and time permits, check all supplies and provisions prior to emergency operations.

After the danger is over

Beware of contaminated food, water, broken gas lines, and wet electrical equipment. Resume classes only after a qualified person has done a building assessment (see returning to building under earthquake.)

Minor Flooding

If the school experiences minor flooding (one or a few classrooms), the class(es) affected will evacuate to another part of the building (principal will decide where to go). Classes will continue. The principal will notify the superintendent and they will jointly decide what to do next.

SECTION 10 GAS ODOR

If odors are detected outside the building, it is not necessary to evacuate the building. Call the police and fire non-emergency number to report the smell (874-5115). Call the district office.

If the odor is detected inside a school building, convene the crisis management team and evacuate the building immediately.

- Call 9-1-1
- Arrange to have the students moved to an off-site evacuation location
- The incident command system member responsible for student accounting begins the process of tracking all students
- Make sure the critical incident response kits leave the school with the students

SECTION 11 HOSTAGE SITUATION

Intruder or Hostage Situation

Organized or unorganized terrorists would usually find themselves in one or two places within the school building. Either they would penetrate into the administration office, or they would infiltrate a classroom. The administration and staff have only two "weapons" in which to combat the situation: time and specific procedures. The school staff should not attempt to disarm terrorists.

The procedures for the following situations are as follows:

Terrorist or Intruder Enters the Classroom

1. The teacher will try to make contact with the office via intercom phone.
2. If the teacher cannot get to the communication system, he/she should attempt to send a note out the door with a student. Do not take a chance if there is any doubt that the child will be seen exiting. If one is able to leave, he/she should crawl past any windows so as not to be seen.
3. Any teacher receiving the note from a student or other adult should immediately lock all doors, inform the office, and close the blinds.
4. If there is another teacher, adult, or student who can safely make a call, call the office at {338-6420} or the administrator at {338-6421/22}. The office's number should be visibly posted near phone.
5. Immediately brief the students to sit down and be quiet if you are faced with an intruder.
6. Try to obey all commands of the terrorist/intruder.
7. The office personnel upon receiving a "help" signal will verbally call for a lock down over the intercom. Teachers will immediately lock all outside doors including workroom doors and close the blinds. Students should assume the duck and cover position under their desks.
8. Office will immediately dial 911.
9. No one will evacuate the building unless instructed to do so by the principal or uniformed police officer.
10. Remain in your room until an "all clear" signal is given.
11. Any student finding himself or herself en route to a classroom from the bathroom, office, library, or another classroom needs to go to the nearest classroom or building. If the door is locked, he/she is to knock and loudly announce one's self.

Terrorist or Intruder Enters the Office

1. If the administrators, secretary, office assistants, or any other staff members are able to phone out of the school without bringing harm to themselves, they will call 911.
2. The principal or secretary will notify the Superintendent, if possible.
3. The school office personnel shall attempt to follow all commands of the terrorists.

Terrorist or Intruder Appears on Campus During Recess

1. The teacher on yard duty who first notices an armed individual (gun, knife, or other dangerous weapon) on campus will signal other adults on the playground with four short blasts on a whistle. An adult will send a student to the closest classroom door to enter and ask the teacher inside to inform the office immediately.
2. The office will announce the intruder alert. All students and teachers in classrooms will react accordingly by assuming the duck and cover position.
3. Students on the playground hearing four short whistle blasts or hearing the Duck and Cover signal will look for the nearest teacher and follow instructions. Students need to be aware that four short whistle blasts designate a problem. If the intruder has a weapon but is not firing, teachers should exit students as quickly as possible via one of the escape routes in that particular duty area.
4. Teachers will go in the opposite direction of the intruder.
5. If an intruder arrives on the playground and starts firing shots, students and teachers should drop to the ground.
6. Teachers will need to keep an eye on the intruder at all times to determine what to do next. This type of a situation is unpredictable and unfortunately cannot be covered with pre-determined procedures. The main concern is to get as many students as possible off the playground and into a safe building.

SECTION 12 HOSTILE VISITOR

Domestic or Civil Disturbance

It should be noted that the normal school routine serves to reduce the threat of civil disturbance within the school. The classroom unit keeps students in small groups where each student is more easily known and can be held responsible for his/her actions. Outsiders are generally recognized and the potential for problems can be reduced if the integrity of the individual classroom unit can be maintained.

To reduce the potential for problems, these steps are standard procedure:

1. All teachers are to be at their lines directly after the final recess bell.
2. Teachers are expected to attend assemblies and sit with their classes.
3. Teachers and administrators are available if the need for control should arise before and after school.
4. The administration is aware of substitutes in the building and teachers in adjoining classrooms are available to assist substitutes in controlling students if the need should arise. Each substitute is provided with lesson plans by the teacher who is absent, whether by direct communication, previously prepared plans, or emergency plans on file in the office.
5. Teachers are asked to report the presence of any outsider they see to the administration.

In addition to the above listed procedures, teachers and administrators should be keenly aware of the general morale of the students. An atmosphere in which students feel free to approach teachers and discuss problems is encouraged so that a close working relationship with all the different groups in the school can be achieved.

It is important to be aware of community problems, which could possibly set the stage for civil disturbance. The PTA and School Site Council organizations can be helpful in determining problems and offering assistance. A liaison with law enforcement agencies must also be maintained.

Procedure to Deal with Civil Disturbances

Violent Person:

Teachers are to be notified by intercom to close and lock classrooms until the situation is cleared by the administration and/or police. The "duck and cover" drill will be initiated. Students located in the halls shall be moved to the nearest classroom as quickly as possible. While contact is made with law enforcement, one person (determined by the administration) may attempt to establish rapport

with the person, otherwise do not confront this person; contact the office immediately. The office will call 911. Administrators will inform the Superintendent.

If it is a parent with a restraining order planning to take his/her child, allow him/her to do so if it appears that it may be dangerous to intervene. Get a description of the subject, license number, make and model of car and direction of travel. If there are any records on this person in the school office have them ready for law enforcement. See further information under the heading, "Kidnapping/Attempted Kidnapping."

Mob:

If the persons involved are from outside the school, the same procedure as used with a violent person should be implemented. If students are involved, the administration will determine the need for police assistance. If advance warning is received, steps will be taken to try to prevent the incident. In the absence of law enforcement, the administration will do whatever it believes necessary to alleviate the problem. The administration will make a written report of the entire incident.

Unidentified Person(s) Taking Control:

If an unidentified voice gives orders over the intercom threatening or calling a general assembly or asking for individuals, teachers are to close and lock their classroom doors. If an unidentified person comes to the room, he/she is to be asked for office clearance. Pick up the phone and contact the office if the person refuses to leave.

SECTION 13 KIDNAPPING/ATTEMPTED KIDNAPPING

Definition: The physical capture or attempted physical capture of a student or staff member against their will.

1. Principal or designee will contact the Sacramento Sheriff (911).
2. Principal or designee will contact the Superintendent and report the situation.
3. Principal or designee will contact the parent or guardian of the kidnapping victim.
4. Principal or designee will inform the teachers of the situation and give further instructions regarding child safety.
5. Principal or designee will inform secretary on how to respond to phone calls regarding the incident.

SECTION 14 MEDICAL EMERGENCY

Our school shall be prepared to provide basic first aid while summoning necessary emergency assistance. A list of qualified persons who have had First Aid and CPR training should be maintained by the principal. This list must be updated and distributed to the staff annually.

An emergency card will be filed in the office for each student with emergency numbers to call in case of an accident, injury, or illness. Parents will always be notified as soon as possible of any reportable accident, injury, or illness.

Any reportable accident or injury incurred on school property or during a school activity off campus will be reported in writing to the office of the principal no later than 24 hours from the occurrence. Accident forms are kept in office filing cabinet.

The general emergency number 9-1-1 will be explained each year to all school personnel, and this number will be readily visible on all telephones.

A first aid kit shall be maintained in the office and rotated. A Red Cross first aid booklet is provided with each kit. First aid procedures will follow the current American Red Cross First Aid Manual.

Although some staff members are trained in basic first aid and CPR procedures, they are not to be considered medical experts. The first aid kits are to be used only in cases of emergency.

First Aid Stations

A first aid station is always maintained in the nurse's office. In the event of a large scale emergency that requires an evacuation, a medical station will be set up by the Medical Team in a pre-determined location. If evacuation is not necessary, the nurse's station and/or the multi-purpose room will be used.

Rescue

With a non-critical or less serious injury, move the victim to the nurse's office.

With a serious or critical injury, do the following:

1. Evaluate the situation. Unless the victim is in further danger, do not move him/her.
2. Be sure the victim is breathing.
3. Control serious breathing.
4. Send a runner to notify the office.
5. Treat for shock.
6. Keep comfortable and try to maintain normal body temperature.

With non-critical illness or injury, do the following:

1. Administer first aid.
2. Notify parents for their information and action. If parents cannot be contacted, notify other adults on the emergency card.
3. If no one can be contacted, lie the student down in the nurse's office or send the student back to class if the injury doesn't warrant the need to keep a close watch on the student.
4. Keep a record of time of injury, what first aid was administered and at what time.

With critical illness or injury, do the following:

1. Administer first aid to the extent possible.
2. Call 9-1-1 if the situation is life threatening or if the child is in need of immediate medical intervention.
3. Notify parents for their action and information.
4. Keep a record of time of injury, what first aid was administered and at what time.
5. Notify the superintendent's office.
6. Complete appropriate injury, illness, or insurance report promptly.
7. Keep a record of which students were sent to the hospital.

FIRST AID INSTRUCTIONS

Abdominal Pain	Eyes
Artificial Respiration	Fainting
Bleeding	Fracture
Internal Bleeding	Frostbite
Bone Injuries	Head Injury
Breathing	Heart Attack
Rescue Breathing	Nosebleeds
Burns	Pandemic Flu Plan
Choking (Heimlich Maneuver)	Poisoning
Convulsions or Seizures	Puncture Wounds
Diabetics	Seizure
Dog Bites	Shock
Ears	Sunstroke
Electric Shock	Wounds

Abdominal Pain

Abdominal pain may be due to food poisoning, appendicitis, hernia, ulcer, gallstones, or kidney stones. The symptoms are so similar that medical assistance should be obtained if the pains continue for several hours.

Artificial Respiration

1. Steps for mouth to mouth artificial respiration:
 - Clear airway

- Tilt head back (unless possible neck injury - use jaw thrust)
 - Pinch nostrils
 - Seal mouth and blow
 - Watch for chest to rise
 - Listen for air to escape from mouth
 - Watch for chest to fall
 - Repeat: 12-16 times per minute in adults; 16-20 times per minute in children.
2. If victim's tongue obstructs airway:
 - Tilt the head
 - Jut the jaw forward
 3. If facial injuries make it impossible to use mouth-to-mouth method then use the manual method.
 - Use mouth-to-nose if airtight seal is impossible over victim's mouth.
 - Small child - cover both mouth and nose.
 4. Continue artificial respiration until victim begins to breathe for him/herself or until help arrives.
 5. Carbon Monoxide Poisoning or Asphyxiation (due to lack of oxygen): Check for breathing difficulties and give artificial respiration.

Bleeding

1. Apply direct pressure on the wound.
2. Elevate the wounded area if an arm or leg is bleeding.
3. Apply pressure on the supplying artery of the arm or leg if steps 1 and 2 do not stop bleeding.
4. Only as a last resort (if they will die without this), apply a tourniquet to stop the bleeding. Once applied, a tourniquet must be loosened or removed only by a doctor.

*Internal bleeding – Treat for shock

Bone Injuries

1. Dislocations: fingers, thumb, shoulder
Keep the part quiet. Immobilize shoulder with arm sling.
2. Fractures:
 - Signs of a closed fracture:
 1. Swelling
 2. Tenderness to touch
 3. Deformity
 4. Discoloration
 - Treatment (closed fracture - no bleeding or broken skin at wound)
 1. Keep broken bone ends from moving
 2. Keep adjacent joints from moving
 3. Treat for shock

- Treatment (open fracture - broken bone and broken skin)
 1. Do not move protruding bone end
 2. If bleeding, control bleeding by direct pressure on wound
 3. Treat the same as closed fracture after bleeding is controlled.
- 3. Sprains (injury to soft tissue around a joint)
 - Always immobilize
 - Elevate joint
 - Apply cold packs during first half hour
 - Treat the same as closed fractures
 - X-ray may be necessary

Breathing - Unconscious Person

Breathing is the most critical thing we must do to stay alive. A primary cause of death is lack of air!

Be careful approaching an unconscious person. He or she may be in contact with electrical current. If this is the case, turn off the electricity before you touch the victim.

There are hundreds of possible causes of unconsciousness; the first thing you must check for is breathing.

1. Try to awaken the person by firmly tapping him or her on the shoulder and shouting, "Are you all right?"
2. If there is no response, check for signs of breathing.
 - a. Be sure the victim is lying flat on the back. If you have to roll the victim over, move the entire body at one time.
 - b. Loosen tight clothing around neck and chest.
3. Open the airway:
 - a. If there are no signs of head or neck injuries, tilt the head back and lift the chin to move the tongue away from the back of the throat.
 - b. Place your ear close to the victim's mouth; listen and feel for breathing.
 - c. If you can't see, hear, or feel any signs of breathing, you must begin breathing for the victim.
 - d. Begin rescue breathing immediately. Have someone else summon professional help.

Rescue Breathing:

1. Giving mouth-to-mouth rescue breathing to an adult:
 - a. Put your hand on the victim's forehead, pinching the nose shut with your fingers. Your other hand is lifting the victim's chin to maintain an open airway.
 - b. Place your mouth over the victim's, making a tight seal.
 - c. Breathe slowly and gently into the victim until you see the chest rise. Give 2 breaths, each lasting about 1½ seconds. Pause between breaths

- to let the airflow out. Watch the victim's chest rise each time you give a breath to make sure air is going in.
- d. Check for a pulse after giving these 2 initial, slow breaths. If you feel a pulse but the victim is still not breathing, give one breath about every 5 seconds. After 10 to 12 breaths, re-check pulse to make sure the heart is still beating.
 - e. Repeat the cycle every 5 seconds, 10-12 breaths per minute, rechecking the pulse after each cycle. Continue rescue breathing until one of the following happens:
 - i. The victim begins to breathe without your help
 - ii. The victim has no pulse (begin CPR).
 - iii. Another trained rescuer takes over for you.
 - iv. You are too tired to go on.
2. Giving mouth-to-mouth rescue breathing to infants and small children:
- a. A small child's head should be tilted back gently to avoid injury. With head tilted back, pinch the nose shut. Lift the chin and check for breathing as you would for an adult. Give 2 slow breaths until the chest rises.
 - b. Check for a pulse.
 - c. Give 1 slow breath about every 3 seconds. Do this for approximately 1 minute, or 20 breaths.
 - d. Recheck the pulse and for breathing.
 - e. Call 911 if you have not already done so. Continue rescue breathing as long as a pulse is present and the child is not breathing.
 - f. Continue rescue breathing until one of the following occurs:
 - i. The child begins to breathe on his/her own.
 - ii. The child has no pulse (begin CPR).
 - iii. Another trained rescuer takes over for you.
 - iv. You are too tired to go on.

Burns

1. Degrees:
 - Skin red (1st degree)
 - Blisters develop (2nd degree). Never break open blisters.
 - Deep tissue damage (3rd degree)
2. First Aid for thermal burns (1st and 2nd degree burns) to exclude air:
 - Submerge in cold water
 - Apply a cold pack
 - Cover with a thick dressing or plastic. (Do not use plastic on face.)
 - After using cold water or ice pack, cover burned area with a thick, dry, sterile dressing and bandage firmly to exclude air.
3. First Aid for 3rd degree burns:
 - Apply a thick, dry sterile dressing and bandage to keep out air.
 - If large area, wrap with a clean sheet or towel.

- Keep burned hands and feet elevated and get medical help immediately.
 - Treat the same as shock victim, giving fluids as indicated; warmth necessary.
4. First Aid for chemical burns
- Wash chemical away with water.
5. Acid burn to the eye (also alkali burns)
- Wash eye thoroughly with a solution of baking soda (1 teaspoon per 8-ounce glass of water) or plain water for 5 minutes.
 - If victim is lying down, turn head to side. Hold the lid open and pour from inner corner outward. Make sure chemical isn't washed out onto the skin.
 - Have victim close the eye, place eye pad over lid, bandage and get medical help.

Choking (Heimlich Maneuver)

If the air passage is blocked by food or other foreign material, remove it with your finger if possible. Be careful not to force it deeper into the throat. If the person is coughing, he is getting some air. But if the passage is completely blocked, he can't breathe or speak; immediately do the following:

- Stand behind a slumped-over victim; wrap your arms around his waist below the diaphragm.
- Grasp your wrist with your other hand.
- Place your fist against the victim's abdomen, slightly above the navel and below the rib cage.
- Press your fist strongly and quickly in and slightly up into his abdomen.

If the victim is on his back:

- Kneel, facing him, astride his hips.
- With one of your hands on top of the other, place the heel of the bottom hand on the victim's abdomen slightly above the navel and below the rib cage.
- Press the heel of your hand forcefully into the abdomen with a quick, upward thrust. If necessary, repeat several times.

Convulsions or Seizures

1. Symptoms

- Jerking movements
- Muscular rigidity
- Blue about the lips
- May drool
- High fever

These seizures are seldom dangerous, but they are frightening.

2. Causes

- Head injuries

- 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 Joint Unified District Office.
7. Obtain information on possible witnesses, friends, and last person to see student.
8. If incident occurred while student was on the way home, contact bus driver, safety patrol, crossing guard.
9. Double check circumstances. Could child have ridden the wrong bus or walked home? Did someone pick-up the child? Is the child at another activity?
10. Assist the sheriff's department with investigation.
11. Arrange for counseling of students as needed.

At any point during these steps, if the child is found, inform everyone who has been notified of the incident that the child is no longer missing.

SECTION 16 PUBLIC DEMONSTRATION

Most groups will give advance warning of a planned protest. When the warning comes:

- Identify a spokesperson for the group.
- Obtain information on when, why, how many.
- Contact the Center Joint Unified District Office. The District Office should contact the sheriff and advise them of the situation.
- Notify faculty of the planned demonstration.
- Develop an information letter to parents.
- Continually work with the Office of Community Relations on any statements or contact with the demonstrating group.
- If demonstration occurs, curtail class changes to limit confusion.
- Do not allow students to be interviewed by media or join in demonstration.
- Assign CMT members to act as liaison with police, media, and the demonstrating group.
- Direct one staff member to handle all incoming calls.
- Prepare to establish areas where demonstrators can set up without affecting the operation of the school.
- Notify transportation of demonstration and any possible impact buses may encounter arriving at or departing from the school.

SECTION 17 SEVERE WEATHER

If severe weather conditions develop or occur during the night or at a time when school is not in session, a decision on closing the school will be made before 7:00 a.m. If a decision is made to close school, news media will be notified and asked to announce the closure prior to 9:00 a.m. The emergency phone tree will be used to notify staff members.

If severe weather conditions develop while school is in session, the Emergency Coordinator will monitor the latest developments via radio and keep in contact with the principal. The principal will keep in contact with the superintendent's office.

If it is decided to close school, the following action will be taken:

1. The superintendent will notify radio stations and ask that a closure announcement be made which would specify the time students are to be released.
2. The principal will announce the closure to the faculty and students.
3. Staff members will be used to expeditiously evacuate the building.
4. Procedures outlined in the "Early Dismissal" plan will be followed.

SECTION 18 SHOOTING/STABBING

Assess the situation

- Is the suspect in the school?
- Has weapon been found and/or secured?
- Has suspect been identified?

In most cases, initiate lockdown procedures to isolate students from danger or send students to a secure area.

Provide information in announcement about incident and outline expectations of the teachers and staff.

Disable the bell system, if possible.

Once situation has been assessed:

- Provide first aid to the injured.
- Call 911 requesting police and medical aid to injured parties.
- Notify the Center Unified District Office.
- Provide full information about what has occurred and what is known at this time.
 - If the suspect is still in the school, attempt to identify his or her location and begin planning for evacuation once police arrive.
 - If suspect has left, secure all exterior doors to prevent re-entry.
- Explain what steps the school has taken (lockdown).
- Identify command post for police to respond.
- Isolate and separate any witnesses. Instruct witnesses to write statement of events while awaiting police.
- Gather crisis management team in command post.
- Initiate the Incident Command System.
- Gather information and emergency cards on anyone involved in the incident.
- Organize evacuation to an off-site location, if necessary, or prepare to continue with classes. Keep crime scene secure.
- Prepare written statements for telephone callers and media in cooperation with the sheriff and the District Office.
- Prepare letter for students to take home in cooperation with sheriff and the Office of Community Relations.
- Arrange for crisis counseling immediately and during subsequent days.
- Provide liaison for family members of any injured students.
- Continue to provide informational updates to students, family, and faculty during next few days to squelch rumors.

SECTION 19 SCHOOL SITE AS MASS CARE AND WELFARE SHELTER

The American National Red Cross ("Red Cross"), a not-for-profit corporation chartered by the United States Congress, provides services to individuals, families and communities when disaster strikes. The disaster relief activities of the Red Cross are made possible by the American public, as the organization is supported by private donations and facility owners who permit their buildings to be used as a temporary refuge for disaster victims.

The governing board of any school district shall grant the use of school buildings, grounds and equipment to public agencies, including the American Red Cross, for mass care and welfare shelters during disasters or other emergencies affecting the public health and welfare.

1. Use of Facility: Upon request and if feasible, the Center Joint Unified School District (CJUSD) will permit the Red Cross to use the Facility on a temporary basis as an emergency public shelter.
2. Shelter Management: The Red Cross will have primary responsibility for the operation of the shelter and will designate a Red Cross official, the Shelter Manager, to manage the sheltering activities. CJUSD will designate a Facility Coordinator to coordinate with the Shelter Manager regarding the use of the Facility by the Red Cross.
3. Condition of Facility: The Facility Coordinator and Shelter Manager (or designee) will jointly conduct a pre-occupancy survey of the Facility before it is turned over to the Red Cross. They will record any existing damage or conditions. The Facility Coordinator will identify and secure all equipment that the Red Cross should not use while sheltering in the Facility. The Red Cross will exercise reasonable care while using the Facility as a shelter and will make no modifications to the Facility without the express written approval of CJUSD.
4. Food Services: Upon request by the Red Cross, and if such resources exist and are available, CJUSD will make the food service resources of the Facility, including food, supplies, equipment and food service workers, available to feed the shelter occupants. The Facility Coordinator will designate a Food Service Manager to coordinate the provision of meals at the direction of and in cooperation with the Shelter Manager. The Food Service Manager will establish a feeding schedule, determine food service inventory and needs, and supervise meal planning and preparation. The Food Service Manager and Shelter Manager will jointly conduct a pre-occupancy inventory of the food and food service supplies in the Facility before it is turned over to the Red Cross.

5. Custodial Services: Upon request by the Red Cross and if such resources exist and are available, CJUSD will make its custodial resources, including supplies and custodial workers, available to provide cleaning and sanitation services at the shelter. The Facility Coordinator will designate a Facility Custodian to coordinate the provision of cleaning and sanitation services at the direction of and in cooperation with the Shelter Manager.

6. Security: In coordination with the Facility Coordinator; the Shelter Manager, as he or she deems necessary and appropriate, will coordinate with law enforcement regarding any public safety issues at the Shelter.

7. Signage and Publicity: The Red Cross may post signs identifying the shelter as a Red Cross shelter in locations approved by the Facility Coordinator and will remove such signs when the shelter is closed. CJUSD will not issue press releases or other publicity concerning the shelter without the express written consent of the Shelter Manager. CJUSD will refer all media questions about the shelter to the Shelter Manager.

8. Closing the Shelter: The Red Cross will notify the CJUSD or Facility Coordinator of the closing date for the shelter. Before the Red Cross vacates the Facility, the Shelter Manager and Facility Coordinator will jointly conduct a post-occupancy survey to record any damage or conditions. The Shelter Manager and Facility Coordinator or Food Service Manager will conduct a post-occupancy inventory of the food and supplies used during the shelter operation.

9. Reimbursement: The Red Cross will reimburse the Owner for the following:

- a. *Damage to the Facility or other property of Owner*, reasonable wear and tear excepted, resulting from the operations of the Red Cross. The Red Cross is not responsible for storm damage or other damage caused by the disaster.
- b. *Reasonable costs associated with custodial and food service personnel* which would not have been incurred but for the Red Cross's use of the Facility for sheltering.
- c. *Reasonable, actual, out-of-pocket operational costs* to the extent that such costs would not have been incurred but for the Red Cross's use of the Premises.

PART 3 SITE ACTION PLAN

SECTION 1 DISTRICT AND SITE MISSION STATEMENTS

Center Joint Unified School District Mission Statement

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

School Mission Statement

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

SECTION 2 People and Programs:
Create a "caring and connected" school climate.

DESCRIPTION OF SCHOOL CLIMATE

Center High School is located in the northern region of Antelope and serves students in grades nine through twelve following a traditional calendar. At the beginning of the 2014-2015 school year, 1267 students were enrolled at Center High School. Parents are encouraged to participate in decision-making groups or simply attending school events. Parents stay informed on upcoming events and school activities through School Messenger (automated telephone message delivery system), email, flyers, letters, parent conferences, progress reports, the school marquee, school newsletters, Facebook, the school website, daily bulletins, and the "Blue and Gold" newspaper.

SECTION 3 SCHOOL CLIMATE GOALS

The School Climate

An action plan for people and programs reflecting the school's social environment.
The following objectives were developed as the result of feedback from students and staff on our Safe School Survey for the 2014-2015 school year.

- Objective #1:

Center High School has a culture of high academic and behavior expectations for everyone.

Supporting Data:

- Student Survey Q5: At Center High School, there is a culture of high academic and behavior expectations for everyone.
 - Response- "Strongly Agree" 13%
 - Response- "Agree" 47%
- Staff Survey Q9: At Center High School, there is a culture of high academic and behavior expectations for everyone.
 - Response- "Strongly Agree" 27%
 - Response- "Agree" 55%

As a result of the following policies and procedures, parents, teachers, and community members will feel encouraged to participate in school activities.

- Related Activities
 - Addition of new AP courses and electives.
 - CHS maintains a schedule which accommodates almost weekly collaboration and professional development.
 - Chromebook carts are available to be utilized by all classes.
 - Wi-fi has been added across the campus to allow all offices and classrooms access to the internet at a higher and faster rate.
 - Project Lead the Way Bio-Medical and Engineering have been added to the master schedule and are both growing course options.
 - A new course, Geometry and Construction will be added for 2015-2016 school year, which is being funded by the Crane Grant.
 - Intervention math lab courses were created to support all students (general education & Special Education) enrolled in general education Intro/Integrated HS Math I courses.
 - PLTW Engineering now has a 3-D printer.
 - Utilization of online course selection through Aeries HomeLink continues to be successful.
 - Assistant Principals utilize an electronic referral system with information available to be viewed by all staff.

- Objective #2:
Promoting Positive Student Behaviors
Supporting Data:
 - Student Survey Q9: At Center High School, positive behavior is acknowledged frequently.
 - Response- "Strongly Agree" 9%
 - Response- "Agree" 38%
 - Staff Survey Q11: Positive student behavior is acknowledged by school staff frequently.
 - Response- "Strongly Agree" 11%
 - Response- "Agree" 45%

As a result of the relevant survey question responses, we will be looking into implementing a positive behavior reward system. This will hopefully be implemented in the 2015-2016 school year. It will be a joint effort between the administration, school departments, and leadership/ASB classes and with financial support of the school Boosters Club. An example is a Student of the Month award. This would be a student chosen by a department for positive behaviors/improvements in the month and acknowledged by the school for their improvements.

SECTION 4 Place

Create a physical environment that communicates respect for learning and for individuals.

DESCRIPTION OF PHYSICAL ENVIRONMENT

Center High School is located at 3111 Center Court Lane in Antelope at the north end of Sacramento County. The campus experiences mild vandalism during evening hours, however, the school site and the district are committed to eradicating graffiti as soon as possible and preferably before students come back to campus. Other acts of vandalism are promptly addressed. The immediate area around the school includes single family dwellings, duplexes and apartments as well as some retail outlets and restaurants.

The school site encompasses 10 acres. The school has 75 classrooms, as well as a theater, gymnasium, music building, wood shop, former auto shop building which is being converted to the Geometry and Construction classroom, library, multi-purpose room, multiple athletic fields and courts, and a state of the art stadium with all-weather track.

The majority of the campus is surrounded by permanent fencing. All gates are locked during the school day. During the school day, staff members including two full-time campus monitors and three administrators provide campus supervision. A Safe School Officer is assigned to Center High School but is available to support other schools in the district as well.

Maintenance of School Buildings/Classrooms

The school's physical facility is well maintained and generally looks neat and clean. District personnel periodically examine the school's physical facility and help eliminate obstacles to school safety. Additionally, health and fire department inspectors contribute to school safety. The grounds are monitored for safety and appearance by the administration, campus monitors, custodians and individual classroom teachers. The students take pride in the appearance of the school.

Internal Security Procedures

Center High School has established procedures in the following areas: Emergency preparedness, suspension, school discipline rules and procedures, and an adopted school-wide dress code. Pupils may be suspended or recommended for expulsion for certain acts. For specific student violations, a mandatory expulsion recommendation shall be submitted by the administration of Center High School. Site administrators contribute to a positive school climate, promote positive pupil behavior and help reduce inappropriate conduct. The principal/designee uses

available district and other appropriate records to inform teachers of each pupil identified under. E.C. 49079. Law enforcement is contacted and consulted to help maintain and to promote a safe and orderly school environment. Center High School employees comply with all legal mandates, regulations and reporting requirements for all instances of suspected child abuse. If appropriate, additional internal security procedures affecting the integrity of the school facility include classroom intercoms and an emergency bell system. Community involvement is encouraged to help increase school safety using the WE TIP hotline to report suspected vandalism, drug use or other illegal activity. An outdoor surveillance system consisting of multiple cameras has been installed to deter vandalism and/or apprehend vandals.

SECTION 5 PHYSICAL ENVIRONMENT GOALS

The Physical Environment

An action plan for places reflecting the school's physical environment including crisis response procedures and policies relating to student safety

The following objectives were developed as the result of feedback from students and staff on our Safe School Survey for the 2014-2015 school year.

Objective #1:

The Physical Environment

An action plan for places reflecting the school's physical environment including crisis response procedures and policies relating to student safety.

Supporting Data:

2013-2014 Academic Year

- 545 Referrals to the office
- 93 At Home Suspensions
- 4 Expulsions

2014-15 Academic Year- in progress 8.8.12 – 3.2.15 approximately 72% of year complete

- 292 Referrals to the office
- 68 At Home Suspensions
- 0 Expulsions

As a result of new and existing programs, we will continue to reduce the number of student referrals to the office and suspensions. For the 2014-2015 school year, we will continue to reduce the number of referrals to the office as well as the number of suspensions by 10% as compared to the 2013-2014 school year.

○ Related Activities

- Build and strengthen relationships with students by following the school wide expectations for the staff.
- Continue to utilize the school's weekly Student Guidance Team to identify "at-risk" students and develop strategies to support their success. This can be done by holding Student Study Team meetings to evaluate the need for psychological, academic, emotional and/or physical evaluation.
- Continue the use of a digital referral system, which minimizes paper consumption, and most importantly provides for the opportunity to gather and evaluate data related to behavior issues.

- Utilize team collaboration meetings to identify at risk students and share accommodations that have been tried in the classroom and how successful were they.
- Reward students for making positive choices as outlined above. One way to do this is to implement a new positive behavior program as stated in Objective #2 in School Climate.

Objective #2:

Student and staff feel safe on campus.

Supporting Data:

- Student Survey Q19: At Center High School students feel safe.
 - Response- "Strongly Agree" 9%
 - Response- "Agree" 44%
 - Response- "Neutral" 35%
- Staff Survey
 - Student Survey Q6: I feel safe at this school.
 - Response- "Strongly Agree" 39%
 - Response- "Agree" 48%
 - Response- "Neutral" 9%

As a result of the following policies and procedures, the safety of all students and staff is of utmost importance and shall receive an approval rating of 75% or higher on student and staff surveys on questions regarding students and staff feeling safe at school.

- Related Activities
 - Practice drills for fire and intruder on campus are held monthly
 - Specific emergency procedures are listed in this handbook and are distributed to all staff members with copies in the office available to parents and law enforcement.
 - The plan is updated yearly and approved by Boosters and The Board of Trustees.
 - The plan is reviewed by the staff at least once a year.
 - Safety information is included in the parent handbook which is posted on Center High School's website.
 - The staff is instructed to implement a lock down if there is any doubt regarding a stranger on campus.
 - All adults must register in the office and wear an identification badge before going to classrooms or any other building or outdoor area on campus.
 - Posters are prominently displayed in windows with a warning that parents and neighbors have been given the number to the WE TIP Hotline to report suspicious activity or vandalism.

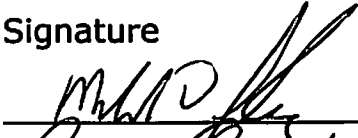

- Graffiti, broken windows and any other damage found in the morning is reported immediately to the school office and then the district's maintenance office.
- It is taught and reinforced that students are to report any dangerous object including broken glass, a weapon, lighters, matches, etc. to an adult immediately and not to touch that object.
- The District's Volunteer Policy requires fingerprint clearance, TB test and Megan's Law database check.
- The District shares a partnership with Twin Rivers Police Department. There is an officer assigned to Center High School.
- School staff will have a more visible presence as they are monitoring students passing from their doorways during passing periods and have assigned duty stations for before and after school supervision.
- Coordinate with the district transportation department to monitor and supervise the bus drop off and pick-up location at the south parking lot to facilitate safer traffic patterns for the buses.
- Cooperate with the district transportation department to address behavioral and safety issues with students who ride the district buses.
- A Safe School Officer from the Twin Rivers Police Department will drive in his/her marked car along the roads neighboring the campus during dismissal each day.
- Personnel from the Twin Rivers Police Department will be invited to attend our major parent night events throughout the year (BTSN, Electives Fair, sporting events, dances, etc.).

SECTION 6 SIGNATURE SHEET

____CENTER HIGH SCHOOL_____ School's Safe School Plan was developed in accordance with SB 187 and Safe Schools, A Planning Guide for Action, published by the Department of Education. Student, parent and teacher surveys were taken into account to determine areas of greatest need. The document includes the school's personal, physical, social and cultural environment, which serves as an effective prevention plan based on parent and student surveys. Also taken into consideration are temporary restraining orders, school-generated child abuse reports, custody orders prohibiting parents from contact with a child at school, harassment complaints filed by students and staff, suspension logs and accident reports. Additionally, the District's discrimination and harassment policy, hate crime reporting procedures and the Uniform Complaint Policy are included.

A detailed crisis response plan based on the California Standardized Emergency Management System (SEMS) is included. This model was designed to centralize, organize, and coordinate emergency response among district organizations and public agencies. Specific first aid treatment is categorized in alphabetical order.

The following committee members revised and approved this comprehensive school plan:

Member	Title	Signature
<u>Michael Jordan</u>	Principal	<u></u>
<u>Cindy Campbell</u>	Boosters Member	<u></u>

Appendix A

FACULTY AND STAFF 2014-2015

Mike Jordan, Principal
Sara Wetteland, Assistant Principal
Shirley McNichols, Assistant Principal

Nadia Abdelmalek
Christine Allain
Marc Allaman
Walt Anderson
Terecita Angeles
Tonia Beentjes
Linda Bender
Janet Bennett
Melinda Berry
Vernon Bisho
Lisa Caldwell
Matt Chamberlain
Amy Chaney
Deanna Chaney
Erica Clark
Kristen Clements
Angela Clopton
Keith Collins
Anne Cowan
Kathy Cummings
Larry Davenport
Daniel Diaz-Romero
Sherry Edgar
Mark Espinoza
Deanna Frazee
Ray Gagnon
John Gallagher
Kristen Galloway
Rebekah Garcia
Joe Gomes
Vivian Gonsolin
Lauren Goody
Ed Graef
Peter Graham
Elizabeth Harmon

Esther Haro
Rich Hayes
Shirley Hayes
Larry Heslin
Phyllis Hicks
Wendy Hollis
Curtis Hunter
Me'Lisa James
Digol J'Beily
Heather Jones
Judy Ketcherside
Ben Klatt
Sylvia Leger
Jeff Leino
Yelena Leontieff
Tim Liegerot
Mark Loftus
Myra Love
Pedro Marquez
Jennifer Matré
Karen Matré
Elizabeth McCloskey
Rob McInnes
Harvey McLeod
Rose Mendoza
Tom Miller
Paul Miranda
Tracy Moe
Holland Myers
Ann Neal
Shawna Pacheco
Michael Palmer
Alex Perez
Ana Perez
Olga Petrovskaya

Janet Pollard-Hjelden
Emma Pitman
Jane Purdy
Susan Radi-Blatnick
Soledad Ramirez
Tim Ridge
Marie Robb
Anatoliy Rub
Bonnie Schiro
Irina Sedykh
Jennifer Shaffer
Edmund Simental
Ryan Stamm
Lucas Smpardos
Danielle Stout
Kathy Summers
Sheryl Sumner
Joaquin Tongol
Guylene Tree
Julie Walker
Sandy Weaver
Joe Whalen
Jennifer Wilson
Jennifer Winborne
Heather Woods
Michael Wright
Zeissler, Adam

Certificated Staff		ROOM
Allain, Christine	339-4705	103
Allaman, Marc	339-4754	604
Anderson, Walt	339-4753	111
Beentjes, Tonia	339-4717	114
Bennett, Janet	339-4742	400
Bisho, Vernon	339-4741	305
Caldwell, Lisa	339-4739	302
Chamberlin, Matt	339-4738	301
Chaney, Amy	339-4735	211
Clark, Erica	338-4729	207
Clements, Kristen	339-4734	210
Collins, Keith	339-4748	406
Cowan, Anne	339-4732	212
Cummings, Kathy	339-4777	500
Davenport, Larry	339-4779	503
Diaz-Romero, Dan	338-7569	407
Edgar, Sherry	338-6367 339-4770	Girls Locker Room
Frazee, Deanna	338-4709	106
Gagnon, Ray	339-4746	404
Gallagher, John	338-6366	Boys Locker Room
Galloway, Kristen	338-4729	207
Goody, Lauren	339-4716	113
Graef, Ed	338-4751	600
Graham, Peter	339-4704	102
Haro, Esther	339-4779	501
Hayes, Rich	339-4723	201
Hunter, Curtis	339-4765	805
James, Me'Lisa	339-4716	113
J'Beily, Digol	338-4703	101/Boys Locker room
Jones, Heather	339-4761	801
Klatt, Ben	339- 4783/4737	300/Shop
Leino, Jeff	339-4766	701
Liegerot, Tim	339-4763	804
Loftus, Mark	339-4719	116
Love, Myra	339-4736	208
Marquez, Pedro	339-4752	601
Matre, Jennifer	339-4744	402
McInnes, Rob	338-6437	303
McLeod, Harvey	339-4749	403
Miller, Tom	339-4724	202/205
Myers, Holland	339-4781	504
Palmer, Michael	339-4743	401
Perez, Alex	338-6366	Boys Locker Room
Purdy, Jane	339-4702	Theater Classroom
Radi, Susan	339-4778	115
Ramirez, Soledad	339-4713	110
Ridge, Tim	339-4715	112
Robb, Marie	339-4721	118

Staff's Classroom Telephone Numbers

Shaffer, Jennifer	339-4747	405
Stout, Danielle	339-4711	108
Stamm, Ryan	339-4726	204
Summers, Kathy	339-4712	109
Sumner, Sheryl	339-4706	104
Tree, Guylene	339-3701	Music
Weaver, Sandy	338-6367	Girls Locker Room
Wilson, Jennifer	339-4710	107
Winborne, Jennifer	339-4564	601/602/603
Woods, Heather	339-4708	105
Wright, Michael	339-4722	200

Appendix B
Utility Shut-off Map

Appendix C

Appendix D

Student & Staff Accountability Form

DATE: _____

TEACHER: _____

ROOM #: _____

FORM COMPLETED BY: _____

of students enrolled in this class: _____

of students marked absent in this class: _____

Please list students marked absent by name: _____

of students unaccounted for* in this class: _____

*You didn't mark them absent and they are not with your class at this time

Please list students unaccounted for by name: _____

Are there any adult staff from this room unaccounted for? _____

If so, please list by name: (Include staff staying behind with injured)

of students with you but not on roster: _____

Please list these students by name: _____

of extra adults in room _____

Please list extra adults by name: _____

For Command Staff:

_____ Missing students/adults recorded

EOC Message Form Data

Tally and insert into the grid below

<u>Category</u>	<u>Description</u>	<u>Number</u>
<u>A</u>	Fatalities	_____
<u>B</u>	Minor Injuries (First aid only)	_____
<u>C</u>	Injuries - Ambulance (Major + Moderate)	_____
	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.	_____
	Moderate (Delayed): Burns, major multiple fractures, back injuries with or without spinal cord damage.	_____
<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

_____ Triage recorded

Student & Staff Accountability Form

DATE: _____

TEACHER: _____

ROOM #: _____

FORM COMPLETED BY: _____

of students enrolled in this class:

of students marked absent in this class:

Please list students marked absent by name:

of students unaccounted for* in this class:

*You didn't mark them absent and they are not with your class at this time

Please list students unaccounted for by name:

Are there any adult staff from this room unaccounted for? _____

If so, please list by name: (Include staff staying behind with injured)

of students with you but not on roster:

Please list these students by name:

of extra adults in room

Please list extra adults by name:

For Command Staff:

_____ Missing students/adults recorded

EOC Message Form Data

Tally and insert into the grid below

<u>Category</u>	<u>Description</u>	<u>Number</u>
A Fatalities		<input style="width: 80px;" type="text"/>
B Minor Injuries (First aid only)		<input style="width: 80px;" type="text"/>
C Injuries - Ambulance (Major + Moderate)		<input style="width: 80px;" 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: 80px;" type="text"/>
	Moderate (Delayed): Burns, major multiple fractures, back injuries with or without spinal cord damage.	<input style="width: 80px;" type="text"/>
D 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

_____ Triage recorded

Appendix F

California Child Abuse and Neglect Reporting Law

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

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

It is important for mandated reporters to keep updated on periodic amendments to the law. Your local Child Abuse Prevention Council or county welfare department has current reporting law information. Also visit www.leginfo.ca.gov 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 MANDATED REPORTER		TITLE		MANDATED REPORTER CATEGORY	
	REPORTING AGENCY/CLINIC NAME AND ADDRESS		Street	City	State	ZIP
	REPORTER'S TELEPHONE (AREA)		TELEPHONE		TELETYPE	
B. REPORT INFORMATION	IS LAW ENFORCEMENT OR COUNTY PROSECUTOR		ADDRESS		DATE/TIME OF PHONE CALL	
	IS COUNTY WELFARE (CPS - Child Protective Services)		ADDRESS		DATE/TIME OF PHONE CALL	
	OFFICIAL CONTACTED, TITLE		TELEPHONE		TELETYPE	
C. VICTIM'S INFORMATION	NAME (LAST, FIRST, MIDDLE)		BIRTHDATE OR APPROX. AGE		SEX	CITY/STATE
	ADDRESS		Street	City	State	ZIP
	PRESENT LOCATION OF VICTIM		PHONE		CLASS	GRADE
	PHYSICALLY DISABLED	MENTALLY DISABLED	OTHER DISABILITY (SPECIFY)		PRESENT ADDRESS	
	TYPE OF ABUSE	TYPE OF ABUSE (CHECK ONE OR MORE)		TYPE OF ABUSE (CHECK ONE OR MORE)		
	TYPE OF ABUSE	TYPE OF ABUSE (CHECK ONE OR MORE)		TYPE OF ABUSE (CHECK ONE OR MORE)		
	RELATIONSHIP TO SUSPECT	RELATIONSHIP TO SUSPECT		RELATIONSHIP TO SUSPECT		
D. INVOLVED PARTIES	NAME					
	ADDRESS					
	BIRTHDATE OR APPROX. AGE					
	SEX					
	CITY/STATE					
	NAME (LAST, FIRST, MIDDLE)					
	ADDRESS					
	BIRTHDATE OR APPROX. AGE					
	SEX					
	CITY/STATE					
E. INCIDENT INFORMATION	IF NECESSARY, ATTACH EXTRA COPIES OF ANY OTHER FORMS AND CHECK THE BOX <input type="checkbox"/> IF SO, FURNISH THE FULL ADDRESS AND PHONE					
	DATE/TIME OF INCIDENT					
PLACE OF INCIDENT						
NARRATIVE DESCRIPTION (What victim(s) reported the suspected report; observed/heard person accompanying the victim(s) and/or other persons; describe the incident(s) and/or suspect(s))						

SS 2572 (Rev. 10/87)

DEFINITIONS AND INSTRUCTIONS ON REVERSE

DO NOT submit a copy of this form to the Department of Justice (DOJ). The investigating agency is required under Penal Code Section 11166 to submit to DOJ a Child Abuse Investigation Report Form SS-2563 (1) if an active investigation was conducted and (2) if the incident was determined not to be unfounded.

WHITE COPY - Police or Sheriff's Department; BLUE COPY - County Welfare or Probation Department; GREEN COPY - District Attorney's Office; YELLOW COPY - Reporting Party

Appendix H

Williams Uniform Complaint Procedure

NOTICE TO PARENTS/GUARDIANS, PUPILS, AND TEACHERS: COMPLAINT RIGHTS

Parents/Guardians, Pupils, and Teachers:

Pursuant to Education Code 35186, you are hereby notified that:

1. There should be sufficient textbooks and instructional materials. For there to be sufficient textbooks and instructional materials, each pupil, including English learners, must have a textbook or instructional material, or both, to use in class and to take home.
2. School facilities must be clean, safe, and maintained in good repair.
3. There should be no teacher vacancies or misassignments. There should be a teacher assigned to each class and not a series of substitutes or other temporary teachers. The teacher should have the proper credential to teach the class, including the certification required to teach English learners, if present.

Teacher vacancy means a position to which a single designated certificated employee has not been assigned at the beginning of the year for an entire year or, if the position is for a one-semester course, a position to which a single designated certificated employee has not been assigned at the beginning of a semester for an entire semester.

Misassignment means the placement of a certificated employee in a teaching or services position for which the employee does not hold a legally recognized certificate or credential or the placement of a certificated employee in a teaching or services position that the employee is not otherwise authorized by statute to hold.

4. Pupils, including English learners, who have not passed one or both parts of the exit examination by the end of grade 12 are to be provided the opportunity to receive intensive instruction and services for up to two consecutive academic years after the completion of grade 12.
5. A complaint form can be obtained at the school office, district office, or downloaded from the school or district web site. You may also download a copy of the California Department of Education complaint form from the following web site:
<http://www.cde.ca.gov/re/cp/uc>.

(8/05 11/05) 11/07

Exhibit 2

COMPLAINT FORM: **WILLIAMS UNIFORM COMPLAINT PROCEDURES**

Education Code 35186 creates a procedure for the filing of complaints concerning deficiencies related to instructional materials, conditions of facilities that are not maintained in a clean or safe manner or in good repair, teacher vacancy or misassignment, or the provision of intensive instruction and services to pupils who did not pass one or both parts of the high school exit examination by the end of grade 12. The complaint and response are public documents as provided by law. Complaints may be filed anonymously. However, if you wish to receive a response to your complaint, you must provide the contact information below.

Response requested? _____ Yes _____ No

Contact Information: _____

Name: _____

Address: _____

Phone Number: Day: _____ Evening: _____

E-mail address, if any: _____

Location of the problem that is the subject of this complaint:

School: _____

Course title/grade level and teacher name: _____

Room number/name of room/location of facility: _____

Date problem was observed: _____

Only the following issues may be the subject of this complaint process. If you wish to complain about an issue not specified below, please use the appropriate district complaint procedure.

Specific issue(s) of the complaint: (Please check all that apply. A complaint may contain more than one allegation.)

Appendix I

Center 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

STUDENT APPEARANCE / DRESS CODE

The following guidelines are intended to define “appropriate student attire” and personal grooming. The purpose is to prevent disruption of the classroom atmosphere, enhance classroom decorum, eliminate disturbances among other students, and minimize distraction so as not to interfere with the educational process. It is also intended to help protect the health and welfare of the individual student. At all times, all students are expected to abide by the following guidelines:

- a. Clothing, jewelry, personal items (gym bags, backpacks, water bottles, notebooks/binders, etc.) and tattoos with language or images that are vulgar, sexually suggestive, discriminatory, promoting prejudice, obscene, libelous, or that promote illegal or violent content, such as weapons, drugs, alcohol, tobacco, drug paraphernalia, or that contains threats, is prohibited.
- b. Garments shall be sufficient to conceal undergarments at all times.
- c. Shorts, skirts, and dresses must cover the upper-thigh area.
- d. Shirts and tops must cover the entire torso, including chest, back and midriff. Tube tops, halter-tops, backless tops, scoop-neck tops, low V-neck tops, half shirts, spaghetti straps, off the shoulder tops, and muscle shirts are not appropriate. Sheer/mesh tops must have appropriate clothing underneath.
- e. Pants, shorts and skirts must be worn at or above the hipbone.
- f. No pajamas or blankets.
- g. Hats, beanies, hoodies, bandanas, etc. (except those being worn for cultural or religious purposes) must be removed prior to entering a school building.
- h. Footwear must be worn at all times. No bedroom slippers.
- i. No sunglasses may be worn in buildings.
- j. Any clothing or accessories related to gangs are not acceptable.

Students violating any part of this dress code will be sent to the office for replacement shirts or sweat pants.

NOTE: Coaches and teachers in classes, such as shop, may impose more stringent requirements than the above consistent with the needs of the particular sport and/or class.

****This list is not all-inclusive. The administration reserves the right to use their own discretion in deciding what is disruptive to the educational environment.**



ATHLETIC DEPARTMENT EMERGENCY ACTION PLAN: RESPONSE TEAMS

Athletic Director/Coach Name: _____ School: _____

Facility: _____

Call 911 or your local EMS for all medical emergencies. If unresponsive and not breathing normally, begin CPR and get the AED.

911 TEAM

CALL 911. Explain emergency. Provide location.

Local EMS Number: _____

EMS Access Point: _____

Cross Streets: _____

Responder 1: _____

MEET AMBULANCE at EMS Access Point. Take to victim.

EMS Access Point: _____

Practices

Events

Cross Streets: _____

Responder 1: _____

CALL CONTACTS. Provide location and victim's name.

Athletic Trainer: _____

Cell: _____

Athletic Director: _____

Cell: _____

Principal: _____

Cell: _____

Assistant Principal: _____

Cell: _____

CPR/AED TEAM

START CPR.

1. Position person on his/her back.
2. Put one hand on top of the other on middle of person's chest. Keeping arms straight, push hard and fast, (100 compressions/minute.) Let chest completely recoil after each compression.

3. Take turns with other responders as needed.

Coach/Advisor: _____

Responder 1: _____

Responder 2: _____

WHEN AED ARRIVES, TURN IT ON AND FOLLOW VOICE PROMPTS.

1. Remove clothing from chest.
2. Attach electrode pads as directed by voice prompts.
3. Stand clear while AED analyzes heart rhythm.
4. Keep area clear if AED advises a shock.
5. Follow device prompts for further action.
6. After EMS takes over, give AED to Athletic Director for data download.

AED TEAM

GET THE AED KIT.

Nearest AED: _____

Practices

Events

Responder 1: _____

GET THE ATHLETIC TRAINER.

Athletic Trainer: _____

Cell/Contact Method: _____

Typical location: _____

Responder 1: _____

**By law, all athletic coaches, paid and or volunteer, must be currently certified in CPR and First Aid and Concussion Awareness as outlined in Section 5590- 5596 of Title V of the California Code of Regulations and Education Code Sections 35179.5 and 44919. More information can be found at <http://cifstate.org/> under the Health & Safety tab, in the Sports Medicine Handbook.*

EVENT EMERGENCY GUIDELINES

**CALIFORNIA INTERSCHOLASTIC
FEDERATION**

MARCH, 2013

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GENERAL REMINDERS

WHEN INVESTIGATING ANY ACCIDENTS OR UNUSUAL INCIDENTS, PLEASE REMEMBER TO:

1. Note date and time of incident
2. Note the names and badge numbers of officers responding to incident.
3. Get signed witness statements noting name, address, phone numbers(s) and date of birth.
4. Note **ALL** individuals involved and conduct a full investigation, documenting all information in writing.
5. File all required forms in a timely manner with the event coordinator.

PART I: PLANNING TO AVOID VIOLENCE AND DISRUPTIVE INCIDENTS AT ATHLETIC EVENTS

GENERAL CONSIDERATIONS: Often the hostility of a crowd is the reflection of hostility between coaches or as a result of coaches' actions. In addition, a crowd, or individuals within the crowd, faced with disorganized, confused events, are more prone to become hostile. The following recommendations have the primary goal to prevent or decrease hostility between schools and guide schools to more efficiently conduct events.

A. RESPONSIBILITIES OF HOME TEAM

The coaching staff and administrators of both teams have significant responsibilities and opportunities to reduce the risk of violence and unsafe conditions at athletic events. However, the Home team staff have more responsibilities because they have more control and knowledge about conditions at their sporting facility. The implementation of the Guidelines listed below will depend on a range of factors, including the history of competition between the schools, the layout and location of the athletic facility, the time of the event and the anticipated number of spectators.

1. **Pre-Event Planning:** Develop an operational plan for each event. Contact the visiting school as early as possible to discuss the game, including prior and existing school/community problems. Under appropriate conditions, schedule a pre-game meeting to address these issues. Provide the visiting team with directions and instructions regarding the safest routes, parking, seating, dismissal from bleachers and the loading, and unloading of buses and automobiles.
2. **Staff Planning:** Provide specific instructions to teachers, staff members and volunteers supervising the game. Staff should be readily identifiable. Prevention, not apprehension after trouble commences, should be emphasized.
3. **Visiting Team Arrival:** Have parking areas well-lighted. Arrange, where possible, on-site parking of visitors' automobiles and buses. Supervise the area and path between the visitors' team bus and the facility entrance. The route of the visiting team to the locker room or their section of the field should not be directly in front of the Home team section.
4. **Referees:** Referees and umpires should emphasize the importance of keeping the game under control. Give payment to officials before the game. Provide them with an escort both entering the field and exiting the field
5. **Scoreboard:** Have properly trained adult scorers and timers for officials at games.
6. **Game Announcer:** The game should be reported without showing overt favoritism to teams or players. Proper language should be used at all times. Announcers can show enthusiasm without losing control. Under no circumstances should the officials' decisions be criticized, directly or indirectly.

7. Concession Stands: Where appropriate, separate concession stands should be employed, one for visitors and one for the home crowd. This rule should also apply to restrooms.

8. Conduct of Game: Provide for supervision of spectators during halftime. Efforts should be made to direct the crowd, keep spectators off the field, and keep the under-the stand area clear.

9. Disruptive Individuals: If a disruptive individual will not take direction, that person should be promptly removed. Noisemakers and drunkenness should not be permitted and, if found, addressed quickly.

10. Area outside of Venue: Areas immediately outside of the venue should be kept clear of unassociated persons.

11. Exiting the Venue: Arrange for supervision to continue until students have left the area, including the team bus.

B. GUIDELINES FOR VISITING TEAMS

1. Contact the administrators of the Home Team to establish routes, parking information, entering and exit gates.

2. Have adequate faculty and administrative presence at the game.

3. Provide students information about parking, entrance, seating and exiting.

4. Check on the amount of time allotted for halftime activities and strictly adhere to those time limits.

C. GUIDELINES FOR BOTH TEAMS

1. Players should refrain from showing surprise or irritation at a call by an official.

2. "Playing to the crowd" can cause trouble- particularly in basketball, where the players' facial expressions are clearly visible to the bench and stands. Players should not communicate with spectators.

3. Players on the bench should not heckle the opposing team.

4. Unsportsmanlike gesturing or the harassment of individual players should be avoided.

PART II: SPECIFIC THREATS

A. INJURIES AND MEDICAL EMERGENCIES

Call 911. If you are alone, call 911 first and then return to the victim. Stay on the line until the 911 operator gives you permission to hang up the phone. Tell the operator exactly which entrance to use to your facility/site and exactly where you are located in the facility/site.

1. Lend any assistance to the victim that you are able and qualified to do. Do not move the victim if there is a chance of back or neck injury.
2. Make sure that someone is at the entrance to meet the emergency vehicle and escort the rescue personnel to the victim.
3. Contact your immediate supervisor.
4. Provide as much information to the rescue personnel that you can regarding the onset of the illness or injury.
5. If the medical emergency is caused by accidental injury, interview witnesses and get as much information as possible.
6. Contact the parents/guardians immediately.
7. Complete the incident report form and forward it to your immediate supervisor.

B. FIRE

1. Call Fire Department.
2. If fire is small in nature, extinguish it with a fire extinguisher.
3. If fire is large in nature or uncontrollable, pull the fire alarm, call 911 and immediately evacuate the building of all students and staff according to your pre-determined crisis plan. Close all doors and windows behind you, but do not lock them.
4. Do not touch anything on your way out.
5. Do not use the elevators.
6. If you smell something burning, immediately notify the site directors who will notify on-site engineering personnel to investigate.
7. Contact your immediate supervisor.
8. Complete the incident report form and forward it to your immediate supervisor.

C. EARTHQUAKE:

(A) Indoor Event: Basic Rule is Drop, Cover, Hold and Wait

1. At the first indication of ground movement, you should drop to the ground. It may soon be impossible to stand upright during the earthquake. Getting to the ground will prevent you from being thrown to the ground and will allow you to assist your team and spectators more quickly.

2. If you are in grandstand, grab hold of seats, railing or other fixture. Move away from the side of the grandstands
3. If you are in an open area, such as a basketball court or swimming pool area, move to the area in front of an interior wall, especially interior corners, kneel and clasp your hand behind your neck.
4. Protect your eyes from flying glass and debris with your arm covering your eyes.
5. After ground movement ends, check for injuries and safely evacuate the building after counting to at least 60. (Many aftershocks occur in the first 60 seconds after the main quake).
6. Please note: It is intuitive and natural for individuals to flee the scene of an earthquake, because flight is a reasonable response to other types of disaster such as fire. This generalized flight response is generally unsafe in the context of an earthquake. California School buildings are built to exacting earthquake standards, otherwise known as the Field Act. As a general proposition the safest place to be on a school site during an earthquake is inside a school building. Most injuries occur when people move to different locations or move to another place in the building.
7. To the extent possible, quiet the crowd to control panic. It is often the case that most injuries during an earthquake do not occur from a structural failure of a building but injuries sustained by person exiting the building, who are struck from falling glass, debris and architectural or lighting elements. (It is a unfortunate fact that architectural elements and lighting fixtures are not inspected to the same level of scrutiny as structural elements.) The area of significant danger is in the "fall zone", the 10 to 20 wide perimeter of a building where objects can fall and strike those below. If possible send someone to "scout" this perimeter around the exit before the general evacuation commences.
8. Move to a safe, open area, away from power lines and other overhead hazards.

B. Outside Event: DROP AND COVER AND STAY OUTSIDE

1. Assess where you are. If you are near overhead lines, trees or buildings, move away from them. If they are not near you, drop to the ground and cover the back of your neck with your hands.
2. Do not enter any buildings until it is determined safe to do so.

C. Traveling to a School Event: STOP SAFELY

1. Pull the Bus or vehicle to the side of the road and stop, unless the conditions found in 2 below, apply.
2. If the bus or vehicle is on a bridge, overpass, or under power lines, continue until these dangers are cleared.

3. Wait until the ground movement stops, then check for injuries. Be aware of aftershocks, downed wires or roads blocked by debris. Check radio for emergency broadcast. Even if road is apparently safe, proceed slowly.

D. SEVERE WEATHER

1. If the tornado sirens are sounded, immediately proceed to the designated shelter area in your building.
2. If inside, stay away from glass windows and doors and the perimeter of the building. Sit as near to the wall as you can get.
3. If you are inside, do not use the phones during an electrical storm.
4. If the building is moving, assume the duck and cover position with your head between your knees and your hands locked over your head.
5. If severe weather occurs while you are outside with students, immediately seek shelter in a building. If none is available, keep students away from trees if you are in an electrical storm. If a tornado is threatening, go to the lowest area of land and lie down.
6. Keep students as calm as possible and speak in reassuring tones.
7. Contact your immediate supervisor.
8. Complete the incident report form and forward it to your immediate supervisor.

E. SHOTS FIRED: RUN, HIDE AND FIGHT IF NECESSARY

GENERAL CONSIDERATIONS: Most mass shooting incidents are over within 10-15 minutes. Your plan for safety should be designed for the short duration survival of you and those around you. Your main challenge is to quickly process the fact that you are in such an incident and to not freeze in place. A flawed plan for escape is better than no plan at all.

A. Outside Event

1. During the initial firing, immediately lie on the ground.
2. Immediately assess, to the extent you can, the nature of the threat.
3. If the shooter is in your vicinity, run and encourage others to run.
4. If you are in an open area, run in a zigzag pattern, bending over as much as you can.
5. Keep others from entering into the area.
6. Seek shelter if you cannot outrun the shooter. Any feature that can be used to block gun fire should be considered, including walls, planters or trees.
7. Call 911 as soon as safety permits.
8. As soon as possible, evacuate patrons to a safe area, preferably into a building.
9. Remain calm and as observant as possible. Be ready to describe the shooter, the weapon, a vehicle tag number, etc. to police when they arrive.
10. Be ready to describe the situation and request medical aid if necessary.
11. **Do not confront the shooter unless the circumstances present no other option: In most cases, the shooter will leave after the initial assault.**

12. After shots are no longer being fired, check for injuries.
13. Contact your immediate supervisor.
14. Contact parents/guardian.
15. Complete the incident report form and forward it to your immediate supervisor.

B. Inside a Building

1. Tell everyone to get on the floor or behind furniture and remain quiet. Activate crisis procedure plan.
2. If you are in a confined area, such as a locker room, lock the doors and, if possible, move out of view of windows. Blockade locked doors as best you can.
3. If you are confined indoors, turn out the lights and mute your cell phone.
4. Call 911. Be ready to describe the situation and request medical aid if necessary.
5. Remain calm and as observant as possible – be ready to describe the shooter and the weapon to police when they arrive.
6. **Do not confront the shooter unless the circumstances present no other option:** In most cases, the shooter will leave after the initial assault.
7. After shots are no longer being fired, check students for injuries.
8. Keep students calm and wait for assistance to arrive.
9. If shooter has left the building, do not permit anyone to enter until assistance arrives.
10. Contact your immediate supervisor.
11. Contact parents/guardians immediately.
12. Complete the incident report form and forward it to your immediate supervisor.

C. Fight Option

1. If you cannot escape or hide, and lives remain at stake, fight the intruder
2. The goal is to incapacitate the shooter.
3. Use extreme aggressiveness and improvise your weapons, including fire extinguishers, and chairs.

F. WEAPONS WITHOUT SHOOTING

A. Suspected Weapon On The Premises

1. Call 911.
2. **Do not confront the individual.**
3. Try to keep patrons away from the area until police arrive. If this is not possible, observe the suspect from a reasonable distance until police do arrive. Activate lock down procedures if necessary.
4. If the suspect leaves the premises, try to watch and determine the direction. Be ready to give police as complete a description as possible including vehicle tag number.
5. Contact your immediate supervisor.

6. Complete the incident report form and forward it to your immediate supervisor.

B. Observed Weapon On The Premises

1. Seek assistance from another staff member or supervising adult in reporting the incident.
2. Discreetly call 911 if the suspect is not present.
3. Provide a physical and clothing description and the last known direction of travel of the individual.
4. **IN ALL CASES – USE EXTREME CAUTION. DO NOT CONFRONT THE SUSPECT.**

G. SUSPICIOUS BEHAVIOR

1. Approach the individual and ask if you can help.
2. If the individual does not appear to have legitimate business on the premises, ask the person to leave.
3. If the individual does not leave and/ or the suspicious behavior continues, call 911.
4. Contact your immediate supervisor.
5. Continue to observe the individual until police arrive.
6. Be ready to give police as complete a description of the behavior as possible.
7. Do not become involved in a confrontation with the individual.
8. If the behavior seems potentially threatening to your students, remove them to a safer area.
9. Complete the incident report form and forward it to your immediate supervisor.

H. CHILD ABUSE

1. Immediately record the suspected child abuse/neglect in daily log.
2. All staff are mandatory reporters and must report the suspected child abuse/neglect to law enforcement (including a school police department) on the day that it is observed and recorded and no later than 72 hours after the reasonable suspicion is formed.
3. Program Director must contact the Child Welfare Organization for parents/guardians, when appropriate, about observed abuse or neglect within 24 hours of the observation.
4. Staff must record all observations, phone calls and contacts made.
5. If immediate help is required, call Police Department or 911.
6. Contact your immediate supervisor.
7. Complete the incident report form and forward it to your immediate supervisor.
(Remember: All information about children and families is **confidential**)

Definitions Of Child Abuse:

1. **Physical Abuse** – any injuries from shaking, beating, striking, burning. Any suspected sexual abuse.
2. **Physical Neglect** – failure to provide basic necessities such as food, clothing, shelter, medical attention or proper supervisor.

I. PERSONNEL HARASSMENT

1. **Remain Calm.**
2. **Do not respond to the person in a confrontational manner**
3. **Involve your direct supervisor.**
4. **Ask and allow person to explain situation.**
5. **Listen and show concern.**
6. **If situation remains confrontational, ask the person to leave.**
7. **If you feel that you are in danger, call 911.**
8. **Complete the incident report form and forward it to your immediate supervisor.**

J. POWER OUTAGE

1. **Remain calm.**
2. **If participants are in danger, stop activity and move them to a safe place.**
3. **Contact your immediate supervisor. Notify the on-site maintenance staff.**
4. **Ask site personnel for available flashlight.**
5. **Complete the incident report form and forward it to your immediate supervisor.**

K. MISSING CHILD

1. **Remain calm.**
2. **Inform your immediate supervisor and all staff members that the child is missing and direct staff and participants to meet in an assigned area or room. (Pre-determined procedures should be in place for the remainder of the program hours.)**
3. **Previously designated staff should stay with participants while the remaining staff search the building. Check all inside spaces of the building and conduct a thorough search of the grounds.**
4. **Notify the police at 911.**
5. **Notify the parent/guardian. Ask questions of the parent such as:**
 - **Does s/he know how to ride the bus?**
 - **Does s/he have any money?**
 - **Are there any places in the area that the child is familiar with such as a playground or picnic area?**
 - **Are there any relatives or friends in the area where the child would be likely to go?**

6. Gather all vitals – Picture or description, registrations/applications and clothes child was wearing. The police will need this information to assist in finding the child as quickly as possible.
7. If you or your staff assists in the search, ask neighbors for help. Many people are able and willing to do whatever it takes to help find a missing child.
8. Complete the incident report form and forward it to your immediate supervisor.

L. ABDUCTION

1. **Remain Calm**
2. Call 911.
3. Report abduction, or attempted abduction to your immediate supervisor.
4. Note the person's appearance and any other information about him or her (voice, clothing, vehicle type, license plate number, etc.) that might be helpful to police.
5. If the person is seen taking the child into an automobile, note the color and make of automobile and attempt to memorize the license plate or at least a portion of it. Note the direction or street the automobile is traveling.
6. Treat custody dispute problems as a possible child abduction.

M. CONTROLLED SUBSTANCE (Drugs/Alcohol)

1. Be ready to provide as complete a description of the suspect as possible.
2. Call 911. Give 911 operator as complete a description of the suspect, the behavior, the type of controlled substance, if known, and vehicle tag number.
3. **Do not approach the suspect.**
4. If suspect leaves before police arrive, note the direction, type of vehicle, etc. Do not attempt to follow the suspect.
5. Call your immediate supervisor.
6. Complete the incident report form and forward it to your immediate supervisor.

N. SEXUAL HARASSMENT

1. If a student reports to you that s/he has been approached in an inappropriate fashion by another person, take the student to a private area with another staff member for an interview. **All allegations** of sexual harassment, regardless of the nature, must be investigated.
2. Determine by questioning, as gently as possible, exactly what happened. Ask the victim questions like:
 - What did the person say?
 - What did the person do that made you feel uncomfortable?

- When did this happen?
 - How long has this been going on?
3. Inform the parents/guardians immediately of the alleged sexual harassment.
 4. Interview the alleged aggressor. If a patron, proceed with the questioning. If an employee, wait for your supervisor to arrive to conduct the interview.
 5. *If allegations of physical touching, CALL POLICE and your immediate supervisor. Sexual Assault Procedures should be initiated (see page 12).*

O. SEXUAL ASSAULT

1. Isolate and secure the victim and the assault area.
2. Call 911.
3. Do not leave the victim alone. Ensure the victim is in a safe place, and assist in making them comfortable.
4. Remain calm and reassure patrons that all possible actions are being take to care for the injured person and to protect others.

Note: For Sexual Assaults:

1. Notify supervisor.
2. Attempt to dissuade the victim from washing, cleaning up or use of the restroom if possible.
3. Provide the victim with privacy.
4. Secure the crime scene. Protect any potential evidence.
5. **DO NOT USE THE VICTIM'S NAME** on two-way radios or release the victim's identity to anyone other than the lead administrator or law enforcement officials.
6. Remember that sexual assaults are very serious crimes. Do not attempt to conduct an investigation, question victims, witnesses or suspects and do not disturb any potential physical evidence.
7. Assist law enforcement officials as requested.
8. Complete the incident report form and forward it to your immediate supervisor.

P. TACTICAL SITUATION

1. If inside, take all participants to a central area. Keep away from windows and doors and secure all entry doors.
2. If outside and time permits take all participants to an indoor central location.
3. Call your supervisor immediately – they will determine who to contact.
4. Call parents/guardian to inform them of the situation.
5. Do not release anyone until the police say it is safe to do so.

6. Do not release any information to the media. Let the police or a public relations representative have that responsibility.
7. Complete the incident report form and forward it to your immediate supervisor.

Q. BOMB THREATS

ALL BOMB THREATS MUST BE TAKEN SERIOUSLY

1. Remain calm. Keep your voice steady. Do not alarm the caller.
2. DO NOT try to transfer the call. Don't risk losing the call.
3. Record call if possible.
4. Treat the call like any normal order of business. You need to act quickly to get information. **ASK.....**
 - **WHEN** will the device explode?
 - **WHERE** is the device?
 - **WHAT** kind of device is it?
 - **WHAT** does it look like?
 - **WHY** did you place the device?
 - **WHO** are you?
5. Try to keep the caller on the line as long as possible. Take notes while you are talking. Attempt to note.....
 - Time of call
 - Exact words of caller
 - Male or female sounding voice
 - Is there a detectable accent
 - Voice tone, pitch, meter
 - Speech skills, inflections
 - Is the voice familiar
 - Background noise
 - Time the call is terminated
6. CALL 911 immediately. Answer all questions asked of you. Follow any instructions give by the 911 operator.
 - **DO NOT TOUCH SUSPICIOUS OBJECTS.**
 - **DO NOT USE TWO -WAY RADIOS, CORDLESS PHONES, OR ANYTHING ELSE.**
 - **DO NOT TURN ANYTHING ON OR OFF - ESPECIALLY LIGHTS**
7. Contact your immediate supervisor
8. Complete an incident report form and forward it to your immediate supervisor.

DO NOT tell anyone about the Bomb Threat. Trained law enforcement officials will provide instructions.

For Those Individuals Aware Of The Bomb Threat:

DO NOT PANIC. Wait for direction. You may hear the fire alarm sound. It is common to initiate a fire drill in these situations to encourage an orderly exit. The goal is to avoid panic. Mass panic has the potential to result in disaster, including serious injury and /or death.

Center Unified School District

AGENDA REQUEST FOR:

Dept./Site: Wilson C. Riles Middle School

Date: 2/26/15

To: Carol Hunt

From: Chris Borasi, Assistant Principal

Action Item X

Information Item

Attached Pages 92

Principal's Initials: 

SUBJECT: This is the updated Safe School and Emergency Preparedness Plan for the 2014-2015 school year. This plan outlines emergency procedures protocol as well as school safety goals. This plan was approved by our SSC on 2/18/2015.

Recommendation: Please approve the Safe School Emergency Preparedness Plan for Wilson C. Riles Middle School.

Wilson C. Riles Middle School



Safe School

And

Emergency Preparedness Plan

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

Revised January 2015

EMERGENCY PREPAREDNESS PLAN

The Emergency Response Plan has as its primary objectives:

1. To save lives and avoid injuries;
2. To safeguard school property and records;
3. To promote a fast, effective reaction to coping with emergencies;
4. To restore conditions back to normal with minimal confusion as promptly as possible.

Attaining these objectives will require clear activation procedures and responsibilities, identification of all tasks to be performed and by whom, an organized yet flexible response, and the dedication and cooperation of all.

It is vital to the continued functioning of the school, staff, and students that we are prepared to respond effectively in times of emergencies. Such preparations will also help us meet our obligations to our community.

This plan has been developed to be used in case of an emergency. All members of the faculty and other employees should:

1. familiarize themselves with this plan,
2. be prepared to activate it immediately, and
3. perform any duties to which they are assigned to make its activation effective.

Members of the faculty shall teach the Emergency Response Plan to the students. The members of each classroom shall be instructed in the evacuation plan so they can respond immediately upon receiving the necessary warning.

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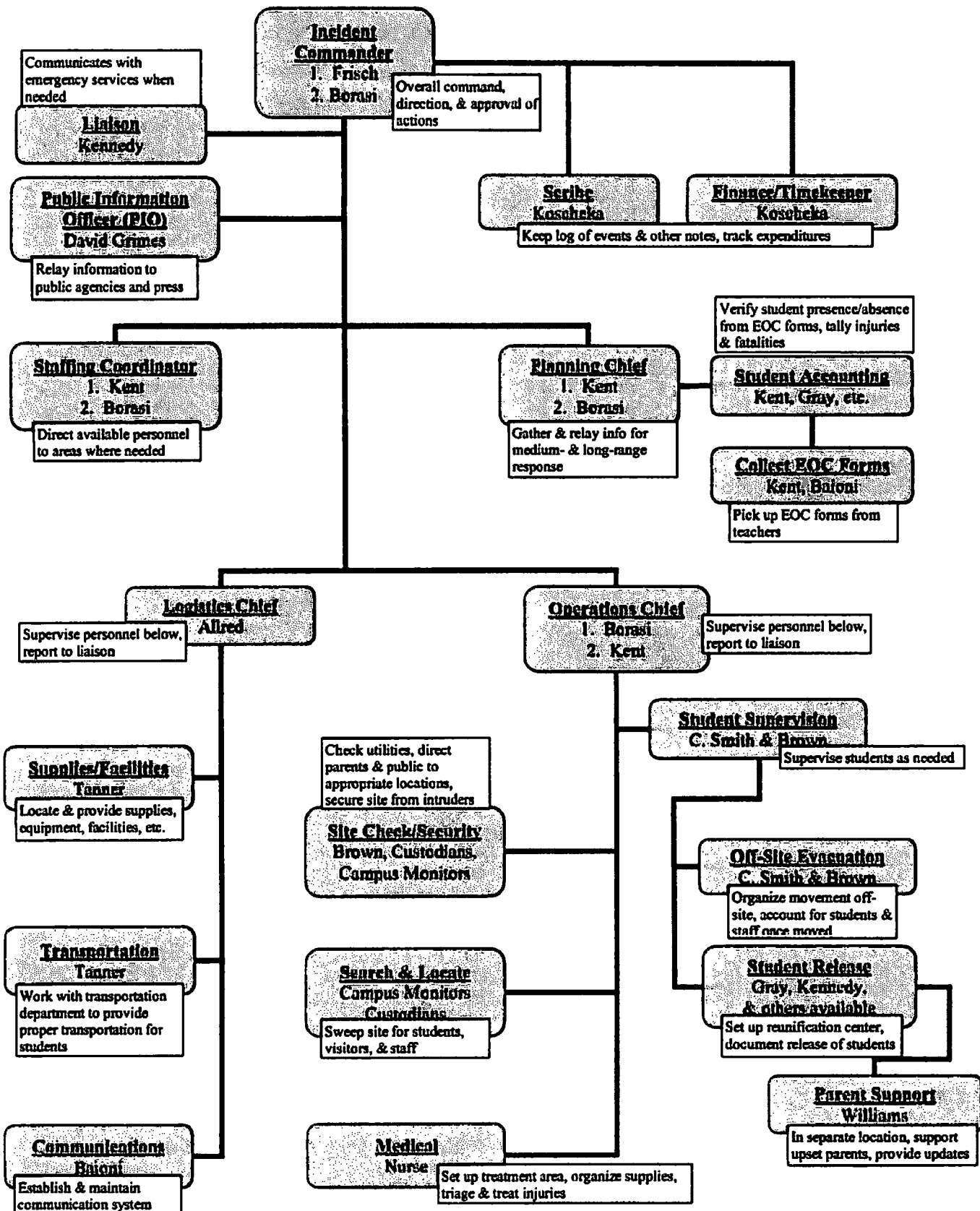
PART 1 CRISIS MANAGEMENT

SECTION 1 INCIDENT COMMAND SYSTEM

The Incident Command System (ICS) is a nationally recognized organizational structure that provides for role assignment and decision-making while planning for and reacting to critical incidents of all types. Implementing ICS will allow for all school personnel to know their area of responsibility during a crisis and to plan and practice the management of their specific role. This type of delegation limits the number of functions under any one manager, allowing each person to focus on just one or two aspects of the incident. These managers then provide information to the incident commander (principal) and help that person make informed decisions. Using this type of organizational system during a critical incident creates clear communication channels that will help limit the chaos and uncertainty associated with emergency incidents. Plans can be made, policy established, and training conducted well in advance of any emergency incident. This type of forward thinking will be needed during a critical incident and is a key component to a school being properly prepared.

Wilson C. Riles Middle School - Incident Command System

(All positions are fluid; personnel will be assigned as needed.)



Incident Command Descriptions

(All team members with students in their charge will take roll, send in their EOC form, and ask another teacher to watch their students before reporting to their team leaders.)

Command Team

Incident Commander: The Incident Commander is the overall leader during an emergency incident. This person is normally the principal or assistant principal of the school. The Incident Commander makes decisions based on the information and suggestions being provided from the Liaison and ICS Section Chiefs.

- Assume Command
- Establish the Command Post
- Conduct briefings of the Command Staff
- Identify level of threat by assessing situation
- Set specific objectives and direct development of incident action plans
- Direct protective actions to stabilize the school
- Activate and oversee ICS functions
- Establish Unified Command with responding agencies
- Update EOC as situation evolves
- Approve information to send to the EOC for media briefings
- Set objectives for resumption of normal activities
- Maintain an activity log (scribe) and oversee action reports

Scribe: The scribe stays with the Incident Commander at all times. The scribe will maintain a written record of the Incident including actions taken, actions reported to the Incident Commander, time, names, dates, etc.

Finance Chief

- Report to Command Post if directed to do so; otherwise, provide finance duties as secondary duty
- Keep an envelope or box for all receipts and overtime cards
- Provide a cost-accounting update for the IC as requested
- Maintain an activity log (scribe) and write after-action report
- Check attendance for that day for both students and adults

Timekeeping & Purchasing: This person will maintain accurate records of staff hours and of purchases.

Staffing Assignment Coordinator: The role of this position is to use available personnel to assist with carrying out the core functions associated with an incident. Any teacher not assigned students during an incident and any school personnel arriving at the incident should directly report to this person. Working closely with the Incident Supervisor, the person will direct staff to the areas that need assistance. Those responsible for organizing the various areas will coordinate with this person in requesting manpower during the incident. This person will keep a roster of assignments and manpower needs and make requests of administrative offices when needed.

Planning Chief: The Planning Chief will report directly to the Incident Commander and may stay with the Incident Commander throughout the crisis. This team will gather information to assist with medium/long-range planning related to the ongoing incident and school recovery issues. They will arrange for recovery/aftermath resources so that there is no gap between the end of the incident and necessary support/ services.

- Report to Command Post (immediately or upon handing off students)
- Collect EOC forms and develop a briefing on incident size and scope for IC Team.
- With Ops, gather incident information and updates from team leaders.
- Send and supervise runners, if needed, to gather incident information
- Share information needed for decision making with IC Team
- Prepare estimates of incident escalation or de-escalation for IC Team
- Report to Safety any conditions that may cause danger
- Maintain an activity log (scribe) and write after-action report

Student Accounting: Members of this team will collect the EOC forms and verify whether students marked missing are absent from school, in another location, or unaccounted for. They will also tally injuries and fatalities. The forms and information will go to the Planning Chief. Information about missing and injured students will go to the Operations Team, also.

Liaison: The liaison is the link between the Incident Commander and the Section Chiefs. The liaison may provide general information to the Incident Commander but does not make command decisions. The liaison is also the contact person/link for other community agencies, such as local police and fire departments.

Logistics Team:

Logistics Chief: The Logistics Chief manages the team and reports directly to the Liaison. This team is responsible for obtaining any needed resource, communication, food and water, and transportation.

- Report to Command Post (immediately or upon handing off students)
- Participate in briefing sessions, helping to identify required resources and personnel or advising of their availability
- Provide equipment, supplies, personnel, busses/cars as required by Operations
- Establish and maintain communications (radios, bullhorns, etc.)
- Stage resources (or Team Leaders) so they are readily available
- Coordinate and re-assign staff to other teams as needed by Operations
- Maintain a visible chart of available resources as a reference for Ops and the IC Team
- Provide food and water as needed (and available) for staff and students
- Maintain an activity log (scribe) and write after-action report

Supplies/Facilities: This person will locate and provide facilities, equipment, supplies and materials as needed.

Transportation: The school staff member responsible for organizing this operation works with the district Transportation Department to coordinate the arrival of buses and the loading of students onto the proper bus. Responsibilities for this person include: arranging for buses, supervising loading and moving of buses, and arranging alternative forms of transportation as needed. The Operations Chief will direct the team to move students off campus, if necessary.

Communications: This person will work to ensure that a communication system is in place (phones, walkie-talkies, etc). They will communicate crisis progress or changes within the site and with District Office.

Operations Team

Operations Chief: The Operations Chief manages the members of the Operations Team. The Chief reports directly to the Liaison. This group, referred to as the "Doers", performs the "hands on" response.

- Immediately report to Command Post
- Supervise and direct activities of all groups assigned to Operations through the Team Leaders
- Identify alternate staging areas as needed (to IC and Logistics)
- Identify alternate resource requirements (to IC and Logistics)
- Deploy resources
- Make changes as necessary to action plan based upon reports from group leaders and Planning Chief
- Update IC and IC Team with status reports
- Maintain an activity log (scribe) and write after-action report

Site Check/Security Team: Members of this team will report to the Operations Chief and then, if it is safe, check on utilities, etc. The Site Check/Security Team will notify the utility companies of a break or suspected break in utilities. The team will then proceed to the entrances where public safety and/or parents may arrive and help direct people to the Command Post or Student Reunification Areas. If neighbors arrive, the team should direct them to help support Traffic Control.

A violent crime or other situation near a school may require that the school staff take steps to quickly secure the school from outside intruders. This will involve developing specific assignments for school personnel during such an emergency and creating a check system to make sure the school is secure. This person would then act as a liaison with the agency handling the local event.

Search and Locate: This team is responsible to “sweep” the bathrooms, hallways, and other areas for students, visitors, and staff. This team may need to search for unaccounted for people. Emergency responders will perform any major rescue efforts if necessary. Search and Rescue Team members should report to their Team Leader in a pre-determined location. It may be near (but not in) the Command Post or by the Student Staging Area. The Operations Chief will direct the Team Leader as to the location of the missing or injured. Room by room searches are not conducted by Search and Rescue until after they have gone to all the rooms with known problems and then only if it is deemed safe to do so. As Search and Rescue teams (2 each for safety) proceed, they should check back in with the Team Leader to report progress and/or need for additional help. The Team Leader reports progress/needs to the Operations Chief.

Medical Team: Members of this team will report directly to the Team Leader in a pre-determined First Aid Staging Area and organize first aid supplies. The medical area should provide privacy for the injured and easy access for cars used to transport people with major injuries.

If necessary, Medical Team members will take medical supplies and report to classrooms where injuries are being reported by Search and Rescue. They will stay in communication with Operations Chief via radio.

The Medical Team will use the First Aid and START to provide treatment and continue to prioritize injuries. Students with minor injuries can be walked to the medical area for first aid treatment. The Medical Team will determine if a student needs to be transported to the hospital. Written records must be kept of any students who are to be transported. If a transported student’s name is not known, use a cell phone to take a photo of that student and document where he/she was transported to. Also, get the name of the ambulance company and the badge # of the ambulance personnel.

Student Supervision: This team supervises all students unless otherwise assigned. Other teachers who have designated responsibilities that take them away from their class will be reporting to the leader of the Student Supervision Team before they leave their class in his care. This team will be working closely with the Student Release Team to make sure that students do not leave until their parent or adult has signed them out from the release area.

Off-Site Evacuation Coordinator: The duties of this position focus on organizing the off-site evacuation location during an emergency situation. This includes planning the movement of the students to the location and assisting with accounting of the students once they are moved. Many aspects of this assignment involve planning for the use of a location and planning the evacuation route to safely move the students. When organizing an evacuation, consider the special needs students and plan for how those students will be moved and what assistance will be required.

Student Release a.k.a. Parent Reunion Coordinator: This team will supervise the release of students. They will document the persons picking up students. They must record the time, signature, and where they will be taking the student. Pictures of each child with the adult picking them up may be useful. Before parents begin arriving, the Team Leader will begin setting up the Reunification Center, with support if needed, in a predetermined location. They will gather information regarding attendance from the Admin/Finance Team. When parents begin arriving, the Team Leader will call up the rest of the team and notify the Operations Chief. As more parents arrive, more teachers and classified staff will be assigned to this staging area. Students will be re-assigned to other Supervising Teachers. If evacuating the site, before leaving the school grounds, the Student Release Team will post a notice on the front door informing parents where to pick up their children. If the front door is no longer there, the notice will be placed on the flagpole.

Not on Flow Chart: *(All team members responsible for these tasks or for designating these tasks to specific people.):*

Documentation: This person will collect, evaluate and document information about the development of the incidents and the status of resources.

Situation Analysis: The person in charge of situation analysis will provide ongoing analysis of situation and resources status - *What if...*

SECTION 2 STAGING AREAS

Indoor Command Post:

1. Conference Room (#107) in Main Office
2. Nurse's Office (#114) in Main Office

Outdoor Command Post:

1. Overhang area outside Husky Gym facing basketball courts
2. West Parking Area in front of 500 buildings

Triage Area: Quad

On-Site Evacuation and Parent Reunification Areas:

1. Basketball courts
2. Upper Field (Track/Football Field)

Bus Staging Area: East Parking Area in front of Basketball courts

Media Staging Area: East Parking Area in front of Basketball courts

Off-Site Evacuation Location:

SECTION 3 LOCKDOWN PROCEDURES

The school lockdown procedure serves many functions during an emergency situation:

- When a lockdown is initiated, the majority of students and teachers will be taken away from the threat.
- The dangerous situation can be isolated from much of the school.
- Accounting for students can accurately take place in each classroom.
- Depending on the situation, an organized evacuation can take place away from the dangerous area.

In addition to an onsite emergency, lockdown procedures can be modified for use during a local incident in which the school population is not in direct danger. A local incident might be a sheriff or fire event nearby or an injury on school grounds that requires limiting student movement in the area.

When a lockdown is announced, several steps should take place. Someone must be assigned to the dangerous situation or area to ensure students and staff do not enter the area. Immediate notification should be made to the 911, fully explaining what is known at that time. The bells must be held and instructions to ignore the fire alarm should be given.

When ordering a lockdown, the following announcements should be made and repeated several times:

A) Classes in progress (not during lunch)

"Teachers, please secure your students in your classrooms immediately. All students report directly to your classrooms and ignore any fire alarms."

B) Class change in progress

"Teachers and students, it is necessary to begin a lockdown of classrooms. All students report directly to your next assigned class and ignore any fire alarms."

C) Lunch is in session

Add the following to either announcement:

"Students in the cafeteria, follow the instructions of the staff in the cafeteria."

Unassigned teachers should ensure that students in hallways are placed in classrooms immediately. Staff members should check restrooms and other areas where students may be found. If students are found and are not close to their classroom, students should go into the closest occupied classroom. Then teachers should stay in a locked room and notify the office of their location.

During a lockdown, special attention should be given to the areas of the school where numerous students are gathered in an unsecured environment, such as the cafeteria, auditorium, or library. Arrangements should be made so that students in these areas can be moved to nearby locations that can be secured.

When a teacher with a class hears one of the lockdown announcements he or she should follow these directions:

1. Lock the classroom door immediately.
2. Keep all students sitting on the floor, away from the door and windows.
3. Use caution and discretion in allowing students entry into the classroom.
4. Advise the students that there is some type of emergency but you don't know what it is.
5. Take attendance and prepare a list of missing students and extra students in the room. Prepare to take this list with you when you are directed to leave the classroom.
6. If there is a phone in your classroom, do not use the telephone to call out. Lines must be kept open, unless there is an emergency situation in the classroom.
7. Ignore any fire alarm activation. The school will not be evacuated using this method.
8. Project a calm attitude to maintain student behavior.
9. When or if students are moved out of the classroom, assist them in moving as quietly and quickly as possible.
10. Remain in the room until a member of the Crisis Management Team comes to the room with directions, or a sheriff arrives with directions.

Teachers should be aware of the emotional response some students may have to a lockdown situation. For example, teachers could prepare for frightened students vomiting by keeping plastic bags and cleaning supplies available in the classroom. Another idea is to keep a supply of gum, mints, or hard candy in each room to help relax students.

Depending on the grade level, students will ask many questions that teachers will not be able to answer. Being familiar with the lockdown procedures and the role of the ICS will provide a better understanding of what is taking place and what can be expected.

As a lockdown is taking place, the Incident Command Team should ensure that several functions are taking place. Depending on the situation, the school may need to be completely secured from the inside. This will require specific individuals being assigned to lock any open doors. Notifications will continue to be made to school administration and possibly the sheriff department if the sheriff has not arrived on the scene. Any known injuries should also be reported to the administration, who will relay that information to the sheriff.

Communication via school radio is permissible as long as the incident does not involve an explosive device or a suspect in possession of a radio or scanner. The sheriff liaison member of the Incident Command Team should be prepared to gather all known information and respond to the first arriving sheriff personnel and brief them on the situation.

Once a lockdown has been started, wait for the sheriff department to arrive before arranging for evacuation of the school. This will allow for a more secure

environment during the evacuation and assist the sheriff if a tactical operation is necessary.

Special areas of concern:

Special attention should be paid to the playground area of each school. Teachers must be able to hear the lockdown announcement and an alternate lockdown location must be identified. This location can be indoors or outdoors, if students can be safely hidden on the playground. In either case the lockdown location must be determined during initial crisis planning and the information should be clearly communicated to all staff members.

SECTION 4 EVACUATION PROCEDURES

General Evacuation

Evacuation decisions are very incident-specific. If the release occurs slowly, or if there is a fire that cannot be controlled within a short time, then evacuation may be the sensible option. Evacuation during incidents involving the airborne release of chemicals is sometimes necessary. If a general evacuation is ordered, the school population will be sent home, to the off site evacuation location, or to another location. Students are evacuated by walking or on school busses. If the school has been evacuated, the response personnel will need to decide when it is safe to return. They will need to verify data collected by the monitoring crews and consider the advice of the health officials concerned.

Evacuation of School Grounds

In the event the school cannot be occupied following an evacuation, it may be necessary to evacuate the school grounds. We will evacuate to the off site evacuation location.

The principal will call the Superintendent. Before leaving the school grounds, the Student Release Team will post a notice on the front door informing parents where to pick up their children. If the front door is no longer there, the notice will be placed on the flagpole.

During evacuation, the students will walk quickly, quietly, and in single file. If busses are available, students will board {insert location}. When releasing students to the care of parents or other adults, refer to the section entitled, "Release of Students to Parents".

School Evacuation Instructions

Exit the Building

- Go to the designated assembly area.
- Immediately upon hearing the fire alarm signal or instructions to "leave the building" over the intercom, students, faculty and others in the building shall evacuate the building via prearranged evacuation route quickly, quietly and in single file. The last person out of the room shall pull the door closed, but will not lock it. All will proceed to the designated assembly area.

Teachers

- Take class lists, red/green cards, and EOC Forms.
- Make special provisions to assist handicapped students.
- Exit the building through assigned exit or nearest unblocked exit.
- Lead the class out of the building to pre-designated area at least 500 feet from building. Area must be free from hazards such as overhead power lines, gas lines and motor vehicle traffic.
- Take roll and fill out EOC form accurately, noting missing/unaccounted for students by name. Form should be given to Safety Team member collecting them.
- Necessary first aid should be performed.

Students

In own class

- Leave all personal items in classroom.
- Follow their teacher and exit in a quiet and orderly manner.

NOT in own class

- Leave all personal items in classroom.
- Exit with their supervisor, or if alone, exit the nearest unblocked exit.
- Remain with the class with which they exited until it is deemed safe for the student to return to his/her regular class.

At recess / break

- During recess, students should go to their assembly area.
- Students should go to the assembly area of their 2nd period teacher.

Staff Not Assigned To Classrooms

- Will follow as directed in the Incident Command System.
- Assist as directed by principal or designee.

Principal or Designee

- Report any missing persons to emergency response personnel.
- If building is determined to be safe to re-enter:
 - Determine WHEN it is safe to re-enter
 - Notify teachers by all clear signal or runner. DO NOT USE FIRE ALARM SIGNAL for re-entry.
- If building is unsafe to re-enter, evacuate the school site, using predetermined plan.

Instruct teachers to:

- Release students to responsible adults using predetermined procedure.
- Students will exit school grounds to the blacktop/field either to board busses or to walk to {insert location}.

Evacuation of Students with Disabilities

Students with sensory, developmental, cognitive and mobility disabilities will have evacuation protocol in place that meets the requirements of their Individualized Education Plan, their Health Plan and/or Americans with Disabilities Act requirements. During an evacuation:

- A pre-designated staff member will assist with the evacuation.
- The staff member will describe the situation and actions to be taken in advance of beginning the evacuation procedures.
- The staff member will use facial expressions and hand gestures as clues when describing the procedures.
- The staff member will give one direction at a time during the evacuation.
- The student will never be left unattended.

Exit Route

An emergency exit route will be posted in the classroom beside the door. All who use this room should be familiar with the fire evacuation route as it applies to that room. When you have a substitute, make sure they are aware of where this map is located and that the roll sheet and student emergency information must be taken with them during the drill.

SECTION 5 STUDENT RELEASE PROCEDURES

Early Dismissal

The ultimate responsibility for the student's safety from the school to home in cases of emergency lies with the parent or guardian. Parents should work through community emergency preparedness groups to make preparations for the safety of their own children.

If an emergency occurs during the school day, and it is believed advisable to dismiss school, students will be provided shelter and supervision at the school as long as deemed reasonable by the principal.

The school will proceed on the basis that there will be no bus transportation or telephone communication. School will not be dismissed early unless school authorities have been assured by local emergency authorities that routes are safe for student use.

Follow the "Release of Students to Parents" plan.

Release of Students to Parents

Each teacher will have a copy of the student emergency information and a list of students on a clipboard. The adults listed on this card will be the only adults the students will be released to. Any other adult showing up may stay with the student, but he/she will not be permitted to leave with them. This clipboard is to remain with the teacher during any building evacuation exercise including a fire drill.

Prior to the approved adult taking the student, a release form must be filled out and signed. (See student release form.)

Teachers must stay with the students until all their students are picked up and/or the principal or his/her replacement approves of their leaving.

STUDENT RELEASE FORM

STUDENT _____

Date _____ Time _____

PERSON CHECKING OUT STUDENT:

Name _____

Address _____

Phone # _____

Relationship to student _____

Signature _____

ID Verification _____

WHERE WILL YOU BE TAKING STUDENT?

Student's Home _____ Other (address, phone #) _____

Student location on campus _____

Student checked out of classroom (Staff initial) _____

ID Verified before release from campus _____

STUDENTS UNACCOUNTED FOR

Teacher's
Name _____ Grade _____ Room _____

Students unaccounted for:

SECTION 6 SCHOOL PARTNERSHIPS

Off Site Partnerships

SECTION 7 RESOURCES**Staff List – Health Concerns/Special Skills**

TEACHERS	Phone #	Room/Ext #	Health Concerns	Special Skills
Allred, Marie				
Andrews, Julie				
Anwar, Shahnaz				
Asbury, Jeff				
Brown, Pete				
Cline, Sherry				
Cook, Karen				
Cornwell, Marsha (SCOE)				
Hayes, Tracy				
Jordan, Mark				
Kennedy, Caryn				
Law, Jennifer				
Lunsford, Theresa				
Magnani, Kathy				
Mayer, Ryan				
Morris, Vivian				
Muldoon, Carrie				
Myers, Dave				
Price, Karen				
Ray, Candace				
Seele, Tina				
Seipp, Alexx				
Slay, Jennifer				
Smith, Abe				
Smith, Clay				
Swift, Windigo				
Tanner, Susan				
Telles, John				
Topper, Jamie				
Verhagen, Annelies				
Wise, Jeff				
Yee, Melvin				

OFFICE STAFF
Alzanoon, Ylba
Blackwell, Barbara
Borasi, Chris
Frisch, Joyce
Gray, Ryan
Kent, Allison
Williams, Cheryl

OTHER STAFF	Phone #	Health Concerns	Special Skills
Baioni, Ron			
Becker, Leanne			
Belding, Tim			
Eastteam, Eve (Speech)			
Engman, Pam (Tanner)			
Daubenmire, Tracie (ERMHS)			
Hoffman, Peter (Campus Monitor)			
Garland, Lesli (Speech)			
Lal, Kris (Cornwell)			
Linder, CeCe (Seipp)			
Livingston, Barbara (Yee)			
Matsuno, Deanna (Price)			
Misajon, Joanna (Anwar)			
Myrick, Alyssa			
Smirnov, Fedor (Price)			
Vasilevich,Tatyana (ELD)			
Wall-Butler, Thelma (Speech)			
Warren,Errin (Price)			
Wheat, TerryI (SCOE)			
Wise, Sandy			
Xerri, Bobbi			

KITCHEN STAFF	
Brown, Ann	
Chernetskiy, Lyubov	
Karakas, Tori	
Rosenbach, Akiko	
Turnquist, Nancy	

NOON DUTY STAFF	
Abdelfattan, Enssaf	
Blackwell, Samantha	
Butler, Cora	
Evans, Jeannie	
Tolok, Liliya	
Torres, Betty	
Tresh, Kim	

CUSTODIAL STAFF	
Azevedo, Maria	
Harvey, Holly	
Jacobo, Daniel	
PaliKugel, Connie	

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) 348-6409
- Maintenance, Operations, Transportation (MOT):
 - Craig Deason, Assistant Superintendent: (916) 338-6337
 - Carol Surryhne, Assistant Superintendent's Secretary: (916) 338-6337
 - Kim Rogers, Staff Secretary: (916) 338-6417
- Child Protective Services (CPS): (916) 875-5437
- Spinelli Elementary School: (916) 338-6490
- Dudley Elementary School: (916) 338-6470
- Oak Hill Elementary School: (916) 338-6460
- North Country Elementary School (916) 338-6480
- Wilson C. Riles Middle School: (916) 787-8100
- Center High School: (916) 338-6420
- Antelope View Charter School: (916) 339-4690
- Global Youth Charter School: (916) 339-4680
- McClellan High School: (916) 338-6445

SECTION 10 LETTERS HOME

Dear Parents:

Please review the following information regarding school and parent responsibilities for emergency school closure. Please help us to be efficient and helpful in caring for your child.

We have developed an emergency preparedness plan that outlines a variety of situations including fire, bomb threat, earthquake and the possibility of evacuation due to an unforeseen emergency. We would like parents to be advised as to what to expect while their children are in school. The following procedures will be implemented in case of an emergency:

1. In case of a fire alarm, students will be evacuated from the building. In the event of an **actual** fire that requires evacuation, students will be evacuated to the church next door or to the high school. If possible, notification will be sent to parents through the automatic dialing system; otherwise, parents will be informed by school officials during or after the evacuation.
2. If an emergency evacuation occurs before parents can be reached, a notice will be left on the front door of the school office informing parents where to find their children. Only parents or adults listed on the emergency information cards will be permitted to pick up students. Please make sure the information on the emergency card includes everyone you would permit to pick up your child. Bused students will only be returned home on buses during regular times and only if it is deemed safe.
3. If there is an earthquake, students will be kept in classrooms until quaking stops. Students will then be evacuated from the building. If there is too much damage to use the school as shelter, see number 1.
4. Floods, power outages, severe storms or any other disaster will normally result in students being held at school in regular classes until the usual departure time or sent home as in number 2.
5. Parents should discuss the above information with their children and assure them that school personnel will care for them just as they do each day, until they can be re-united with parents.

We would like to remind you to go over the following information with your children:

1. Practice and review emergency plans, family meeting places and emergency telephone numbers regularly with your children.
2. Each year make your child's teacher aware of his/her health or physical needs that would require special action or supplies during an emergency. Make sure the office has a supply of vital medication on hand.
3. Make sure your student's information card has the name, address, and phone number of anyone you want to pick up your child during an emergency. Students will NOT be released to ANYONE not listed on this card.
4. Make sure your child is familiar with the people he/she may leave with and that they know that it is OK to leave with them in the event of an emergency. This may include a family code word.
5. Be aware that you may not be able to get to your child in the event of a large-scale emergency if you work a great distance from your child's school. Be aware that the person picking up your child may have them for several hours or even days.

SECTION 11 AFTERMATH

Counseling

The need for a proactive counseling program can not be overlooked.

Many dangerous situations can be avoided with early intervention by trained professionals. Available resources should be identified and used on a regular basis when the first sign of depression, anger, or other alarming changes in a student is observed. During a crisis, the CMT member responsible for counseling must quickly organize a counseling program to help students, parents, faculty, and the community heal from the incident. Counselors at the effected school may handle some incidents, while other incidents could easily require the cooperation of many services. Identifying resources within the school system, county, and community should be planned and well organized before a crisis occurs.

SECTION 12 TRAINING AND UPDATING

Drills

The principal shall hold fire drills monthly and intruder alert and earthquake drills each trimester to ensure that all students, faculty members, and others are sufficiently familiar with such drills that they can be activated and accomplished quickly and efficiently. These drills shall be held at both regular and inopportune times to take care of almost any situation. Everyone in the building, including other employees, all office workers, all lunch workers, all custodial staff, and visitors must obey the instructions in the room or area they occupy when the alarm is sounded. Drills will also be carried out for quick evacuation of the multi-purpose room. The school secretary will be responsible to notify Sacramento Fire Department and Twin Rivers Police Department as necessary.

Once yearly, a full scale disaster drill will be held to give the staff an opportunity to fully implement the Incident Command System.

Training

All trainings are annual, unless otherwise indicated. The staff will participate in the following trainings:

- Bloodborne Pathogens (15 min video + quiz)
 - Classified & Certificated - September 15, 2014
- Mandated Child Abuse Reporter Training (20 min.)
 - Classified & Certificated - September 15, 2014
- Triage Training – (every other year) (18 min video + exercise)
 - Classified & Certificated – 2015-2016 School Year
- Lockdown video (29 min video)
 - Classified & Certificated - August 25, 2014
- CPR Training – TBA
- Preventing School Arson (every other year) (7 min video)
 - Classified & Certificated - March 16, 2015
- NIMS video – (every other year) (34 min video)
 - Classified & Certificated - February 23, 2015

* The Power Point Presentations on the Schools Insurance Authority website can be used in lieu of their videos. In either case, sign in sheets must be used.

PART 2 CRISIS READINESS

SECTION 1 ACTIVITY IN THE VICINITY

Upon notification of a dangerous situation near the school, several steps should be taken to protect the school population from the incident.

- Obtain as much information about the incident as you can. The Sacramento County Sheriff's Communication Center will be able to provide an overview of the incident. Call (916)874-5115.
- Convene a meeting of the Incident Command Team and discuss the situation and/or recommendations from the sheriff or fire department.
- Bring classes being conducted in trailers into the school.
- Secure the school building, if necessary.
- Coordinate with team members and faculty to ensure all doors are secured and post lookouts inside the school who can alert you to approaching danger.
- Notify the District's Central Office.
- Assign sheriff and fire liaison member of Incident Command Team to monitor situation and provide updates as needed.
- Prepare for possible lockdown or evacuation depending on the situations. Follow sheriff or fire guidance.
- If sheriff or fire have not resolved the situation by dismissal time, plans will need to be made to alter or delay dismissal of students and transportation should be contacted with information.
- Informational letter for parents should be developed in conjunction with district office and sheriff or fire officials.

SECTION 2 AFTER-HOURS CRISIS PROCEDURES

Store an emergency bag, with a copy of the Crisis Readiness portion of the safety plan, in a visible location in the school areas that are accessed by clubs and groups after regular school hours.

A one-page "After Hours Crisis Procedures" document has been provided with the "Facilities Use Agreement." This document refers the group leader to the Crisis Readiness portion of the safety plan for detailed crisis response procedures.

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

SECTION 3 BOMB THREAT

Because an explosive device can be controlled electronically, school radio usage should not take place inside the school during a bomb threat since radio waves could detonate the device accidentally. Radio usage can resume 300 feet away from the building, allowing for communication from the evacuation staging area. Cell phones should also not be used.

Bomb Threat Procedures

I. Office Personnel

- a. If the threat is made by any means other than telephone, immediately notify an administrator.
- b. If the threat is made by telephone, the person receiving the call is to do the following:
 - i. Mentally form a picture of the caller - is the caller male or female? Juvenile or an adult? Does the voice sound familiar? If so, who? As soon as possible, indicate your impressions on the Bomb Threat Form.
 - ii. Ask the caller three questions, in this order:
 1. When is the bomb going to explode? (The caller may or may not respond to this question. If the threat is real, chances are he/she will say something. If the caller just hangs up without any comment to your questions, the chances are great that it is a prank call.)
 2. Where is the bomb located? What kind of bomb is it? (If the caller responds to these questions, he/she will probably lie, but it will keep the caller talking and give you more time to identify him/her.)
 3. Why are you doing this? Where are you now? (The caller's answer to these questions will give you a clue as to whether or not it is a real threat. If he says he wants money, or is representing some group or organization, the chances that it is a real threat are increased. In no event suggest a reason to him by asking something like, "Do you want money?" Let the caller provide the reason.)
 - iii. Note the time the call was received and immediately notify the principal or designee.
- c. Call the Sacramento County Sheriff (911) and ask for a sheriff's unit to be dispatched to the school.

II. Administration

Make a judgment as to the validity of the threat, and react in the following manner whether or not you believe this to be a prank:

- a. Notify teachers to evacuate their rooms by announcing the bomb threat. All students should be at least 500 ft. away from the building.
- b. Wait for the sheriff's unit to arrive. Assist the officers as needed.
- c. Provide a designated employee(s) to assist law enforcement in search of suspicious objects on school grounds.

- d. Administrator must determine if students will need to evacuate the school grounds if no suspicious item is found.
- e. Maintenance, Operations, & Transportation will be called to provide busses for students, if necessary.

III. Teachers

- a. Upon receiving the notice to evacuate, have your students assemble outside your classroom in an orderly manner and wait for you.
- b. Students should take their backpacks with them.
- c. Check your room before you leave for anything out of the ordinary. Take a 360-degree sweep from eye level to floor and if you see anything suspicious, report it to an administrator.
- d. Keep your group together and walk with them to the field. Take your roll sheet and emergency information and call roll when you get there. Get your group together in an orderly manner and stay with them. You will probably be there for awhile, so take your time with these tasks and make sure students obey you perfectly.
- e. When you hear the all clear signal (announcement over the intercom or on the bullhorn) return to your classroom in an orderly manner.

IV. Custodians, Cooks, and other Classified Employees

- a. Check your work areas. Do a 360 degree visual check of your room(s) as described under "Teachers" above.
- b. Assist Administration as needed.

BOMB THREAT FORM

RECEIVING A BOMB THREAT

INSTRUCTIONS:

Be calm and courteous: LISTEN! Do not interrupt the caller. Quietly attract the attention of someone nearby, indicating to them the nature of the call. Ask the questions in the order they are listed. Complete this form as soon as the caller hangs up and the school administration has been notified.

Exact time of call: _____

Exact words of caller:

Questions to Ask

1. When is the bomb going to explode? _____
2. Where is the bomb? _____
3. What does it look like? _____
4. What kind of bomb is it? _____
5. What will cause it to detonate? _____
6. Did you place the bomb? _____
7. Why? _____
8. Where are you calling from? _____
9. What is your address? _____
10. What is your name? _____

Caller's Voice (Circle):

Calm	Disguised	Nasal	Angry	Broken
Stutter	Slow	Sincere	Lisp	Rapid
Giggling	Deep	Crying	Squeaky	Excited
Stressed	Accent	Loud	Slurred	Normal

Voice Description (Circle):

Male	Female	
Calm	Nervous	
Young	Old	Middle-Aged
Rough	Refined	

Accent: Yes No Describe _____

Speech Impediment: Yes No Describe _____

Unusual Phrases _____

Recognize Voice? If so, who do you think it was? _____

Background Noises (Circle):

Music TV
Traffic Running Motor (type) _____
Horns Whistles Bells
Machinery Aircraft Tape Recorder Other _____

Additional Information:

A. Did the caller indicate knowledge of the facility? If so, how? In what ways? _____

B. What line did the call come in on? _____

C. Is the number listed? Private number? Whose?

D. Person Receiving Call _____

E. Telephone number the call was received at _____

F. Date _____

G. Report call immediately to: _____
(Refer to bomb incident plan)

Signature _____ Date _____

THREATENING PHONE CALL FORM

Time call was received_____ Time caller hung up_____

Try to get another person on the line and record the conversation. Exact words of person: _____

Questions to ask if not already covered by caller's statement (record exact words)

1. What is your name? _____
2. What are you going to do? _____
3. What will prevent you from doing that? _____
4. Why are you doing this? _____

5. When are you doing this? _____
6. Where is the device right now? _____
7. What kind of device or material is it? _____
8. What does it look like? _____

Person receiving the call

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

Domestic or Civil Disturbance

It should be noted that the normal school routine serves to reduce the threat of civil disturbance within the school. The classroom unit keeps students in small groups where each student is more easily known and can be held responsible for his/her actions. Outsiders are generally recognized and the potential for problems can be reduced if the integrity of the individual classroom unit can be maintained.

To reduce the potential for problems, these steps are standard procedure:

1. All teachers are to be at their lines directly after the final recess bell.
2. Teachers are expected to attend assemblies and sit with their classes.
3. Teachers and administrators are available if the need for control should arise before and after school.
4. The administration is aware of substitutes in the building and teachers in adjoining classrooms are available to assist substitutes in controlling students if the need should arise. Each substitute is provided with lesson plans by the teacher who is absent, whether by direct communication, previously prepared plans, or emergency plans on file in the office.
5. Teachers are asked to report the presence of any outsider they see to the administration.

In addition to the above listed procedures, teachers and administrators should be keenly aware of the general morale of the students. An atmosphere in which students feel free to approach teachers and discuss problems is encouraged so that a close working relationship with all the different groups in the school can be achieved.

It is important to be aware of community problems, which could possibly set the stage for civil disturbance. The PTA and School Site Council organizations can be helpful in determining problems and offering assistance. A liaison with law enforcement agencies must also be maintained.

Procedure to Deal with Civil Disturbances

Violent Person:

Teachers are to be notified by intercom to close and lock classrooms until the situation is cleared by the administration and/or police. The "duck and cover" drill will be initiated. Students located in the halls shall be moved to the nearest classroom as quickly as possible. While contact is made with law enforcement, one person (determined by the administration) may attempt to establish rapport with the person, otherwise do not confront this person; contact the office immediately. The office will call 911. Administrators will inform the Superintendent.

If it is a parent with a restraining order planning to take his/her child, allow him/her to do so if it appears that it may be dangerous to intervene. Get a description of the subject, license number, make and model of car and direction of travel. If there are any records on this person in the school office have them ready for law enforcement. See further information under the heading, "Kidnapping/Attempted Kidnapping."

Mob:

If the persons involved are from outside the school, the same procedure as used with a violent person should be implemented. If students are involved, the administration will determine the need for police assistance. If advance warning is received, steps will be taken to try to prevent the incident. In the absence of law enforcement, the administration will do whatever it believes necessary to alleviate the problem. The administration will make a written report of the entire incident.

Unidentified Person(s) Taking Control:

If an unidentified voice gives orders over the intercom threatening or calling a general assembly or asking for individuals, teachers are to close and lock their classroom doors. If an unidentified person comes to the room, he/she is to be asked for office clearance. Pick up the phone and contact the office if the person refuses to leave.

SECTION 13 KIDNAPPING/ATTEMPTED KIDNAPPING

Definition: The physical capture or attempted physical capture of a student or staff member against their will.

1. Principal or designee will contact the Sacramento Sheriff (911).
2. Principal or designee will contact the Superintendent and report the situation.
3. Principal or designee will contact the parent or guardian of the kidnapping victim.
4. Principal or designee will inform the teachers of the situation and give further instructions regarding child safety.
5. Principal or designee will inform secretary on how to respond to phone calls regarding the incident.

SECTION 14 MEDICAL EMERGENCY

Our school shall be prepared to provide basic first aid while summoning necessary emergency assistance. A list of qualified persons who have had First Aid and CPR training should be maintained by the principal. This list must be updated and distributed to the staff annually.

An emergency card will be filed in the office for each student with emergency numbers to call in case of an accident, injury, or illness. Parents will always be notified as soon as possible of any reportable accident, injury, or illness.

Any reportable accident or injury incurred on school property or during a school activity off campus will be reported in writing to the office of the principal no later than 24 hours from the occurrence. Accident forms are kept in office filing cabinet.

The general emergency number 9-1-1 will be explained each year to all school personnel, and this number will be readily visible on all telephones.

A first aid kit shall be maintained in the office and rotated. A Red Cross first aid booklet is provided with each kit. First aid procedures will follow the current American Red Cross First Aid Manual.

Although some staff members are trained in basic first aid and CPR procedures, they are not to be considered medical experts. The first aid kits are to be used only in cases of emergency.

First Aid Stations

A first aid station is always maintained in the nurse's office. In the event of a large scale emergency that requires an evacuation, a medical station will be set up by the Medical Team in a pre-determined location. If evacuation is not necessary, the nurse's station and/or the multi-purpose room will be used.

Rescue

With a non-critical or less serious injury, move the victim to the nurse's office.

With a serious or critical injury, do the following:

1. Evaluate the situation. Unless the victim is in further danger, do not move him/her.
2. Be sure the victim is breathing.
3. Control serious bleeding.
4. Send a runner to notify the office.
5. Treat for shock.
6. Keep comfortable and try to maintain normal body temperature.

With non-critical illness or injury, do the following:

1. Administer first aid.

2. Notify parents for their information and action. If parents cannot be contacted, notify other adults on the emergency card.
3. If no one can be contacted, lie the student down in the nurse's office or send the student back to class if the injury doesn't warrant the need to keep a close watch on the student.
4. Keep a record of time of injury, what first aid was administered and at what time.

With critical illness or injury, do the following:

1. Administer first aid to the extent possible.
2. Call 9-1-1 if the situation is life threatening or if the child is in need of immediate medical intervention.
3. Notify parents for their action and information.
4. Keep a record of time of injury, what first aid was administered and at what time.
5. Notify the superintendent's office.
6. Complete appropriate injury, illness, or insurance report promptly.
7. Keep a record of which students were sent to the hospital.

FIRST AID INSTRUCTIONS

Abdominal Pain	Eyes
Artificial Respiration	Fainting
Bleeding	Fracture
Internal Bleeding	Frostbite
Bone Injuries	Head Injury
Breathing	Heart Attack
Rescue Breathing	Nosebleeds
Burns	Pandemic Flu Plan
Choking (Heimlich Maneuver)	Poisoning
Convulsions or Seizures	Puncture Wounds
Diabetics	Seizure
Dog Bites	Shock
Ears	Sunstroke
Electric Shock	Wounds

Abdominal Pain

Abdominal pain may be due to food poisoning, appendicitis, hernia, ulcer, gallstones, or kidney stones. The symptoms are so similar that medical assistance should be obtained if the pains continue for several hours.

Artificial Respiration

1. Steps for mouth-to-mouth artificial respiration:
 - Clear airway
 - Tilt head back (unless possible neck injury - use jaw thrust)
 - Pinch nostrils
 - Seal mouth and blow

- Watch for chest to rise
 - Listen for air to escape from mouth
 - Watch for chest to fall
 - Repeat: 12-16 times per minute in adults; 16-20 times per minute in children.
2. If victim's tongue obstructs airway:
 - Tilt the head
 - Jut the jaw forward
 3. If facial injuries make it impossible to use mouth-to-mouth method then use the manual method.
 - Use mouth-to-nose if airtight seal is impossible over victim's mouth.
 - Small child - cover both mouth and nose.
 4. Continue artificial respiration until victim begins to breathe for him/herself or until help arrives.
 5. Carbon Monoxide Poisoning or Asphyxiation (due to lack of oxygen): Check for breathing difficulties and give artificial respiration.

Bleeding

1. Apply direct pressure on the wound.
2. Elevate the wounded area if an arm or leg is bleeding.
3. Apply pressure on the supplying artery of the arm or leg if steps 1 and 2 do not stop bleeding.
4. Only as a last resort (if they will die without this), apply a tourniquet to stop the bleeding. Once applied, a tourniquet must be loosened or removed only by a doctor.

*Internal bleeding – Treat for shock

Bone Injuries

1. Dislocations: fingers, thumb, shoulder
Keep the part quiet. Immobilize shoulder with arm sling.
2. Fractures:
 - Signs of a closed fracture:
 1. Swelling
 2. Tenderness to touch
 3. Deformity
 4. Discoloration
 - Treatment (closed fracture - no bleeding or broken skin at wound)
 1. Keep broken bone ends from moving
 2. Keep adjacent joints from moving
 3. Treat for shock
 - Treatment (open fracture - broken bone and broken skin)
 1. Do not move protruding bone end
 2. If bleeding, control bleeding by direct pressure on wound
 3. Treat the same as closed fracture after bleeding is controlled.
3. Sprains (injury to soft tissue around a joint)
 - Always immobilize

- Elevate joint
- Apply cold packs during first half hour
- Treat the same as closed fractures
- X-ray may be necessary

Breathing - Unconscious Person

Breathing is the most critical thing we must do to stay alive. A primary cause of death is lack of air!

Be careful approaching an unconscious person. He or she may be in contact with electrical current. If this is the case, turn off the electricity before you touch the victim.

There are hundreds of possible causes of unconsciousness; the first thing you must check for is breathing.

1. Try to awaken the person by firmly tapping him or her on the shoulder and shouting, "Are you all right?"
2. If there is no response, check for signs of breathing.
 - a. Be sure the victim is lying flat on the back. If you have to roll the victim over, move the entire body at one time.
 - b. Loosen tight clothing around neck and chest.
3. Open the airway:
 - a. If there are no signs of head or neck injuries, tilt the head back and lift the chin to move the tongue away from the back of the throat.
 - b. Place your ear close to the victim's mouth; listen and feel for breathing.
 - c. If you can't see, hear, or feel any signs of breathing, you must begin breathing for the victim.
 - d. Begin rescue breathing immediately. Have someone else summon professional help.

Rescue Breathing:

1. Giving mouth-to-mouth rescue breathing to an adult:
 - a. Put your hand on the victim's forehead, pinching the nose shut with your fingers. Your other hand is lifting the victim's chin to maintain an open airway.
 - b. Place your mouth over the victim's, making a tight seal.
 - c. Breathe slowly and gently into the victim until you see the chest rise. Give 2 breaths, each lasting about 1½ seconds. Pause between breaths to let the airflow out. Watch the victim's chest rise each time you give a breath to make sure air is going in.
 - d. Check for a pulse after giving these 2 initial, slow breaths. If you feel a pulse but the victim is still not breathing, give one breath about every 5 seconds. After 10 to 12 breaths, re-check pulse to make sure the heart is still beating.
 - e. Repeat the cycle every 5 seconds, 10-12 breaths per minute, rechecking the pulse after each cycle. Continue rescue breathing until one of the following happens:
 - i. The victim begins to breathe without your help

- ii. The victim has no pulse (begin CPR).
 - iii. Another trained rescuer takes over for you.
 - iv. You are too tired to go on.
2. Giving mouth-to-mouth rescue breathing to infants and small children:
- a. A small child's head should be tilted back gently to avoid injury. With head tilted back, pinch the nose shut. Lift the chin and check for breathing as you would for an adult. Give 2 slow breaths until the chest rises.
 - b. Check for a pulse.
 - c. Give 1 slow breath about every 3 seconds. Do this for approximately 1 minute, or 20 breaths.
 - d. Recheck the pulse and for breathing.
 - e. Call 911 if you have not already done so. Continue rescue breathing as long as a pulse is present and the child is not breathing.
 - f. Continue rescue breathing until one of the following occurs:
 - i. The child begins to breathe on his/her own.
 - ii. The child has no pulse (begin CPR).
 - iii. Another trained rescuer takes over for you.
 - iv. You are too tired to go on.

Burns

- 1. Degrees:
 - Skin red (1st degree)
 - Blisters develop (2nd degree). Never break open blisters.
 - Deep tissue damage (3rd degree)
- 2. First Aid for thermal burns (1st and 2nd degree burns) to exclude air:
 - Submerge in cold water
 - Apply a cold pack
 - Cover with a thick dressing or plastic. (Do not use plastic on face.)
 - After using cold water or ice pack, cover burned area with a thick, dry, sterile dressing and bandage firmly to exclude air.
- 3. First Aid for 3rd degree burns:
 - Apply a thick, dry sterile dressing and bandage to keep out air.
 - If large area, wrap with a clean sheet or towel.
 - Keep burned hands and feet elevated and get medical help immediately.
 - Treat the same as shock victim, giving fluids as indicated; warmth necessary.
- 4. First Aid for chemical burns
 - Wash chemical away with water.
- 5. Acid burn to the eye (also alkali burns)
 - Wash eye thoroughly with a solution of baking soda (1 teaspoon per 8-ounce glass of water) or plain water for 5 minutes.
 - If victim is lying down, turn head to side. Hold the lid open and pour from inner corner outward. Make sure chemical isn't washed out onto the skin.
 - Have victim close the eye, place eye pad over lid, bandage and get medical help.

Choking (Heimlich Maneuver)

If the air passage is blocked by food or other foreign material, remove it with your finger if possible. Be careful not to force it deeper into the throat. If the person is coughing, he is getting some air. But if the passage is completely blocked, he can't breathe or speak; immediately do the following:

- Stand behind a slumped-over victim; wrap your arms around his waist below the diaphragm.
- Grasp your wrist with your other hand.
- Place your fist against the victim's abdomen, slightly above the navel and below the rib cage.
- Press your fist strongly and quickly in and slightly up into his abdomen.

If the victim is on his back:

- Kneel, facing him, astride his hips.
- With one of your hands on top of the other, place the heel of the bottom hand on the victim's abdomen slightly above the navel and below the rib cage.
- Press the heel of your hand forcefully into the abdomen with a quick, upward thrust. If necessary, repeat several times.

Convulsions or Seizures

1. Symptoms

- Jerking movements
- Muscular rigidity
- Blue about the lips
- May drool
- High fever

These seizures are seldom dangerous, but they are frightening.

2. Causes

- Head injuries
- Severe infections
- Epilepsy

3. Treatment

- Prevent patient from hurting himself
- Loosen tight clothing
- Do not restrain
- If breathing stops, apply mouth to mouth resuscitation
- Do not give liquids nor put patient in warm water
- When the seizure is over, treat as for shock keeping patient warm

Prompt medical help is needed if the patient does not have a history of convulsive disorders.

Diabetics

Diabetics may lose consciousness when they have too little or too much insulin. Unless you are thoroughly familiar with his treatment, it is better to seek medical

help rather than to attempt first aid. These people often wear some type of medical identification.

Dog/Animal Bites

1. It is extremely important that the dog/animal be identified if the person bitten is to avoid rabies shots. Secure the animal, if possible without danger to yourself, with a leash, rope or in an enclosed area. If the animal cannot be contained, attempt to remember as much as possible about the animal's description so that animal control can make a thorough search of the area.
2. Attend to the wound by washing the area with water and soap for five minutes and bandage if possible. Inform parents and refer to the family physician.
3. Notify animal control center. Give description of the animal and name and address of the victim.
4. Complete the Report of Student Accident Form.
5. Notify school nurse so that information can be recorded in the pupil's health folder.

Ears

Foreign objects usually require medical assistance. Insects may be removed by using warm mineral or olive oil. When the head is tilted, the insect and oil usually drain out.

Electric Shock

1. Do not touch the victim if he is still in contact with the electricity.
2. Turn off the main switch or pull plug.
3. Be aware of the possibility of breathing emergency.

Eyes

Contact a physician immediately if the foreign substance is metallic or abrasive. Particles can often be washed out with water or removed with the corner of a clean handkerchief.

Fainting

1. Fainting is due to a temporary decrease of blood and oxygen to the brain. It may be preceded by paleness, sweating, dizziness, disturbance of vision and nausea.
2. Place the victim in a reclining position and treat as for shock. If a victim feels faint, have him sit and place his head between his knees.

Fracture

Bone Fracture (unless in imminent danger, do not move the individual)

Closed Fracture: The signs of a closed fracture are swelling, tenderness, deformity, and discoloration. When there is a fracture (or suspected fracture):

1. Keep the injured person calm

2. Do not permit the victim to walk about.
3. Notify parent.
4. Splint fractures to prevent further injury if the victim must be transported by someone other than emergency medical personnel.
5. Call for emergency help for leg, back, neck, or hip injuries, or if parent is unable to take child for medical care.

Compound Fracture: Your objectives are to prevent shock, further injury, or infection in compound fractures (where skin has been broken).

1. Keep the injured person calm and cover him only enough to keep him from losing body heat.
2. Do not try to push the broken bone back into place if it is sticking out of the skin.
3. Do not try to straighten out a fracture or put it back into place.
4. Do not permit the victim to walk about.
5. Notify parent.
6. Splint fractures to prevent further injury if the victim must be transported by someone other than emergency medical personnel.
7. Call for emergency help for legs, back, neck, severe bleeding, hip injuries, or if parent is unable to take the child for medical care.

Frostbite

1. The frostbitten area will be slightly reddened with a tingling sensation of pain. The skin becomes grayish-yellow, glossy and feels numb. Blisters eventually appear.
2. Re-warm the area by quickly submerging it in warm water (start with 98 degrees and gradually warm to 102-103 degrees). Don't rub the area nor break the blisters.

Head Injury

1. Symptoms
 - May or may not be unconscious
 - Unconsciousness may be delayed one-half hour or more
 - Bleeding from mouth, nose or ear
 - Paralysis of one or more extremities
 - Difference in size of pupils of the eyes
2. First Aid for Head Injuries:
 - No stimulants or fluids
 - Don't raise his feet; keep the victim FLAT
 - Observe carefully for stopped breathing or blocked airway
 - Get medical help immediately
 - When transported, gently lay flat
 - Position head to side so secretions may drool from corner of mouth
 - Loosen clothing at neck

Heart Attack

A heart attack may be identified by severe chest pains, shortness of breath, paleness and perspiration. Extreme exhaustion may also accompany the attack.

The patient may breathe easier if he is propped up. Mouth-to-mouth resuscitation may be needed. Medical help with oxygen may be required.

Nosebleeds

Nosebleeds can be controlled by grasping the nose firmly between the fingers and holding it for 5-10 minutes. Ice packs will also help control bleeding. Nosebleeds are usually minor, but if bleeding can't be controlled, medical help is needed. Maintain pressure on nose until a doctor is present.

Pandemic Flu Plan

Seasonal Flu:

- Caused by influenza viruses that are closely related to viruses that have previously circulated; most people will have some immunity to it.
- Symptoms include fever, cough, runny nose and muscle pain.
- Complications such as pneumonia are most common in the very young and very old and may result in death.
- Vaccine is produced each season to protect people from the three influenza strains predicted to be most likely to cause illness.

Mild to Moderate Pandemic:

- Caused by new influenza virus that has not previously circulated and can be easily spread.
- It is likely most people will have no immunity to the new virus; it will likely cause illness in high numbers of people and more severe illness and deaths than seasonal influenza.
- Symptoms are similar to seasonal flu, but may be more severe and have more serious complications.
- Healthy adults may be at increased risk for serious complications.

Severe Pandemic:

- A severe strain causes more severe illness, results in a greater loss of life and has a greater impact on society.
- Workplace absenteeism could reach up to 40% due to people being ill themselves or caring for family members.

Measures to limit the spread of flu:

- Promote hand-washing/use of antibacterial wipes, cough hygiene via modeling by school staff.
- Cover nose and mouth with a tissue or upper arm if a tissue is not available
- Dispose of used tissue in a waste basket and wash hands after coughing, sneezing or blowing nose.
- Use warm water and soap or alcohol-based sanitizers to clean hands.
- Wash hands before eating or touching eyes, nose or mouth.

Encourage vaccination of staff and students for whom the flu vaccine is recommended.

Persons developing symptoms at school should be sent home as soon as possible and instructed not to return until well.

Social distancing:

In a pandemic, the risk of getting the flu is greatest when one has close contact with an infected person. Social distancing measures may include standing three feet apart when communicating, canceling outdoor recess, and monitoring hand washing after bathroom use and after sneezing/coughing/blowing nose. Wipe phones with antibacterial wipes after each use. Limit use of headphones, keyboards and any other shared items in the classroom – wipe with antibacterial wipes after each use.

Use a bacterial spray (such as Lysol) in the classroom twice daily.

Open windows if weather permits while room is occupied or when students leave the room for lunch. Consider possible school closure for a short amount of time early in the course of a community outbreak.

Consult www.pandemicflu.gov for new and updated information.

Poisoning

1. In all oral poisoning, give liquids to dilute the poison.
2. Procedures for handling specific oral poisoning cases should be reviewed by teachers of classes in areas where poisoning may take place.

Puncture Wounds (knife and gunshot)

A puncture wound may be caused by a pointed object such as a nail, piece of glass, or knife that pierces the skin. Gunshot wounds are also considered to be puncture wounds. Generally, puncture wounds do not bleed a lot and are therefore susceptible to infection. Severe bleeding can result if the penetrating object damages internal organs or major blood vessels.

If an object is impaled in a wound, DO NOT REMOVE IT.

- Place several dressings around the object to keep it from moving.
- Bandage the dressings in place around the wound.
- Call 911 and contact parents.

A puncture wound to the chest can range from minor to life threatening. A sucking chest wound is one in which the rib cage has been penetrated and you can hear a sucking sound every time the victim takes a breath.

- Without proper care, the victim's condition will quickly worsen.
- Cover the wound with a dressing that does not allow air to pass through it.
- A plastic bag, latex glove, or plastic wrap taped over the wound will help keep air circulating through the lungs.
- Give additional care as needed. Watch for shock.
- Call 911 and contact parents.

Seizure

An alarming sight, a person experiencing a seizure may exhibit limbs jerking violently, eyes that roll upward, and breath that becomes heavy with dribbling or

even frothing at the mouth. Breathing may stop in some seizures, or the victim may bite his or her tongue so severely that it blocks the airway. Do not attempt to force anything into the victim's mouth. You may cause injury to the victim or yourself.

1. During a seizure:
 - a. There is little you can do to stop a seizure.
 - b. Call for help.
 - c. Let the seizure run its course.
 - d. Help the victim to lie down and keep from falling to avoid injury.
 - e. Do not use force.
 - f. Loosen restrictive clothing.
 - g. Do not try to restrain a seizure victim.
 - h. Cushion the victim's head using folded clothing or a small pillow.
 - i. If a seizure lasts 10 minutes in a known epileptic, or 5 minutes in a person with no seizure history, call 911.
2. After a seizure:
 - a. Check to see if the victim is breathing. If not, immediately begin rescue breathing.
 - b. Check to see if the victim is wearing a MEDIC ALERT or similar bracelet. It describes emergency medical requirements.
 - c. Check to see if the victim has any burns around the mouth. This would indicate poison.
3. The victim of a seizure may be conscious but confused and not talking when the intense movement stops. Stay with the victim and be certain that breathing continues. When the victim is able to move, get medical attention.

After the seizure is over, the pupil can be taken to the office to lie down until the dazed phase is over and parents are notified. The student should be attended to continuously until fully recovered.

Very rarely a condition called "status epilepticus" occurs in which one seizure follows another for a long period of time. This is a medical emergency; call 911.

Shock

1. Shock is likely to develop in any serious injury or illness. Shock may be serious enough to cause death even though the injury itself may not be fatal. Four important symptoms of shock are:
 - Pale, cold, moist skin
 - Weak and/or rapid pulse
 - Rapid breathing
 - Altered consciousness
2. The symptoms of shock may appear immediately or may be delayed for an hour or more. Give shock care to all seriously injured persons:
 - Have the victim lie down.
 - Control any external bleeding.
 - Help the victim maintain body temperature, cover to avoid chilling.

- Reassure the victim.
- Elevate legs about 12 inches unless you suspect head, neck, or back injuries or broken bones involving hips or legs.
- Do not provide anything to eat or drink.
- Call 911.
- Call parents.

Sunstroke

1. A person with sunstroke will have nausea, weakness, headache, cramps, pounding pulse, high blood pressure and high temperatures (up to 106 degrees.) The armpits are dry; skin flushed initially but later turns ashen or purplish. Delirium or coma is common.
2. Medical help is crucial. While waiting for medical aid, reduce temperature with a cold bath, sponging with alcohol or water, until the temperature is down. Hospitalization should be immediate.

Wounds

An abrasion is a wound caused by scraping off the outer layer of skin. An abrasion is usually superficial with little bleeding but infection can occur unless the wound is cleaned with soap and water. Wash away from the wound.

An incision is a cut caused by a sharp object such as a knife, razor blade, or piece of glass. Bleeding is a serious problem. Medical help is often necessary in case the wound must be sewn.

A laceration is a tear or jagged, irregular wound caused by a hard object such as a rock, machine tool, bicycle or automobile. Animal bites are also lacerations. Surrounding tissue is damaged and bleeding may be profuse. A minor laceration can be cleaned with soap and water, but if the bleeding is severe, a pressure dressing may be needed. If the laceration is caused by an animal, medical help is required for testing and treatment of the animal.

A puncture wound is caused by deep penetration of a sharp object such as a pencil, nail, ice pick, bullet, spear or arrow. There may be little surface bleeding, but severe internal bleeding can result. A puncture wound is difficult to cleanse and may require a tetanus shot to guard against infection.

SECTION 15 MISSING STUDENT

Maintaining strict visitor control procedures and enforcing the requirement for employees to wear identification badges will help control unwanted and dangerous access to the school. Penal Code section 626 will help control access by outsiders to the school.

Access into Building

- All doors are to be locked during the school day, with the exception of the main entrance.
- Signs must be posted on all doors directing visitors to report to the main office.

Student Accountability

- Elementary and middle school students shall not be left alone unsupervised anywhere in the building or on school grounds during the school day.

Photo Identification Badges

- All personnel who work in or regularly visit schools in the course of business are required to wear an assigned identification badge. This regulation includes full and part-time staff, food services personnel, and bus drivers/attendants.
- Badges must be worn in a manner that makes them readily visible.

Visitor Badges and Log

- Schools must issue numbered visitor badges that include the name of the school and the current school year.
- School staff must be aware of visitor badge procedures and their responsibility in reporting violations.

In a missing child incident, assign a member of the Incident Command Team to organize a search of the school. Call 911. Record the name and contact number of person reporting the child missing. If the case involves abduction, begin gathering witness information for the sheriff. Confirm child attended school that day. Assign staff member to begin checking last known location of the child.

1. Begin gathering information on the child, including:
 - Description, including height, weight, skin color, eye color, clothing, backpack, etc.
 - Obtain photo, if available.
 - Home address, phone number, parents' contact numbers
 - Class schedule, special activities
 - Bus or walking route information
2. Contact custodial parents.
3. Convene crisis management team.
4. Begin recording events.
5. If incident is happening during the school day, consider holding the bells until the matter is either resolved or school has been completely searched for the student.

6. Notify the Center Unified District Office.
7. Obtain information on possible witnesses, friends, and last person to see student.
8. If incident occurred while student was on the way home, contact bus driver, safety patrol, crossing guard.
9. Double check circumstances. Could child have ridden the wrong bus or walked home? Did someone pick-up the child? Is the child at another activity?
10. Assist the sheriff's department with investigation.
11. Arrange for counseling of students as needed.

At any point during these steps, if the child is found, inform everyone who has been notified of the incident that the child is no longer missing.

SECTION 16 PUBLIC DEMONSTRATION

Most groups will give advance warning of a planned protest. When the warning comes:

- Identify a spokesperson for the group.
- Obtain information on when, why, how many.
- Contact the Center Unified District Office. The District Office should contact the sheriff and advise them of the situation.
- Notify faculty of the planned demonstration.
- Develop an information letter to parents.
- Continually work with the Office of Community Relations on any statements or contact with the demonstrating group.
- If demonstration occurs, curtail class changes to limit confusion.
- Do not allow students to be interviewed by media or join in demonstration.
- Assign CMT members to act as liaison with police, media, and the demonstrating group.
- Direct one staff member to handle all incoming calls.
- Prepare to establish areas where demonstrators can set up without affecting the operation of the school.
- Notify transportation of demonstration and any possible impact buses may encounter arriving at or departing from the school.

SECTION 17 SCHOOL SITE AS MASS CARE AND WELFARE SHELTER

The American National Red Cross ("Red Cross"), a not-for-profit corporation chartered by the United States Congress, provides services to individuals, families and communities when disaster strikes. The disaster relief activities of the Red Cross are made possible by the American public, as the organization is supported by private donations and facility owners who permit their buildings to be used as a temporary refuge for disaster victims.

The governing board of any school district shall grant the use of school buildings, grounds and equipment to public agencies, including the American Red Cross, for mass care and welfare shelters during disasters or other emergencies affecting the public health and welfare.

1. Use of Facility: Upon request and if feasible, the Center Joint Unified School District (CJUSD) will permit the Red Cross to use the Facility on a temporary basis as an emergency public shelter.
2. Shelter Management: The Red Cross will have primary responsibility for the operation of the shelter and will designate a Red Cross official, the Shelter Manager, to manage the sheltering activities. CJUSD will designate a Facility Coordinator to coordinate with the Shelter Manager regarding the use of the Facility by the Red Cross.
3. Condition of Facility: The Facility Coordinator and Shelter Manager (or designee) will jointly conduct a pre-occupancy survey of the Facility before it is turned over to the Red Cross. They will record any existing damage or conditions. The Facility Coordinator will identify and secure all equipment that the Red Cross should not use while sheltering in the Facility. The Red Cross will exercise reasonable care while using the Facility as a shelter and will make no modifications to the Facility without the express written approval of CJUSD.
4. Food Services: Upon request by the Red Cross, and if such resources exist and are available, CJUSD will make the food service resources of the Facility, including food, supplies, equipment and food service workers, available to feed the shelter occupants. The Facility Coordinator will designate a Food Service Manager to coordinate the provision of meals at the direction of and in cooperation with the Shelter Manager. The Food Service Manager will establish a feeding schedule, determine food service inventory and needs, and supervise meal planning and preparation. The Food Service Manager and Shelter Manager will jointly conduct a pre-occupancy inventory of the food and food service supplies in the Facility before it is turned over to the Red Cross.
5. Custodial Services: Upon request by the Red Cross and if such resources exist and are available, CJUSD will make its custodial resources, including supplies and custodial workers, available to provide cleaning and sanitation services at the shelter. The Facility Coordinator will designate a Facility Custodian to coordinate

the provision of cleaning and sanitation services at the direction of and in cooperation with the Shelter Manager.

6. Security: In coordination with the Facility Coordinator; the Shelter Manager, as he or she deems necessary and appropriate, will coordinate with law enforcement regarding any public safety issues at the Shelter.

7. Signage and Publicity: The Red Cross may post signs identifying the shelter as a Red Cross shelter in locations approved by the Facility Coordinator and will remove such signs when the shelter is closed. CJUSD will not issue press releases or other publicity concerning the shelter without the express written consent of the Shelter Manager. CJUSD will refer all media questions about the shelter to the Shelter Manager.

8. Closing the Shelter: The Red Cross will notify the CJUSD or Facility Coordinator of the closing date for the shelter. Before the Red Cross vacates the Facility, the Shelter Manager and Facility Coordinator will jointly conduct a post-occupancy survey to record any damage or conditions. The Shelter Manager and Facility Coordinator or Food Service Manager will conduct a post-occupancy inventory of the food and supplies used during the shelter operation.

9. Reimbursement: The Red Cross will reimburse the Owner for the following:

- a. *Damage to the Facility or other property of Owner*, reasonable wear and tear excepted, resulting from the operations of the Red Cross. The Red Cross is not responsible for storm damage or other damage caused by the disaster.
- b. *Reasonable costs associated with custodial and food service personnel* which would not have been incurred but for the Red Cross's use of the Facility for sheltering.
- c. *Reasonable, actual, out-of-pocket operational costs* to the extent that such costs would not have been incurred but for the Red Cross's use of the Premises.

SECTION 18 SEVERE WEATHER

If severe weather conditions develop or occur during the night or at a time when school is not in session, a decision on closing the school will be made before 7:00 a.m. If a decision is made to close school, news media will be notified and asked to announce the closure prior to 9:00 a.m. The emergency phone tree will be used to notify staff members.

If severe weather conditions develop while school is in session, the Emergency Coordinator will monitor the latest developments via radio and keep in contact with the principal. The principal will keep in contact with the superintendent's office.

If it is decided to close school, the following action will be taken:

1. The superintendent will notify radio stations and ask that a closure announcement be made which would specify the time students are to be released.
2. The principal will announce the closure to the faculty and students.
3. Staff members will be used to expeditiously evacuate the building.
4. Procedures outlined in the "Early Dismissal" plan will be followed.

SECTION 19 SHOOTING/STABBING

Assess the situation

- Is the suspect in the school?
- Has weapon been found and/or secured?
- Has suspect been identified?

In most cases, initiate lockdown procedures to isolate students from danger or send students to a secure area.

Provide information in announcement about incident and outline expectations of the teachers and staff.

Disable the bell system, if possible.

Once situation has been assessed:

- Provide first aid to the injured.
- Call 911 requesting police and medical aid to injured parties.
- Notify the Center Unified District Office.
- Provide full information about what has occurred and what is known at this time.
 - If the suspect is still in the school, attempt to identify his or her location and begin planning for evacuation once police arrive.
 - If suspect has left, secure all exterior doors to prevent re-entry.
- Explain what steps the school has taken (lockdown).
- Identify command post for police to respond.
- Isolate and separate any witnesses. Instruct witnesses to write statement of events while awaiting police.
- Gather crisis management team in command post.
- Initiate the Incident Command System.
- Gather information and emergency cards on anyone involved in the incident.
- Organize evacuation to an off-site location, if necessary, or prepare to continue with classes. Keep crime scene secure.
- Prepare written statements for telephone callers and media in cooperation with the sheriff and the District Office.
- Prepare letter for students to take home in cooperation with sheriff and the Office of Community Relations.
- Arrange for crisis counseling immediately and during subsequent days.
- Provide liaison for family members of any injured students.
- Continue to provide informational updates to students, family, and faculty during next few days to squelch rumors.

PART 3 SITE ACTION PLAN

SECTION 1 DISTRICT AND SITE MISSION STATEMENTS

Center Joint Unified School District Mission Statement

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

Wilson C. Riles Middle School Mission Statement

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

SECTION 2 People and Programs
Create a "caring and connected" school climate

DESCRIPTION OF SCHOOL CLIMATE

Wilson C. Riles Middle School is a place where all students and staff are valued. Staff and students are encouraged daily to be safe, responsible, and respectful, and to choose a positive attitude. Our school has high expectations for academics and behavior, and adults model this for our pupils.

Leadership at Riles is a collaborative process, using our Advisory Committee and Department Chairs to establish policies and procedures. Through these bodies, all are encouraged to give their input, with the expectation that "concerns come with possible solutions."

The principal and administrative team guide these representative groups and set a positive tone for the school. Administrators determine school direction and present that to the staff for refinement, and also support and enforce the rules and expectations developed by the staff.

Our staff members are valued as part of a professional learning community, working together to insure high academic and behavioral standards and success for all students. All staff contribute to developing and implementing programs that foster successful learning of essential curriculum and to defining and enforcing consistent, fair school rules and consequences.

Our students are all valued and expected to succeed academically, behaviorally, and socially. Students are treated with respect by all staff, and are expected and encouraged to be safe, responsible, and respectful in all circumstances on campus. These standards are taught and reinforced by all staff through our Positive Behavior Interventions and Supports (PBIS) program.

Our parents and community neighbors are also respected. Staff members are expected to return communications within 24 hours. Parents are given access to student grades, and multiple means are used to communicate with and involve parents and community members in our school.

SECTION 3 SCHOOL CLIMATE GOALS

The School Climate

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

Objective 1: Students feel connected to the school.

As a result of a variety of programs, at least 50% of our students will score "high" on the California Healthy Kids Survey School Connectedness Scale by the spring of 2016 (currently 29%*).

Related Activities & Programs:

- Regular parent contact regarding upcoming campus and district events and activities
 - Monthly email updates and phone calls using the automated dialing system
 - Posting on the school website
- Parents invited to 8th Grade Dance field trip at Sacramento State Grand Ballroom
- Parent meetings which provide parents with valuable information about existing programs
 - AVID Parent meetings
 - GATE Parent meetings
 - PTA
 - School Site Council
 - Quarterly ELAC Meetings
 - Back-to-School and Open House nights focused on parent information
- Student grades available to parents via Homelink Internet connection
- Teachers, administrators, or counselors set up parent teacher meetings as needed or requested
- Campus monitors/school administrators watch over students coming to and leaving school as they pass through our neighborhood
- Group and individual counseling
- Positive student incentives for behavior and attendance
 - Merit awards and events and/or recognition for students who maintain 100 merits
 - Extra-curricular activities open only to students with at least 90 merits
 - Student Store open for students receiving Husky Paws Applause
 - Lunch Done Right rewards for appropriate student behavior at lunch
 - Check In 4 Success program for students in need of Tier 2 support for academic or behavior concerns
- Student Programs and opportunities which allow all students to participate positively in school activities
 - After-school athletic programs with other schools in the Foothill Intermediate Schools Athletic League
 - Lunchtime intramural athletic programs
 - After-school and lunchtime clubs
 - Husky Help sessions
 - Dances

- Rallies and spirit days
- Assemblies
- WEB student support team
- Leadership, AVID, and GATE Academy
- Annual Spelling Bee
- Annual Geography Bee
- Husky Olympics field day event
- Student postcards from teachers and staff, acknowledging positive behaviors
- Field trips for various student groups

Objective 2: Students feel safe at school

As a result of a variety of programs and policies, at least 75% of our students will perceive Wilson C. Riles Middle School as "very safe" or "safe", as measured by the California Healthy Kids Survey by the spring of 2016 (currently 57%**))

Related Activities & Programs

- Review by all staff of our handbook and Personal Standards Matrix at the start of the year. Number one component: "Be safe"
- PBIS lessons taught by all staff at start of year, designed to explain and demonstrate expected safe, responsible, and respectful behaviors across campus, and "booster" lessons throughout the year
- Reminders to students through the daily bulletin to be "safe, responsible, and respectable"
- "Husky Paws Applause" coupons given by staff and weekly drawings to recognize students who have been making choices to use safe, responsible, and respectful behavior
 - Husky Prize Wheel and donated Incentives used to generate excitement over Paws Applause rewards
 - Student Store where students can use their Paws Applause coupons to redeem prizes
 - Individual classroom rewards for Paws Applause
- "Lunch Done Right" incentives given by noon duties & campus monitors to reinforce appropriate lunchtime behaviors
- Behavior Management Flow Chart to clearly define teacher and administrator roles in discipline
- Frequent reference by administrators to Personal Standards Matrix when disciplining students
- Periodic review of school wide expectations to insure staff understanding and consistent, high expectations for students
- Use of a digital referral system which minimizes paper consumption, and most importantly provides for the opportunity to gather and evaluate data related to behavior issues
- Analysis of discipline data to identify students in need of Tier II and Tier III intervention supports
- Teacher referrals to Behavior & Guidance Team to identify students in need of Tier II and Tier III intervention supports

- Locking of all doors and exterior gates while students are in session
- One full-time campus monitor on duty each day
- Several adult noon duty staff monitoring students at lunchtime and during passing periods before and after lunch
- Multiple means for students and parents to handle conflict and safety concerns:
 - Students or parents may request to see counselor or administrator. Expectation is for response within 24 hours
 - Students encouraged to share concerns with adult staff; staff directed to bring these concerns to appropriate channels: counselor, administration, or other.
 - Leadership and WEB students trained to support peers
- Monthly and quarterly safety drills
- Well-established and trained safety team
- School Resource Officer on call every day
- Established teacher duty stations for supervision before and after school
- Visitor sign-in log and badges for identification
- Teachers expected to be at doors during passing periods
- Yearly staff training in safety procedures and expectations

*School Developmental Supports, Connectedness and Academic Motivation. From the California Healthy Kids Survey 2013-2014

Percent of students scoring High, Moderate and Low (%)	Grade 7%		
	H	M	L
School Environment			
Total School Supports	23	57	21
Caring Adults in School	18	56	26
High Expectations - Adults in School	37	51	12
Meaningful Participation - Adults in School	12	48	40
School Connectedness	29	56	15
Academic Motivation	29	40	31

*School Violence, Victimization and Safety. From the California Healthy Kids Survey 2013-2014. Perceived Safety at School Table.

Perceived Safety	Grade 7%
Very Safe	10
Safe	47
Neither Safe or Unsafe	34
Unsafe	5
Very Unsafe	5

Objective 3: Curriculum and instructional practices in every core department are focused on students learning essential standards.

As a result of new and existing programs, students in all categories will show success in new state testing.

Related Activities & Programs

- Leadership by principal and administrative team in implementing Common Core State Standards
 - Professional training by administrative team and SCOE/PCOE personnel in Common Core teaching strategies
 - Walk-throughs by administrative team focused on noting and giving feedback on Common Core teaching shifts
- Leadership by principal and administrative team in developing staff into a Professional Learning Community (PLC)
 - Presentation of pertinent literature to Department Chairs for dissemination to departments
 - Presentation of literature to all teaching staff
 - Set agendas for department and staff meetings to develop vision, values, goals, collective commitments, and timelines for creating effective, data-anchored programs and curriculum to maximize student learning
 - Regular meeting times designated to work on these elements
- Work by staff to create and implement components of these programs
 - Development of common curriculum & assessments
 - Development of common grading policies throughout departments
 - Math Support and English Support classes taught by math and English teachers
 - Continuing review of student achievement data to improve teaching and intervention programs
 - Use of HQFI methods in classes for instruction
 - Training in Common Core State Standards for teaching staff
 - After-school Husky Help hours
 - Learning Center for students given access on IEP or 504 plan
 - Special Education department and support staff who identify and support students with needs

SECTION 4 Place

Create a physical environment that communicates respect for learning and for individuals

DESCRIPTION OF PHYSICAL ENVIRONMENT

The School's Location & Physical Environment

Wilson C. Riles Middle School is located in Roseville at the south end of Placer County. The immediate area around the school includes single-family dwellings, duplexes, and apartments, as well as a significant amount of undeveloped property. The campus experiences mild vandalism during evening hours, however, the frequency of occurrences has lessened within the past year.

Description of School Grounds

The school site encompasses 10 acres. There are four sets of permanent classroom buildings including a two-story classroom building, a multi-purpose room, gymnasium, administrative offices, and commercial kitchen facilities.

Three sets of re-locatable classroom buildings (seventeen in all) are positioned on the west side, in various classroom combinations ranging from 3 to 7 rooms each. The entire campus is surrounded by permanent fencing. There are five pedestrian gates allowing access to campus, and there are two vehicle access gates on the fire road around the back of campus and a vehicle access gate to the central quad area of campus. Before and after school, four of the pedestrian gates are open. During the school day, all gates are locked.

The playground is grass and asphalt and includes a regulation size track, one baseball backstop, basketball and volleyball courts, long jump pits, and a shot put area.

During the school day, staff members including one full-time campus monitor and administrators provide campus supervision. A Safe School Officer is available if needed.

It shall be the practice of Wilson C. Riles Middle School and Center Joint Unified to remove all graffiti from school property before pupils arrive to begin their school day. Other acts of vandalism are promptly addressed.

Maintenance of School Buildings/Classrooms

The school's physical facility is well maintained and generally looks neat and clean. District personnel periodically examine the school's physical facility and help eliminate obstacles to school safety. Additionally, health and fire department inspectors contribute to school safety. The grounds are monitored for safety and appearance by the administration, custodians and individual classroom teachers. The staff and students take pride in the appearance of the school.

Internal Security Procedures

Wilson C. Riles has established procedures in the following areas: Emergency preparedness, suspension, school discipline rules and procedures, and an adopted school-wide dress code.

Pupils may be suspended or recommended for expulsion for certain acts. For specific student violations, a mandatory expulsion recommendation shall be submitted by the administration of Wilson C. Riles.

Site administrators contribute to a positive school climate, promote positive pupil behavior and help reduce inappropriate conduct. The principal/designee uses available district and other appropriate records to inform teachers of each pupil identified under E.C. 49079.

Law enforcement is contacted and consulted to help maintain and to promote a safe and orderly school environment. Wilson C. Riles employees comply with all legal mandates, regulations and reporting requirements for all instances of suspected child abuse.

If appropriate, additional internal security procedures affecting the integrity of the school facility include classroom intercoms and an emergency bell system.

Community involvement is encouraged to help increase school safety using the WE TIP hotline to report suspected vandalism, drug use or other illegal activity.

An outdoor surveillance system consisting of multiple cameras has been installed to deter vandalism and/or apprehend vandals.

Inventory System – Engraved ID, Security Storage

Most school-site equipment has a metal ID tag or a bar code sticker adhered to its surface. These items are inventoried annually and there is an established accountability system. Office and classroom supplies are secured.

SECTION 5 PHYSICAL ENVIRONMENT GOALS

The Physical Environment

An action plan for places reflecting the school's physical environment including crisis response procedures and policies relating to student safety

The following objectives were developed as the result of feedback from students, staff and parents on our Safe School Survey

Objective #1: The physical environment of Wilson C. Riles will be free of hazards.

Related Activities:

- To ensure a safe physical environment, the custodial staff, campus monitor, and administrators will walk through the plant each day and report any concerns observed immediately to the principal, school secretary, or lead custodian. The school secretary or lead custodian will submit work orders to address these issues. Dangerous or hazardous conditions will be dealt with immediately.

Objective #2: Staff will understand the Safety Plan procedures and their role in the Incident Command System.

Related Activities:

- All staff and students will take place in monthly safety drills.
- Staff training will occur during staff meetings.
- The parent reunification process will be included in at least one drill.
- Staff will have the opportunity to practice triage methods during drills.

Objective #3: The campus will be evaluated for security concerns.



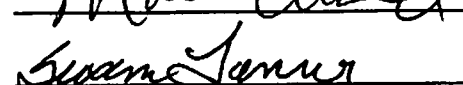
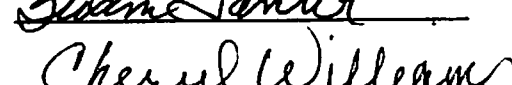
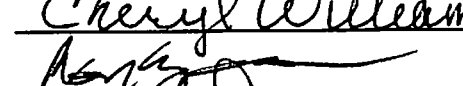
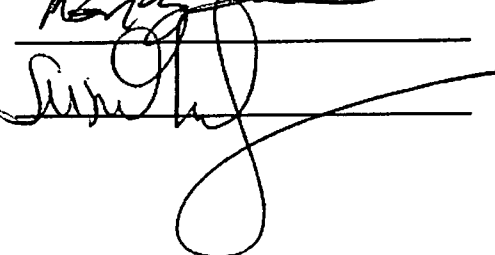
- Administration will conduct a vulnerability assessment and will work to remediate areas where safety and security can be improved.

SECTION 6 SIGNATURE SHEET

Wilson C. Riles Middle School's Safe School Plan was developed in accordance with SB 187 and Safe Schools, A Planning Guide for Action, published by the Department of Education. Student, parent and teacher surveys were taken into account to determine areas of greatest need. The document includes the school's personal, physical, social and cultural environment, which serves as an effective prevention plan based on parent and student surveys. Also taken into consideration are temporary restraining orders, school-generated child abuse reports, custody orders prohibiting parents from contact with a child at school, harassment complaints filed by students and staff, suspension logs and accident reports. Additionally, the District's discrimination and harassment policy, hate crime reporting procedures and the Uniform Complaint Policy are included.

A detailed crisis response plan based on the California Standardized Emergency Management System (SEMS) is included. This model was designed to centralize, organize, and coordinate emergency response among district organizations and public agencies. Specific first aid treatment is categorized in alphabetical order.

The following committee members revised and approved this comprehensive school plan:

<u>Member</u>	<u>Title</u>	<u>Signature</u>
<u>Joyce Frisch</u>	Principal	
<u>Marie Allred</u>	Teacher	
<u>Susan Tanner</u>	Teacher	
<u>Cheryl Williams</u>	Counselor	
<u>Ron Baioni</u>	Computer Technician	
<u>Suzy Lacy</u>	SSC Parent	

Appendix A

STAFF	RM #	Ext	VM	STAFF	RM #	Ext	VM
Allred, Marie	510	2510	6076	Amerlcorp	444	2444	
Andrews, Julie	506	2506	6042	Art Room	308	2308	
Anwar, Shahnaz	605	2605	6028	AVID Room	519	2519	
Asbury, Jeff (Per. 2, 3, 4)	322	2322	6000	Boys locker room (PE Teachers)	304	2306	
Asbury, Jeff (Per. 6, 7)	515	2515	6000	Cafeteria/Kitchen	128	1128	1128
Baioni, Ron	317	2317		Campus Monitor Office	614	2614	6002
Brown, Pete	400	2400	6050	<i>Hoffman, Peter</i>			
Cline, Sherry	509	2509	6040	Computer Lab - <i>Not # for Ron</i>	316	2316	
Cook, Karen	302	2302	6074	Computer Lab 2	610	2610	
Comwell, Marsha (SCOE)	612	2612	6101	Conference Room	107	1107	
Duato-Warren, Erin	603	2603		Custodian Office	615	2615	2416
Engman, Pam	404	2404		District Board Meeting Room	503	2503	
Hayes, Tracy	402	2402	6021	Drama Room	423	2423	6046
Jordan, Mark	304	2306	6072	ERMHS	443	2443	
Kennedy, Caryn	517	2517	6011	<i>Daubenmire, Tracy (916)347-0450</i>			
Lai, Kris-SCOE	612	2612		<i>Belding, Tim (916)905-2783</i>			
Larson, Tara-SCOE	612	2612		<i>Livingston, Barbara</i>	443	2443	
Law, Jennifer (Rm 519-AVID)	423	2423	6022	Fitness Room 1	215	2215	
Linder, CeCe	504	2504		Fitness Room 2 (Mod PE)	609	2609	
Livingston, Barbara	516	2516		Girls locker room (PE Teachers)	311	2302	
Lunsford, Theresa (Per. 1,3)	505	2505	6046	Kitchen	126	1126	
Lunsford, Theresa (Per. 4, 6, 7)	508	2508		Leadership Room	415	2415	
Magnani, Kathy	422	2422	6029	Library	417	2417	2418
Mayer, Ryan (SCOE)	520	2520	6053	Loan Garage		2206	
Misajon, Joanna	605	2605		Lounge (Main Office)	119	1119	
Morris, Vivian (Rm 611- Sewing)	313	2313	6047	Math Support Room	508	2508	
Muldoon, Carrie	522	2522	6015	Mail Room (Main Office)	108	1108	
Myers, Dave	216	2216	6051	Nurse's Office	114	1114	11149
Phillips, Gracie-SCOE	612	2612		Occupational Therapy	613	2613	
Price, Karen	603	2603	6025	PTA	617	2617	6013
Price, Karen (if not in 603)	604	2604		SCOE-Direct line 916-781-2959	612	2612	6101
Ray, Candle	424	2424	6030	Social Studies Room	421	2421	
Seele, Tina	507	2507	6061	Speech			
Seipp, Alexx	504	2504	6006	<i>Eastman, Eve</i>	447	2447	6014
Slay, Jennifer	403	2403	6041	<i>Garland, Lesli</i>	447	2447	
Smirnov, Fedor	603	2603		<i>Wall-Butler, Thelma</i>	446	2446	6052
Smith, Abe (Per. 6, 7)	607	2607	6065	Staff Lounge (Fasani Bldg)	414	2413	
Smith, Abe (Per. 1, 2, 3)	508	2508		Ticket Booth/ Snack Bar		2210	
Smith, Clay	514	2514	6020				
Swift, Windigo	420	2420	6027	OFFICE STAFF	RM #	Ext	VM
Tanner, Susan	404	2404	6037	<i>Frisch, Joyce</i>	106	1206	12069
Telles, John	521	2521	6062	<i>Borasi, Chris</i>	105	1205	12059
Topper, Jamie	608	2608	6064	Attendance Office	103	7910	7910
Vasilevich, Tatyana (ELD)	607	2607		Main Office	102	7900	7900
Verhagen, Annelies	302	2302		<i>Koscheka, Michele</i>	109	1109	11099
Wheat, Terry-SCOE	612	2612					
Wise, Jeff (Per. 3, 5, 7)	401	2401	6055	<i>Alzanoon, Ylba</i>	102	1202	12029
Wise, Jeff (Per. 1, 2)	304	2306		<i>Baioni, Ron</i>	317	2317	
Wise, Sandy	418	2418	6026	<i>Blackwell, Barbara</i>	103	1303	13039
Yee, Melvin	516	2516	6068	<i>Gray, Ryan</i>	124	1124	11249
				<i>Kent, Allison</i>	121	1121	11219
Updated 08/25/2014				<i>Williams, Cheryl</i>	120	1120	11209

Appendix B

Utility Shut Off Map 1 (Looking North)

Appendix B — Utility Shut Off Map 2 (Looking South)

Appendix C

Appendix D

Off Campus Evacuation Map to [REDACTED]

Off Campus Evacuation Map to [REDACTED]

Appendix E

EOC Message Form

Student & Staff Accountability Form

DATE: _____

TEACHER: _____

ROOM #: _____

FORM COMPLETED BY: _____

of students enrolled in this class:

of students marked absent in this class:

Please list students marked absent by name: _____

of students unaccounted for* in this class:

*You didn't mark them absent and they are not with your class at this time

Please list students unaccounted for by name: _____

Are there any adult staff from this room unaccounted for? _____

If so, please list by name. (Include staff staying behind with injured) _____

of students with you but not on roster:

Please list these students by name: _____

of extra adults in room

Please list extra adults by name: _____

For Command Staff:

_____ Missing students/adults recorded

EOC Message Form Data

Tally and insert into the grid below

<u>Category</u>	<u>Description</u>	<u>Number</u>
A	Fatalities	<input style="width: 80px;" type="text"/>
B	Minor Injuries (First aid only)	<input style="width: 80px;" type="text"/>
C	Injuries - Ambulance (Major + Moderate)	<input style="width: 80px;" 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: 80px;" type="text"/>
	Moderate (Delayed): Burns, major multiple fractures, back injuries with or without spinal cord damage.	<input style="width: 80px;" type="text"/>
D	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

_____ Triage recorded

Appendix F

California Child Abuse and Neglect Reporting Law

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

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

It is important for mandated reporters to keep updated on periodic amendments to the law. Your local Child Abuse Prevention Council or county welfare department has current reporting law information. Also visit www.leginfo.ca.gov 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 (e)) 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 (e)) 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 PARTY		DATE		CITY		COUNTY		REPORTING PARTY'S ADDRESS	
	ADDRESS (STREET, CITY, STATE, ZIP)		CITY		STATE		ZIP		DATE OF REPORT (MM/DD/YYYY)	
B. REPORT INFORMATION	REPORTING PARTY'S RELATIONSHIP TO CHILD		CONTACTED BY (NAME)		CITY		STATE		DATE OF FIRST CALL	
	REPORTING PARTY'S PHONE NUMBER ()		CITY		STATE		ZIP		DATE OF FIRST CALL	
C. VICTIM INFORMATION	NAME (LAST, FIRST, MIDDLE)		DATE OF BIRTH		CITY		STATE		ZIP	
	ADDRESS (STREET, CITY, STATE, ZIP)		CITY		STATE		ZIP		DATE OF FIRST CALL	
	PREVIOUS LOCATION OF VICTIM		CITY		STATE		ZIP		DATE OF FIRST CALL	
	PREVIOUSLY REPORTED (YES/NO)		DATE OF FIRST CALL		CITY		STATE		ZIP	
	PREVIOUSLY REPORTED (YES/NO)		DATE OF FIRST CALL		CITY		STATE		ZIP	
	PREVIOUSLY REPORTED (YES/NO)		DATE OF FIRST CALL		CITY		STATE		ZIP	
D. INVOLVED PARTIES	NAME (LAST, FIRST, MIDDLE)		DATE OF BIRTH		CITY		STATE		ZIP	
	ADDRESS (STREET, CITY, STATE, ZIP)		CITY		STATE		ZIP		DATE OF FIRST CALL	
	PREVIOUS LOCATION OF VICTIM		CITY		STATE		ZIP		DATE OF FIRST CALL	
	PREVIOUSLY REPORTED (YES/NO)		DATE OF FIRST CALL		CITY		STATE		ZIP	
	PREVIOUSLY REPORTED (YES/NO)		DATE OF FIRST CALL		CITY		STATE		ZIP	
	PREVIOUSLY REPORTED (YES/NO)		DATE OF FIRST CALL		CITY		STATE		ZIP	
E. INCIDENT INFORMATION	DATE OF INCIDENT		TIME OF INCIDENT		CITY		STATE		ZIP	
	DATE OF INCIDENT		TIME OF INCIDENT		CITY		STATE		ZIP	

SS 8872 (Rev. 1/83)

DEFINITIONS AND INSTRUCTIONS ON REVERSE

YOU MUST submit a copy of this form to the Department of Justice (DOJ). The investigating agency is required under Penal Code Section 11166 to submit to DOJ a Child Abuse Investigation Report Form SS 8883 if (1) an active investigation was conducted and (2) the incident was determined not to be unfounded.

WHITE COPY - Police or Sheriff's Department; BLUE COPY - County Welfare or Probation Department; GREEN COPY - District Attorney's Office; YELLOW COPY - Reporting Party

Appendix H

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

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

Center Joint Unified School District
• 8408 Watt Avenue, Antelope, CA 95843 • 916-338-6400

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

Student Dress Code

Dressing for Success

The CUSD Board of Trustees and Riles staff believes proper dress and grooming is part of a positive educational experience. School should be a place of learning and preparation for a successful future.

- 🐱 Just as successful adults dress differently for work and for leisure, students should dress differently for school than for the mall, a party, or the ball park.
- 🐱 Dress, hairstyle, makeup, jewelry, and other items which are distracting or interfere with the study habits of students in the class or school, or pose a health or safety risk to the students, shall not be acceptable.

If a teacher or staff member deems the student's clothing inappropriate, the student will be sent to the office to correct the issue. This may include changing into clothes to remedy the situation (loaner clothes are available). Students will lose one merit point for each dress code violation. Students who repeatedly violate dress code may face further disciplinary action. Students will return to class at the discretion of the administration. While there is a certain amount of subjectivity in applying any dress code, it should be noted that the **decisions of the administration at WCR shall be final in dress code matters.**

Dress Code

- 🐱 Skirts and shorts must be below the fingertips when arms are placed at the side. (Holes, openings, or slits in these garments must not reveal skin above the fingertips.)
- 🐱 Sagging pants are not allowed.
- 🐱 Appearance of undergarments is prohibited.
- 🐱 Several types of clothing may not be worn alone. Examples of clothing that may not be worn alone at school are leggings, tights, or yoga pants; tank tops, spaghetti straps, or halter tops; short shorts, shirts with large arm holes or low necklines, bare midriff or bareback tops, crop tops and half-shirts; or other clothing that inappropriately exposes body parts.
- 🐱 Pajamas are not to be worn to school.
- 🐱 The following clothing items, accessories, and backpacks are considered inappropriate and cannot be worn or displayed at school: clothing that bears profanity or weapons or that advertises sex, drugs, alcohol, tobacco, gangs or violence or that implies bullying.
- 🐱 Students are prohibited from wearing any gang affiliated clothing or items. Gang attire is any clothing, accessory or manner of grooming which may be an indicator of gang involvement.
- 🐱 Shoes must be worn at all times. Slippers, flip-flops, and other strapless shoes as well as high and platform heels are considered unsafe and are not to be worn at school.
- 🐱 Head coverings are only allowed during inclement weather. During the cold or rainy season, students outside may wear a hood, a black beanie (small logo allowed) or an official school beanie or hat (available for purchase). No head coverings are permitted indoors. Bandanas are not allowed at school.
- 🐱 Hair shall be clean and neatly groomed.
- 🐱 Writing on oneself or others is not allowed.
- 🐱 Piercings that are deemed unsafe will not be allowed.
- 🐱 Gym clothing is to be worn during the regular P.E. classes only.

Center Unified School District

AGENDA REQUEST FOR:

Dept./Site: Oak Hill Elementary

Date: 3/6/2015

Action Item X

To: Board of Trustees

Information Item

From: Patty Spore, Principal

Attached Pages 98

Principal's Initials: PS

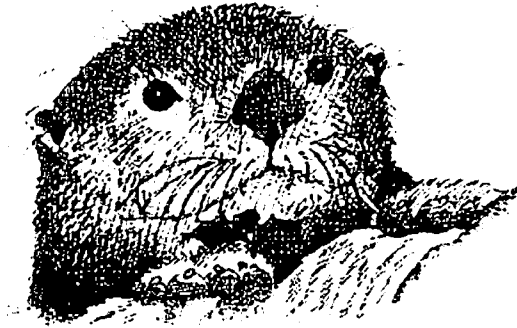
**SUBJECT: OAK HILL SAFE SCHOOL AND EMERGENCY PREPAREDNESS
PLAN – FEBRUARY 2015 REVISION**

Each school year we are required to update our Comprehensive School Safety Plan. The current revision includes updated safety goals to reflect current staff training and an update to reflect staff currently working at Oak Hill.

CONSENT AGENDA

craig

OAK HILL ELEMENTARY



Safe School

And

Emergency Preparedness Plan

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

Revised February 2015

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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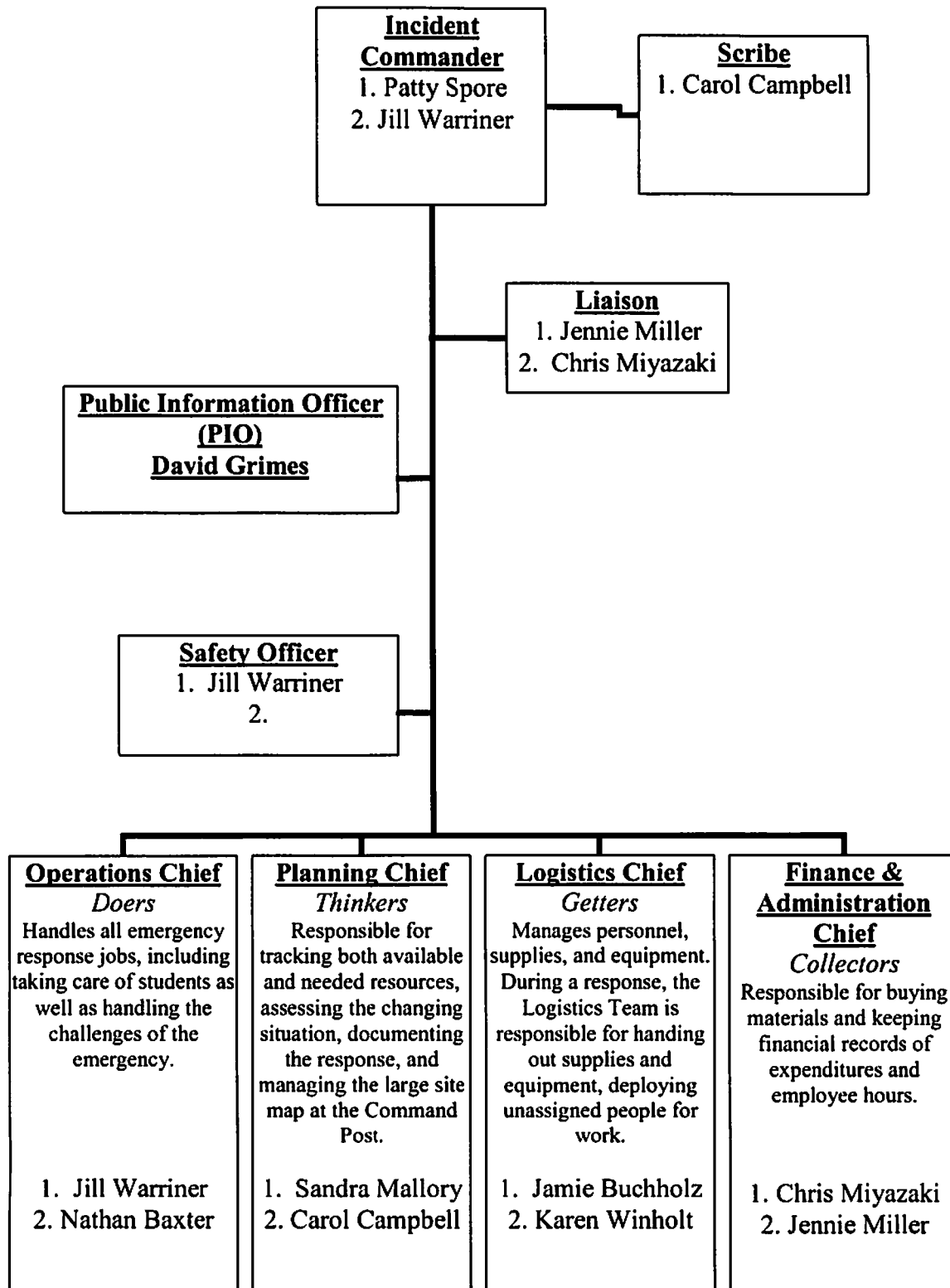
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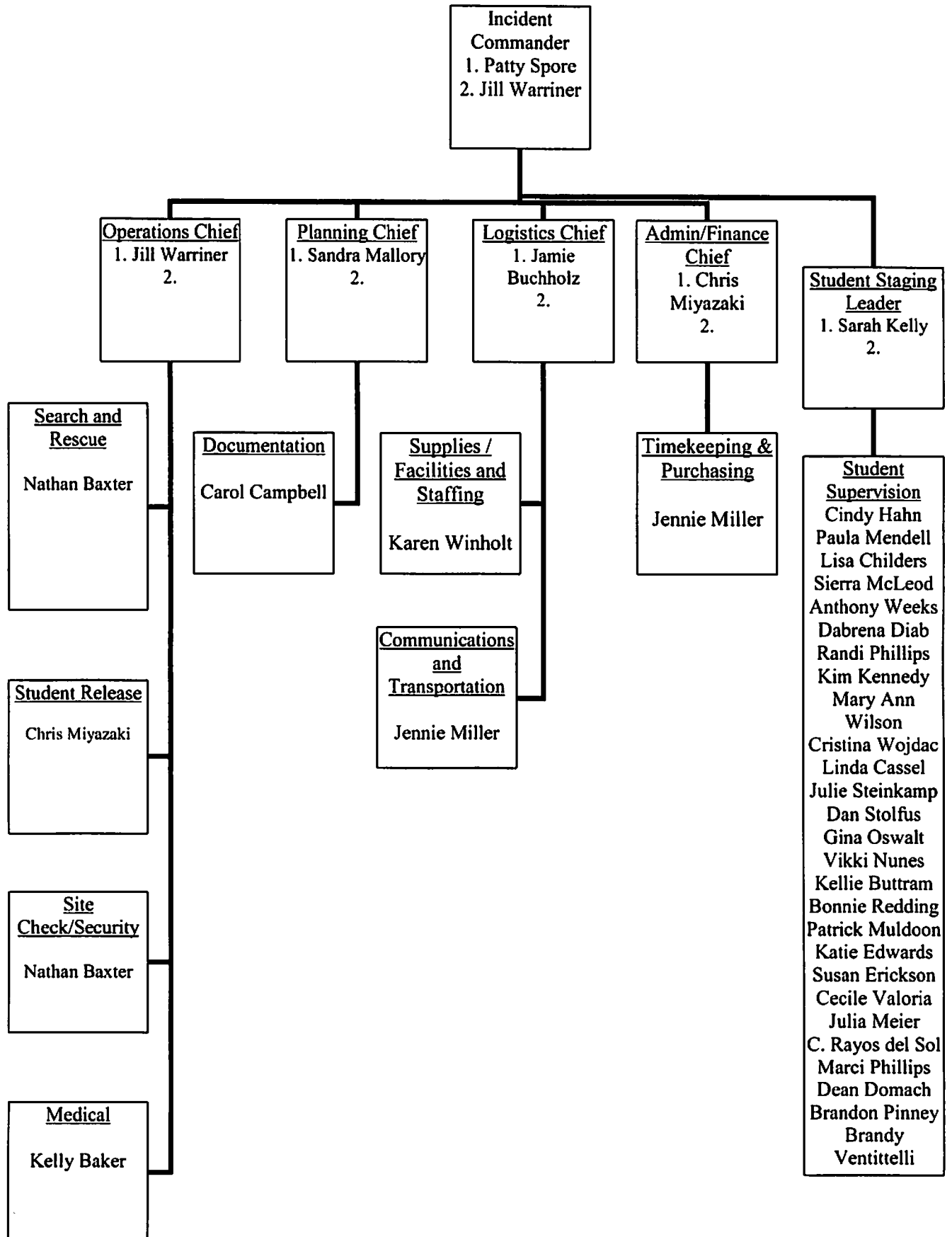
PART 1 CRISIS MANAGEMENT

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.

Oak Hill Elementary School Incident Command System





Incident Command Descriptions

Incident Commander: The Incident Commander is the overall leader during an emergency incident. This person is normally the principal or assistant principal of the school. The Incident Commander makes decisions based on the information and suggestions being provided from the Liaison and ICS Section Chiefs.

- Assume Command
- Establish the Command Post
- Conduct briefings of the Command Staff
- Identify level of threat by assessing situation
- Set specific objectives and direct development of incident action plans
- Direct protective actions to stabilize the school
- Activate and oversee ICS functions
- Establish Unified Command with responding agencies
- Update EOC as situation evolves
- Approve information to send to the EOC for media briefings
- Set objectives for resumption of normal activities
- Maintain an activity log (scribe) and oversee action reports

Admin/Finance Chief

- Report to Command Post if directed to do so; otherwise, provide finance duties as secondary duty
- Keep an envelope or box for all receipts and overtime cards
- Provide a cost-accounting update for the IC as requested
- Maintain an activity log (scribe) and write after-action report
- Check attendance for that day for both students and adults

Logistics Chief: The Logistics Chief manages the team and reports directly to the Liaison. This team is responsible for obtaining any needed resource, communication, food and water, and transportation.

- Report to Command Post (immediately or upon handing off students)
- Participate in briefing sessions, helping to identify required resources and personnel or advising of their availability
- Provide equipment, supplies, personnel, busses/cars as required by Operations
- Establish and maintain communications (radios, bullhorns, etc.)
- Stage resources (or Team Leaders) so they are readily available
- Coordinate and re-assign staff to other teams as needed by Operations
- Maintain a visible chart of available resources as a reference for Ops and the IC Team
- Provide food and water as needed (and available) for staff and students
- Maintain an activity log (scribe) and write after-action report

Operations Chief: The Operations Chief manages the members of the Operations Team. The Chief reports directly to the Liaison. This group, referred to as the "Doers", performs the "hands on" response.

- Immediately report to Command Post
- Supervise and direct activities of all groups assigned to Operations through the Team Leaders
- Identify alternate staging areas as needed (to IC and Logistics)
- Identify alternate resource requirements (to IC and Logistics)
- Deploy resources
- Make changes as necessary to action plan based upon reports from group leaders and Planning Chief
- Update IC and IC Team with status reports
- Maintain an activity log (scribe) and write after-action report

Planning Chief: The Planning Intelligence Chief will report directly to the Incident Commander and may stay with the Incident Commander throughout the crisis. This team will gather information to assist with medium/long-range planning related to the ongoing incident and school recovery issues. They will arrange for recovery/aftermath resources so that there is no gap between the end of the incident and necessary support/ services.

- Report to Command Post (immediately or upon handing off students)
- Collect EOC forms and develop a briefing on incident size and scope for IC Team.
- With Ops, gather incident information and updates from team leaders.
- Send and supervise runners, if needed, to gather incident information
- Share information needed for decision making with IC Team
- Prepare estimates of incident escalation or de-escalation for IC Team
- Report to Safety any conditions that may cause danger
- Maintain an activity log (scribe) and write after-action report

Communications: This person will work to ensure that a communication system is in place (phones, walkie-talkies, etc). They will communicate crisis progress or changes within the site and with District Office.

Documentation: This person will collect, evaluate and document information about the development of the incidents and the status of resources.

Liaison: The liaison is the link between the Incident Commander and the Section Chiefs. The liaison may provide general information to the Incident Commander but does not make command decisions. The liaison is also the contact person/link for other community agencies, such as local police and fire departments.

Medical Team: Members of this team will take roll with their own class, send in their EOC form, and then ask a supervising teacher to watch their students. They

will then report directly to the Team Leader in a pre-determined First Aid Staging Area and organize first aid supplies. The medical area should provide privacy for the injured and easy access for cars used to transport people with major injuries.

If necessary, Medical Team members will take medical supplies and report to classrooms where injuries are being reported by Search and Rescue. They will stay in communication with Operations Chief via radio.

The Medical Team will use the First Aid and START to provide treatment and continue to prioritize injuries. Students with minor injuries can be walked to the medical area for first aid treatment. The Medical Team will determine if a student needs to be transported to the hospital. Written records must be kept of any students who are to be transported. If a transported student's name is not known, use a cell phone to take a photo of that student and document where he/she was transported to. Also, get the name of the ambulance company and the badge # of the ambulance personnel.

Off-Site Evacuation Coordinator: The duties of this position focus on organizing the off-site evacuation location during an emergency situation. This includes planning the movement of the students to the location and assisting with accounting of the students once they are moved. Many aspects of this assignment involve planning for the use of a location and planning the evacuation route to safely move the students. When organizing an evacuation, consider the special needs students and plan for how those students will be moved and what assistance will be required.

Scribe: The scribe will take roll with their own class, send in the EOC form, and then ask a supervising teacher to watch his/her students. The scribe then reports to the Command Post. The scribe stays with the Incident Commander at all times. The scribe will maintain a written record of the incident including actions taken, actions reported to the Incident Commander, time, names, dates, etc.

Search and Locate: This team is responsible to "sweep" the bathrooms, hallways, and other areas for students, visitors, and staff. This team may need to search for unaccounted for people. Emergency responders will perform any major rescue efforts if necessary. Members will take roll with their own class, send in their EOC form, and then ask a supervising teacher to watch their students. Search and Rescue Team members should report to their Team Leader in a pre-determined location. It may be near (but not in) the Command Post or by the Student Staging Area. The Operations Chief will direct the Team Leader as to the location of the missing or injured. Room by room searches are not conducted by Search and Rescue until after they have gone to all the rooms with known problems and then only if it is deemed safe to do so. As Search and Rescue teams (2 each for safety) proceed, they should check back in with the Team Leader to report

progress and/or need for additional help. The Team Leader reports progress/needs to the Operations Chief.

Site Check/Security Team: Members of this team will take roll with their own class, send in their EOC form, and then ask a supervising teacher to watch their students. The Team Leader will report to the Operations Chief and then, if it is safe, send the team to check on utilities, etc. The Site Check/Security Team will notify the utility companies of a break or suspected break in utilities. The team will then proceed to the entrances where public safety and/or parents may arrive and help direct people to the Command Post or Student Reunification Areas. If neighbors arrive, the team should direct them to help support Traffic Control.

A violent crime or other situation near a school may require that the school staff take steps to quickly secure the school from outside intruders. This will involve developing specific assignments for school personnel during such an emergency and creating a check system to make sure the school is secure. This person would then act as a liaison with the agency handling the local event.

Situation Analysis: The person in charge of situation analysis will provide ongoing analysis of situation and resources status - *What if...*

Staffing Assignment Coordinator: The role of this position is to use available personnel to assist with carrying out the core functions associated with an incident. Any teacher not assigned students during an incident and any school personnel arriving at the incident should directly report to this person. Working closely with the Incident Supervisor, the person will direct staff to the areas that need assistance. Those responsible for organizing the various areas will coordinate with this person in requesting manpower during the incident. This person will keep a roster of assignments and manpower needs and make requests of administrative offices when needed.

Student Release a.k.a. Parent Reunion Coordinator: This team will supervise the release of students. They will document the persons picking up students. They must record the time, signature, and where they will be taking the student. Pictures of each child with the adult picking them up may be useful. Members will take roll with their own class, send in their EOC form, and wait to be called up. Before parents begin arriving, the Team Leader will begin setting up the Reunification Center, with support if needed, in a predetermined location. They will gather information regarding attendance from the Admin/Finance Team. When parents begin arriving, the Team Leader will call up the rest of the team and notify the Operations Chief. As more parents arrive, more teachers and classified staff will be assigned to this staging area. Students will be re-assigned to other Supervising Teachers. If evacuating the site, before leaving the school grounds, the Student Release Team will post a notice on the front door informing

parents where to pick up their children. If the front door is no longer there, the notice will be placed on the flagpole.

Student Supervision Team: This team supervises all students unless otherwise assigned. Other teachers who have designated responsibilities that take them away from their class will be reporting to a member of the Student Supervision Team before they leave their class in his care. This team will be working closely with the Student Release Team to make sure that students do not leave until their parent or adult has signed them out from the release area.

Supplies/Facilities: This person will locate and provide facilities, equipment, supplies and materials as needed.

Timekeeping & Purchasing: This person will maintain accurate records of staff hours and of purchases.

Transportation: The school staff member responsible for organizing this operation works with the district Transportation Department to coordinate the arrival of buses and the loading of students onto the proper bus. Responsibilities for this person include: arranging for buses, supervising loading and moving of buses, and arranging alternative forms of transportation as needed. The Operations Chief will direct the team to move students off campus, if necessary.

SECTION 2 STAGING AREAS

Indoor Command Post:

1. Office
2. Library

Outdoor Command Post:

1. Otter Outback
2. Front steps
3. Nature Area

Triage Area: Quad, Bodega Triangle, or Drive between Tule Lake and Mission Bay

Parent Reunification Area: Cafeteria or Front Steps Area

Bus Staging Area: North Creek Court

Media Staging Area: Abalone Cove

Off-Site Evacuation Location: 

SECTION 3 LOCKDOWN PROCEDURES

The school lockdown procedure serves many functions during an emergency situation:

- When a lockdown is initiated, the majority of students and teachers will be taken away from the threat.
- The dangerous situation can be isolated from much of the school.
- Accounting for students can accurately take place in each classroom.
- Depending on the situation, an organized evacuation can take place away from the dangerous area.

In addition to an onsite emergency, lockdown procedures can be modified for use during a local incident in which the school population is not in direct danger. A local incident might be a sheriff or fire event nearby or an injury on school grounds that requires limiting student movement in the area.

When a lockdown is announced, several steps should take place. Someone must be assigned to the dangerous situation or area to ensure students and staff do not enter the area. Immediate notification should be made to the 911, fully explaining what is known at that time. The bells must be held and instructions to ignore the fire alarm should be given.

When ordering a lockdown, the following announcements should be made and repeated several times:

A) Classes in progress (not during lunch)

"Teachers, please secure your students in your classrooms immediately. All students report directly to your classrooms and ignore any fire alarms."

B) Class change in progress

"Teachers and students, it is necessary to begin a lockdown of classrooms. All students report directly to your next assigned class and ignore any fire alarms."

C) Lunch is in session

Add the following to either announcement:

"Students in the cafeteria, follow the instructions of the staff in the cafeteria."

Unassigned teachers should ensure that students in hallways are placed in classrooms immediately. Staff members should check restrooms and other areas where students may be found. If students are found and are not close to their classroom, students should go into the closest occupied classroom. Then teachers should stay in a locked room and notify the office of their location.

During a lockdown, special attention should be given to the areas of the school where numerous students are gathered in an unsecured environment, such as the

cafeteria, auditorium, or library. Arrangements should be made so that students in these areas can be moved to nearby locations that can be secured.

When a teacher with a class hears one of the lockdown announcements he or she should follow these directions:

1. Lock the classroom door immediately.
2. Keep all students sitting on the floor, away from the door and windows.
3. Use caution and discretion in allowing students entry into the classroom.
4. Advise the students that there is some type of emergency but you don't know what it is.
5. Take attendance and prepare a list of missing students and extra students in the room. Prepare to take this list with you when you are directed to leave the classroom.
6. If there is a phone in your classroom, do not use the telephone to call out. Lines must be kept open, unless there is an emergency situation in the classroom.
7. Ignore any fire alarm activation. The school will not be evacuated using this method.
8. Project a calm attitude to maintain student behavior.
9. When or if students are moved out of the classroom, assist them in moving as quietly and quickly as possible.
10. Remain in the room until a member of the Crisis Management Team comes to the room with directions, or a sheriff arrives with directions.

Teachers should be aware of the emotional response some students may have to a lockdown situation. For example, teachers could prepare for frightened students vomiting by keeping plastic bags and cleaning supplies available in the classroom. Another idea is to keep a supply of gum, mints, or hard candy in each room to help relax students.

Depending on the grade level, students will ask many questions that teachers will not be able to answer. Being familiar with the lockdown procedures and the role of the ICS will provide a better understanding of what is taking place and what can be expected.

As a lockdown is taking place, the Incident Command Team should ensure that several functions are taking place. Depending on the situation, the school may need to be completely secured from the inside. This will require specific individuals being assigned to lock any open doors. Notifications will continue to be made to school administration and possibly the sheriff department if the sheriff has not arrived on the scene. Any known injuries should also be reported to the administration, who will relay that information to the sheriff.

Communication via school radio is permissible as long as the incident does not involve an explosive device or a suspect in possession of a radio or scanner. The

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

Once a lockdown has been started, wait for the sheriff department to arrive before arranging for evacuation of the school. This will allow for a more secure environment during the evacuation and assist the sheriff if a tactical operation is necessary.

Special areas of concern:

Special attention should be paid to the playground area of each school. Teachers must be able to hear the lockdown announcement and an alternate lockdown location must be identified. This location can be indoors or outdoors, if students can be safely hidden on the playground. In either case the lockdown location must be determined during initial crisis planning and the information should be clearly communicated to all staff members.

SECTION 4 EVACUATION PROCEDURES

General Evacuation

Evacuation decisions are very incident-specific. If the release occurs slowly, or if there is a fire that cannot be controlled within a short time, then evacuation may be the sensible option. Evacuation during incidents involving the airborne release of chemicals is sometimes necessary. If a general evacuation is ordered, the school population will be sent home, to the off site evacuation location, or to another location. Students are evacuated by walking or on school busses. If the school has been evacuated, the response personnel will need to decide when it is safe to return. They will need to verify data collected by the monitoring crews and consider the advice of the health officials concerned.

Evacuation of School Grounds

In the event the school cannot be occupied following an evacuation, it may be necessary to evacuate the school grounds. We will evacuate to the off site evacuation location.

The principal will call the Superintendent. Before leaving the school grounds, the Student Release Team will post a notice on the front door informing parents where to pick up their children. If the front door is no longer there, the notice will be placed on the flagpole.

During evacuation, the students will walk quickly, quietly, and in single file. If busses are available, students will board {insert location}. When releasing students to the care of parents or other adults, refer to the section entitled, "Release of Students to Parents".

School Evacuation Instructions

Exit the Building

- Go to the designated assembly area.
- Immediately upon hearing the fire alarm signal or instructions to "leave the building" over the intercom, students, faculty and others in the building shall evacuate the building via prearranged evacuation route quickly, quietly and in single file. The last person out of the room shall pull the door closed, but will not lock it. All will proceed to the designated assembly area.

Teachers

- Take class lists, red/green cards and student emergency card.
- Make special provisions to assist handicapped students.
- Exit the building through assigned exit or nearest unblocked exit.
- Lead the class out of the building to pre-designated area at least 500 feet from building. Area must be free from hazards such as overhead power lines, gas lines and motor vehicle traffic.

- Take roll and report any missing students (by name) to the Student Supervision Leader at pre-designated location away from building.
- Necessary first aid should be performed.

Students

In homeroom class

- Leave all personal items in classroom.
- Follow their teacher and exit in a quiet and orderly manner.

NOT in homeroom

- Leave all personal items in classroom.
- Exit with their supervisor, or if alone, exit the nearest unblocked exit.
- Remain with the class with which they exited until it is deemed safe for the student to return to his/her regular class.

At recess / break

- During recess, students should go to their assembly area.
- Students should go to the assembly area of the next class on their schedule.

Staff Not Assigned To Classrooms

- Will follow as directed in the Incident Command System.
- Assist as directed by principal or designee.

Principal or Designee

- Report any missing persons to emergency response personnel.
- If building is determined to be safe to re-enter:
 - Determine WHEN it is safe to re-enter
 - Notify teachers by all clear signal or runner. DO NOT USE FIRE ALARM SIGNAL for re-entry.
- If building is unsafe to re-enter, evacuate the school site, using predetermined plan.
 - Instruct teachers to:
 - Release students to responsible adults using predetermined procedure.
 - Students will exit school grounds to the blacktop/field either to board busses or to walk to {insert location}.

Evacuation of Students with Disabilities

Students with sensory, developmental, cognitive and mobility disabilities will have evacuation protocol in place that meets the requirements of their Individualized Education Plan, their Health Plan and/or Americans with Disabilities Act requirements. During an evacuation:

- A pre-designated staff member will assist with the evacuation.
- The staff member will describe the situation and actions to be taken in advance of beginning the evacuation procedures.
- The staff member will use facial expressions and hand gestures as clues when describing the procedures.
- The staff member will give one direction at a time during the evacuation.
- The student will never be left unattended.

Exit Route

An emergency exit route will be posted in the classroom beside the door. All who use this room should be familiar with the fire evacuation route as it applies to that room. When you have a substitute, make sure they are aware of where this map is located and that the roll sheet and student emergency information must be taken with them during the drill.

SECTION 5 STUDENT RELEASE PROCEDURES

Early Dismissal

The ultimate responsibility for the student's safety from the school to home in cases of emergency lies with the parent or guardian. Parents should work through community emergency preparedness groups to make preparations for the safety of their own children.

If an emergency occurs during the school day, and it is believed advisable to dismiss school, students will be provided shelter and supervision at the school as long as deemed reasonable by the principal.

The school will proceed on the basis that there will be no bus transportation or telephone communication. School will not be dismissed early unless school authorities have been assured by local emergency authorities that routes are safe for student use.

Follow the "Release of Students to Parents" plan.

Release of Students to Parents

Each teacher will have a copy of the student emergency information and a list of students on a clipboard. The adults listed on this card will be the only adults the students will be released to. Any other adult showing up may stay with the student, but he/she will not be permitted to leave with them. This clipboard is to remain with the teacher during any building evacuation exercise including a fire drill.

Prior to the approved adult taking the student, a release form must be filled out and signed. (See student release form.)

Teachers must stay with the students until all their students are picked up and/or the principal or his/her replacement approves of their leaving.

STUDENT RELEASE FORM

Date _____ Time _____

Student _____

Teacher _____

Room # _____ Grade _____

PERSON CHECKING OUT STUDENT: _____

Signature _____

STUDENT RELEASE FORM

Date _____ Time _____

Student _____

Teacher _____

Room # _____ Grade _____

PERSON CHECKING OUT STUDENT: _____

Signature _____

STUDENT RELEASE FORM

Date _____ Time _____

Student _____

Teacher _____

Room # _____ Grade _____

PERSON CHECKING OUT STUDENT: _____

Signature _____

SECTION 6 SCHOOL PARTNERSHIPS

Off Site Partnership

SECTION 7 RESOURCES

Staff List/Special Skills

Staff Emergency Information

Staff Member	Phone Number	Health Concerns	Special Skills
Angeles, Aracelly			
Baker, Kelly			
Barnes, Junella			
Baxter, Nathan			
Becker, LeAnn			
Belding, Tim			
Buchholz, Jamie			
Buderer, Claudia			
Buttram, Kellie			
Campbell, Carol			
Cassel, Linda			
Cebula, Gail			
Childers, Lisa			
Cramblit, Dolores			
Diab, Dabrena			
Domach, Dean			
Edwards, Katie			
Erickson, Susan			
Erndt, Joanne			
Estrada, Angelina			
Friend, Elizabeth			

Staff Member	Phone Number	Health Concerns	Special Skills
Garcia, Lorenzo			
Hahn, Cindy			
Hammer, Jennifer			
Harris, Linda			
Haywood, Rochele			
Kelly, Sarah			
Kennedy, Kim			
Kirkland, Rosina			
Lark, Kim			
Long, Tiffany			
Mallory, Sandra			
McLeod, Sierra			
Meier, Julia			
Mendell, Paula			
Miller, Jennie			
Miyazaki, Chris			
Montgomery, Felicia			
Mortimore, Melinda			
Muldoon, Patrick			
Nelipovich, Luda			
Nunes, Vikki			
Oswalt, Gina			
Phillips, Marci			
Phillips, Randi			
Pinney, Brandon			
Plummer, Tamara			
Pullman, Cheryl			
Quintero, Dalia			
Rayos del Sol, Christine			
Redding, Bonnie			
Rosenbach, Akiko			
Ruiz, Kelly			
Sashko, Hanna			
Silverman, Todd			
Spore, Patty			

Steinkamp, Julie
Stolfus, Dan
Thompkins, Shelly
Tongol, Evelita
Valoria, Cecille
Vataman, Olga
Ventittelli, Brandy
Warriner, Jill
Weeks, Tony
Wilson, Mary Ann
Winholt, Karen
Wojdac, Cristina
Young, Laura
.

SECTION 8 COMMUNICATIONS

It is likely that the public address system will be operational in most emergencies during which inside-the-building announcements need to be made. If it's not, communication will be by messenger(s) from the office to each teacher.

Communication between the custodial staff and the office staff will be by radio. All staff members shall have access to a radio in the room they work in.

Telephone Communication

1. The school telephones may NOT be used by ANY person for outgoing calls of any kind during an emergency, except when authorized by the principal.
2. Appropriate authorities will be notified including 911, Twin Rivers Police Department, and the Superintendent.

SECTION 9 CRISIS PHONE DIRECTORY

- Sheriff/Fire Department: 911
- Twin Rivers Police Department: (916) 566-2777
- Poison Control Center, UCD Medical Center:(916) 734-3692
- Citizens Utilities (Water): (916) 568-4200
- SMUD (Electricity): (916) 456-7683
- PG&E (Gas): (916) 743-5000
- Superintendent's Office: (916) 338-6409
- Maintenance, Operations, Transportation (MOT):
 - Craig Deason, Assistant Superintendent: (916) 338-6337
 - Carol Surryhne, Assistant Superintendent's Secretary: (916) 338-6337
 - Kim Rogers, Staff Secretary: (916) 338-6417
- Child Protective Services (CPS): (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



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
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Established 1858

SUPERINTENDENT

Scott A. Loehr

Snack Request

Dear Parents:

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

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

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

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

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

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

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

Sincerely,

Principal

"Respecting our traditions, while embracing new ideas"

SECTION 11 AFTERMATH

Counseling

The need for a proactive counseling program can not be overlooked. Many dangerous situations can be avoided with early intervention by trained professionals. Available resources should be identified and used on a regular basis when the first sign of depression, anger, or other alarming changes in a student is observed. During a crisis, the CMT member responsible for counseling must quickly organize a counseling program to help students, parents, faculty, and the community heal from the incident. Counselors at the effected school may handle some incidents, while other incidents could easily require the cooperation of many services. Identifying resources within the school system, county, and community should be planned and well organized before a crisis occurs.

SECTION 12 TRAINING AND UPDATING

Drills

The principal shall hold fire drills monthly and intruder alert and earthquake drills each trimester to ensure that all students, faculty members, and others are sufficiently familiar with such drills that they can be activated and accomplished quickly and efficiently. These drills shall be held at both regular and inopportune times to take care of almost any situation. Everyone in the building, including other employees, all office workers, all lunch workers, all custodial staff, and visitors must obey the instructions in the room or area they occupy when the alarm is sounded. Drills will also be carried out for quick evacuation of the multi-purpose room. The school secretary will be responsible to notify Sacramento Fire Department and Twin Rivers Police Department as necessary.

Once yearly, a full scale disaster drill will be held to give the staff an opportunity to fully implement the Incident Command System.

Training

The staff has participated in the following trainings:

- Arson Prevention (every other year – odd years) – {Sept. 17, 2013}
- Bloodborne Pathogens for School Employees (every other year – even years) – {Oct. 10, 2014}
- Code Red Lockdown Training (annually) – {Nov. 4, 2014}
- CPR Training (every other year – even years) – {Sept. 16, 2014}
- NIMMS/ICS video (discuss components annually, can watch video every other year) – {Oct. 28, 2014}
- Mandated Child Abuse Reporter Training (annually) – {Sept. 23, 2014}
- Triage Training (every other year – odd years) – {Oct. 21, 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.

Store an emergency bag, with a copy of the Crisis Readiness portion of the safety plan, in a visible location in the school areas that are accessed by clubs and groups after regular school hours.

SECTION 3 BOMB THREAT

Because an explosive device can be controlled electronically, school radio usage should not take place inside the school during a bomb threat since radio waves could detonate the device accidentally. Radio usage can resume 300 feet away from the building, allowing for communication from the evacuation staging area. Cell phones should also not be used.

Bomb Threat Procedures

I. Office Personnel

- a. If the threat is made by any means other than telephone, immediately notify an administrator.
- b. If the threat is made by telephone, the person receiving the call is to do the following:
 - i. Mentally form a picture of the caller - is the caller male or female? Juvenile or an adult? Does the voice sound familiar? If so, who? As soon as possible, indicate your impressions on the Bomb Threat Form.
 - ii. Ask the caller three questions, in this order:
 1. When is the bomb going to explode? (The caller may or may not respond to this question. If the threat is real, chances are he/she will say something. If the caller just hangs up without any comment to your questions, the chances are great that it is a prank call.)
 2. Where is the bomb located? What kind of bomb is it? (If the caller responds to these questions, he/she will probably lie, but it will keep the caller talking and give you more time to identify him/her.)
 3. Why are you doing this? Where are you now? (The caller's answer to these questions will give you a clue as to whether or not it is a real threat. If he says he wants money, or is representing some group or organization, the chances that it is a real threat are increased. In no event suggest a reason to him by asking something like, "Do you want money?" Let the caller provide the reason.)
 - iii. Note the time the call was received and immediately notify the principal or designee.
- c. Call the Sacramento County Sheriff (911) and ask for a sheriff's unit to be dispatched to the school.

II. Administration

Make a judgment as to the validity of the threat, and react in the following manner whether or not you believe this to be a prank:

- a. Notify teachers to evacuate their rooms by announcing the bomb threat. All students should be at least 500 ft. away from the building.
- b. Wait for the sheriff's unit to arrive. Assist the officers as needed.

- c. Provide a designated employee(s) to assist law enforcement in search of suspicious objects on school grounds.
- d. Administrator must determine if students will need to evacuate the school grounds if no suspicious item is found.
- e. Maintenance, Operations, & Transportation will be called to provide busses for students, if necessary.

III. Teachers

- a. Upon receiving the notice to evacuate, have your students assemble outside your classroom in an orderly manner and wait for you.
- b. Students should take their backpacks with them.
- c. Check your room before you leave for anything out of the ordinary. Take a 360-degree sweep from eye level to floor and if you see anything suspicious, report it to an administrator.
- d. Keep your group together and walk with them to the field. Take your roll sheet and emergency information and call roll when you get there. Get your group together in an orderly manner and stay with them. You will probably be there for awhile, so take your time with these tasks and make sure students obey you perfectly.
- e. When you hear the all clear signal (announcement over the intercom or on the bullhorn) return to your classroom in an orderly manner.

IV. Custodians, Cooks, and other Classified Employees

- a. Check your work areas. Do a 360 degree visual check of your room(s) as described under "Teachers" above.
- b. Assist Administration as needed.

BOMB THREAT FORM

RECEIVING A BOMB THREAT

INSTRUCTIONS:

Be calm and courteous: LISTEN! Do not interrupt the caller. Quietly attract the attention of someone nearby, indicating to them the nature of the call. Ask the questions in the order they are listed. Complete this form as soon as the caller hangs up and the school administration has been notified.

Exact time of call: _____

Exact words of caller:

Questions to Ask

1. When is the bomb going to explode? _____
2. Where is the bomb? _____
3. What does it look like? _____
4. What kind of bomb is it? _____
5. What will cause it to detonate? _____
6. Did you place the bomb? _____
7. Why? _____
8. Where are you calling from? _____
9. What is your address? _____
10. What is your name? _____

Caller's Voice (Circle):

Calm	Disguised	Nasal	Angry	Broken
Stutter	Slow	Sincere	Lisp	Rapid
Giggling	Deep	Crying	Squeaky	Excited
Stressed	Accent	Loud	Slurred	Normal

Voice Description (Circle):

Male	Female	
Calm	Nervous	
Young	Old	Middle-Aged
Rough	Refined	

Accent: Yes No Describe _____

Speech Impediment: Yes No Describe_____

Unusual Phrases_____

Recognize Voice? If so, who do you think it was?_____

Background Noises (Circle):

Music TV
Traffic Running Motor (type)_____
Horns Whistles Bells
Machinery Aircraft Tape Recorder Other_____

Additional Information:

A. Did the caller indicate knowledge of the facility? If so, how? In what ways?_____

B. What line did the call come in on?_____

C. Is the number listed? Private number? Whose?_____

D. Person Receiving Call_____

E. Telephone number the call was received at_____

F. Date_____

G. Report call immediately to:_____
(Refer to bomb incident plan)

Signature_____ Date_____

THREATENING PHONE CALL FORM

Time call was received_____ Time caller hung up_____

Try to get another person on the line and record the conversation. Exact words of person:_____

Questions to ask if not already covered by caller's statement (record exact words)

1. What is your name? _____
2. What are you going to do? _____
3. What will prevent you from doing that? _____
4. Why are you doing this? _____
5. When are you doing this? _____
6. Where is the device right now? _____
7. What kind of device or material is it? _____
8. What does it look like? _____

Person receiving the call

Person monitoring the call

Department_____

Department_____

Dept Phone No._____

Dept. Phone No._____

Home Address_____

Home Address_____

Date:_____

SECTION 4 BUS ACCIDENT

Field Trip Preparedness for Staff Members

- School buses are required to carry a first aid kit. Make sure it is in the bus.
- Teachers who participate in a large number of field trips should be encouraged to train in CPR and first aid procedures.
- Always take a complete roster and emergency care cards of students on a field trip.
- Maintain a complete list of teachers' and chaperones' home phone numbers, emergency contacts and work phone numbers for spouse.
- Develop an emergency phone number directory for field trips. Directory should contain emergency phone numbers for the school system and main phone numbers to the school and administrative offices.

SECTION 5 CHEMICALS/BIOHAZARD/GAS ODOR

All chemicals in the building are to be identified and stored according to district policy and procedures. Safety data sheets from vendors shall be on file and available for all chemicals in the office for quick reference. All personnel involved with chemicals in any manner are to be trained in their proper use.

The fire department shall be informed by the principal once each year of all chemicals used in the building and where they are stored. In the event of a hazardous material accident in the building, the principal (or designee) will decide if and how the building will be evacuated. If any accident should occur, the fire department, Center Unified School District Superintendent, and Sacramento County Health Department should be notified.

Responders will decide whether to order people to remain indoors (shelter-in-place), rescue individuals from the area, or order a general evacuation. The "remain indoors" option will be considered when the hazards are too great to risk exposure of evacuees. Rescuing people from the hazardous area may involve supplying protective equipment for evacuees to ensure their safety. A general evacuation requires a significant amount of lead-time, which may not be available.

In order for the "in-place-shelter procedure" to be effective, the effected population must be advised to follow the guidelines listed below:

- An announcement will come over the PA system telling you that the "in-place-shelter procedure" is in effect.
- Close all doors to the outside and close and lock all windows. (Windows seal better when locked.) Seal gaps under doorways and windows with wet towels, and those around doorways and windows with duct tape (or similar thick tape) and sheets of plastic (precut and labeled before the incident). Have students assigned to specific tasks ahead of time.
- Ventilation systems should be turned off.
- Turn off all heating systems and air-conditioners.
- Seal any gaps around window type air-conditioners, exhaust fan grills, exhaust fans, and range vents, etc. with tape and plastic sheeting, wax paper, or aluminum wrap.
- Close as many internal doors as possible.
- If an outdoor explosion is possible, close drapes, curtains, and shades over windows. Avoid windows to prevent potential injury from flying glass.
- If you suspect that the gas or vapor has entered the structure you are in, hold a wet cloth over your nose and mouth.
- Tune in to the Emergency Alert System on the radio or television for information concerning the hazardous materials incident and in-place-sheltering.

SECTION 6 DEATH/SUICIDE

Definition - Death or suicide of a student, staff member or significant person close to the school where students and/or staff are affected.

Principal or designee shall:

1. Call 911.
2. Contact Superintendent.
3. Notify immediate family - parent or guardian.
4. Identify key staff members at site to disseminate information at site level.
5. Communicate behavioral expectations to staff regarding:
 - Confidentiality issues
 - Providing factual information
 - Available resources
6. Send home written information to parents on facts of incident and any follow-up services available.
7. Consult with psychologist or county office of education staff for intervention strategies including specific activities that can be used in the classroom.

If the incident causes a major disruption to school activities, evacuation may be necessary and will be determined by law enforcement, principal or designee.

SECTION 7 EARTHQUAKE

During the Quake

Keep these points in mind in the event of an earthquake:

1. If an earthquake occurs, keep calm. Don't run or panic. If you take proper precautions, the chances are you will not be hurt.
2. Remain where you are. If you are outdoors, stay outdoors. If you are indoors, stay indoors. During earthquakes, most injuries occur as people are entering or leaving buildings (from falling walls, electrical wires, etc).
3. The teacher will give the "drop and cover signal" if the bell system is not operable.
4. Everyone will get under his/her desk and cover his/her head. If a desk, table or bench (best choice) is not available, sit or stand against an inside wall or in an inside doorway. Stay away from the windows, outside walls, and outside doors.
5. If you are outside, stay away from the building, electrical wires, poles, or anything else that might shake loose and fall. Look for open space and stay low.

After the Quake

For your own safety and that of others, you should carefully do the following:

1. About two minutes after the shaking stops, the fire bell will sound. If we have lost power, the teacher will give the command to evacuate the building.
2. Use the "Building Evacuation" plan.
3. Use extreme caution in entering or working in buildings that may have been damaged or weakened by the disaster.
4. Stay away from fallen or damaged electrical wires, which may still be dangerous.
5. The custodian will check for leaking gas pipes. Do this by smell only - don't use matches or candles. If you smell gas:
 - Open all windows and doors.
 - Turn off the main gas valve at the meter.
 - Leave the building immediately.
 - Notify the gas company, police, and fire departments.
 - Don't re-enter the building until it is safe.
6. The principal will confer with the Superintendent about evacuation of the school. If necessary, follow the "Evacuation of School Grounds" policy. Do not evacuate to another building unless it has received an inspection by a qualified person.

Re-entry of Building

Follow the procedures of the re-entry instructions (after "Building Evacuation") except: the building should be inspected by a qualified person who has been trained in Building Analysis. This person will perform an inspection on structural

soundness, electrical wiring, water distribution, oil, gas, and other fuel systems, and boiler and heating systems.

A damaged structure will be occupied only after authorization by the responsible local agency. Building supervisors will be notified of the corrective actions to be taken to return building to use.

SECTION 8 FIRE/EXPLOSION

Fire

1. In the event of a natural gas fire, sound alarm and then turn off main gas valves. If the fire is small, use the fire extinguisher AFTER the gas is turned off.
2. In the event of an electrical fire, sound alarm and then turn off electricity. Do not use water or water-acid extinguishers on electrical supported fires. Only small fires should be fought with an extinguisher.
3. The person locating the fire will sound the school alarm.
4. Follow the "Building Evacuation" instructions.
5. The principal will notify the superintendent's office.
6. The office staff will notify the utility companies of a break or a suspected break in utilities.
7. Keep access road open for emergency vehicles.
8. All staff will be responsible to peek in the door of classroom on either side and make sure they were informed of the fire.
9. The custodian is responsible for checking exits daily to make sure they are functional. All exits should be obvious, maintained and clear of obstructions.

Computer Labs

All labs are to be equipped, as their needs require, for proper fire control and for emergency purposes.

Lunchrooms and Kitchens

1. Emergency preparedness to control fire in school kitchen areas:
 - Have automatic extinguishers over deep fryers and grills.
 - Have fire extinguishers for all types of fires in proper location.
 - Make sure that all of the kitchen personnel know where the extinguishers are located and how to operate them.
 - Make sure that the kitchen personnel know which exit to take in case of fire.

Whether it's a real fire or a drill, try to evacuate the building in fewer than two minutes.

Fire Drill Procedures

The secretary will call the fire department to inform them it is a drill. The principal or designee shall sound the alarm.

1. When the signal is sounded, the teaching staff will proceed to the evacuation assembly area (blacktop/field) with their classes. Staff not assigned a regular class of children will report to the same area to render any needed assistance to teachers.

2. Once each month, all teachers will instruct their classes in the correct procedures and behaviors to utilize during fire drills.
3. Once each month, a fire drill will be conducted by the school staff.
4. Students stand facing away from the building in silent lines.
5. Supervising staff will take roll. The whereabouts of all students should be known.
6. Any student in attendance at school but not with class or in a special class should be reported immediately to the Student Supervision Leader.

Silent Fire Drill / Neighborhood Disaster Plan

1. Silent fire drills and neighborhood disaster procedures will be used in the event of bell and/or intercom failure.
2. When a silent fire drill is in progress, a monitor appears at the door with a sign stating "silent fire drill." The monitor will remain until the teacher sees the sign. The procedures to follow are the same as during a regular fire drill.
3. When a silent intruder on campus drill is in progress, a monitor appears at the door with a sign stating "Duck and Cover". The monitor will remain until the teachers see the sign.

Fire Extinguishers

Fire extinguishers are placed in strategic locations as recommended by the fire department (see map). Faculty members and other staff personnel shall be instructed in the use of the fire extinguisher.

All extinguishers, unless stated, are dry chemical types which are needed to put out type A, B, and C fires which include wood, textiles, gasoline, oil, greases, and electrical fires. In discharging a fire extinguisher, it should be held upright while the pin is pulled. The lever is then pressed while aiming at the base of the fire.

Fire Extinguisher Inspections

The district maintenance department will be responsible for checking for possible building code violations and making sure all fire extinguishers are checked yearly for the following:

1. Check gauge for full charge. Report discharge or overcharge reading immediately to control office.
2. Check seal for breakage.
3. Check hose for crack, leaks, tears, etc.
4. Check casing for leaks or breakage.

SECTION 9 FLOOD

When there is a flood at the school site

- Notify parents via radio, television, and auto-dialer message.
- 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 [2000-10-10-0000-0000-0000-0000-0000-0000-0000-0000-0000-0000]

If odors are detected outside the building, it is not necessary to evacuate the building. Call the police and fire non-emergency number to report the smell (874-5115). Call the district office.

If the odor is detected inside a school building, convene the crisis management team and evacuate the building immediately.

- Call 9-1-1
- Arrange to have the students moved to an off-site evacuation location
- The incident command system member responsible for student accounting begins the process of tracking all students
- Make sure the critical incident response kits leave the school with the students

SECTION 11 HOSTAGE SITUATION

Intruder or Hostage Situation

Organized or unorganized terrorists would usually find themselves in one or two places within the school building. Either they would penetrate into the administration office, or they would infiltrate a classroom. The administration and staff have only two "weapons" in which to combat the situation: time and specific procedures. The school staff should not attempt to disarm terrorists.

The procedures for the following situations are as follows:

Terrorist or Intruder Enters the Classroom

1. The teacher will try to make contact with the office via intercom phone.
2. If the teacher cannot get to the communication system, he/she should attempt to send a note out the door with a student. Do not take a chance if there is any doubt that the child will be seen exiting. If one is able to leave, he/she should crawl past any windows so as not to be seen.
3. Any teacher receiving the note from a student or other adult should immediately lock all doors, inform the office, and close the blinds.
4. If there is another teacher, adult, or student who can safely make a call, call the office at {insert phone number} or the administrator at {insert phone number}. The office's number should be visibly posted near phone.
5. Immediately brief the students to sit down and be quiet if you are faced with an intruder.
6. Try to obey all commands of the terrorist/intruder.
7. The office personnel upon receiving a "help" signal will verbally call for a lock down over the intercom. Teachers will immediately lock all outside doors including workroom doors and close the blinds. Students should assume the duck and cover position under their desks.
8. Office will immediately dial 911.
9. No one will evacuate the building unless instructed to do so by the principal or uniformed police officer.
10. Remain in your room until an "all clear" signal is given.
11. Any student finding himself or herself en route to a classroom from the bathroom, office, library, or another classroom needs to go to the nearest classroom or building. If the door is locked, he/she is to knock and loudly announce one's self.

Terrorist or Intruder Enters the Office

1. If the administrators, secretary, office assistants, or any other staff members are able to phone out of the school without bringing harm to themselves, they will call 911.
2. The principal or secretary will notify the Superintendent, if possible.
3. The school office personnel shall attempt to follow all commands of the terrorists.

Terrorist or Intruder Appears on Campus During Recess

1. The teacher on yard duty who first notices an armed individual (gun, knife, or other dangerous weapon) on campus will signal other adults on the playground with four short blasts on a whistle. An adult will send a student to the closest classroom door to enter and ask the teacher inside to inform the office immediately.
2. The office will announce the intruder alert. All students and teachers in classrooms will react accordingly by assuming the duck and cover position.
3. Students on the playground hearing four short whistle blasts or hearing the Duck and Cover signal will look for the nearest teacher and follow instructions. Students need to be aware that four short whistle blasts designate a problem. If the intruder has a weapon but is not firing, teachers should exit students as quickly as possible via one of the escape routes in that particular duty area.
4. Teachers will go in the opposite direction of the intruder.
5. If an intruder arrives on the playground and starts firing shots, students and teachers should drop to the ground.
6. Teachers will need to keep an eye on the intruder at all times to determine what to do next. This type of a situation is unpredictable and unfortunately cannot be covered with pre-determined procedures. The main concern is to get as many students as possible off the playground and into a safe building.

SECTION 12 HOSTILE VISITOR

Domestic or Civil Disturbance

It should be noted that the normal school routine serves to reduce the threat of civil disturbance within the school. The classroom unit keeps students in small groups where each student is more easily known and can be held responsible for his/her actions. Outsiders are generally recognized and the potential for problems can be reduced if the integrity of the individual classroom unit can be maintained.

To reduce the potential for problems, these steps are standard procedure:

1. All teachers are to be at their lines directly after the final recess bell.
2. Teachers are expected to attend assemblies and sit with their classes.
3. Teachers and administrators are available if the need for control should arise before and after school.
4. The administration is aware of substitutes in the building and teachers in adjoining classrooms are available to assist substitutes in controlling students if the need should arise. Each substitute is provided with lesson plans by the teacher who is absent, whether by direct communication, previously prepared plans, or emergency plans on file in the office.
5. Teachers are asked to report the presence of any outsider they see to the administration.

In addition to the above listed procedures, teachers and administrators should be keenly aware of the general morale of the students. An atmosphere in which students feel free to approach teachers and discuss problems is encouraged so that a close working relationship with all the different groups in the school can be achieved.

It is important to be aware of community problems, which could possibly set the stage for civil disturbance. The PTA and School Site Council organizations can be helpful in determining problems and offering assistance. A liaison with law enforcement agencies must also be maintained.

Procedure to Deal with Civil Disturbances

Violent Person:

Teachers are to be notified by intercom to close and lock classrooms until the situation is cleared by the administration and/or police. The "duck and cover" drill will be initiated. Students located in the halls shall be moved to the nearest classroom as quickly as possible. While contact is made with law enforcement, one person (determined by the administration) may attempt to establish rapport

with the person, otherwise do not confront this person; contact the office immediately. The office will call 911. Administrators will inform the Superintendent.

If it is a parent with a restraining order planning to take his/her child, allow him/her to do so if it appears that it may be dangerous to intervene. Get a description of the subject, license number, make and model of car and direction of travel. If there are any records on this person in the school office have them ready for law enforcement. See further information under the heading, "Kidnapping/Attempted Kidnapping."

Mob:

If the persons involved are from outside the school, the same procedure as used with a violent person should be implemented. If students are involved, the administration will determine the need for police assistance. If advance warning is received, steps will be taken to try to prevent the incident. In the absence of law enforcement, the administration will do whatever it believes necessary to alleviate the problem. The administration will make a written report of the entire incident.

Unidentified Person(s) Taking Control:

If an unidentified voice gives orders over the intercom threatening or calling a general assembly or asking for individuals, teachers are to close and lock their classroom doors. If an unidentified person comes to the room, he/she is to be asked for office clearance. Pick up the phone and contact the office if the person refuses to leave.

SECTION 13 KIDNAPPING/ATTEMPTED KIDNAPPING

Definition: The physical capture or attempted physical capture of a student or staff member against their will.

1. Principal or designee will contact the Sacramento Sheriff (911).
2. Principal or designee will contact the Superintendent and report the situation.
3. Principal or designee will contact the parent or guardian of the kidnapping victim.
4. Principal or designee will inform the teachers of the situation and give further instructions regarding child safety.
5. Principal or designee will inform secretary on how to respond to phone calls regarding the incident.

SECTION 14 MEDICAL EMERGENCY

Our school shall be prepared to provide basic first aid while summoning necessary emergency assistance. A list of qualified persons who have had First Aid and CPR training should be maintained by the principal. This list must be updated and distributed to the staff annually.

An emergency card will be filed in the office for each student with emergency numbers to call in case of an accident, injury, or illness. Parents will always be notified as soon as possible of any reportable accident, injury, or illness.

Any reportable accident or injury incurred on school property or during a school activity off campus will be reported in writing to the office of the principal no later than 24 hours from the occurrence. Accident forms are kept in office filing cabinet.

The general emergency number 9-1-1 will be explained each year to all school personnel, and this number will be readily visible on all telephones.

A first aid kit shall be maintained in the office and rotated. A Red Cross first aid booklet is provided with each kit. First aid procedures will follow the current American Red Cross First Aid Manual.

Although some staff members are trained in basic first aid and CPR procedures, they are not to be considered medical experts. The first aid kits are to be used only in cases of emergency.

First Aid Stations

A first aid station is always maintained in the nurse's office. In the event of a large scale emergency that requires an evacuation, a medical station will be set up by the Medical Team in a pre-determined location. If evacuation is not necessary, the nurse's station and/or the multi-purpose room will be used.

Rescue

With a non-critical or less serious injury, move the victim to the nurse's office.

With a serious or critical injury, do the following:

1. Evaluate the situation. Unless the victim is in further danger, do not move him/her.
2. Be sure the victim is breathing.
3. Control serious bleeding.
4. Send a runner to notify the office.
5. Treat for shock.
6. Keep comfortable and try to maintain normal body temperature.

With non-critical illness or injury, do the following:

1. Administer first aid.
2. Notify parents for their information and action. If parents cannot be contacted, notify other adults on the emergency card.
3. If no one can be contacted, lie the student down in the nurse's office or send the student back to class if the injury doesn't warrant the need to keep a close watch on the student.
4. Keep a record of time of injury, what first aid was administered and at what time.

With critical illness or injury, do the following:

1. Administer first aid to the extent possible.
2. Call 9-1-1 if the situation is life threatening or if the child is in need of immediate medical intervention.
3. Notify parents for their action and information.
4. Keep a record of time of injury, what first aid was administered and at what time.
5. Notify the superintendent's office.
6. Complete appropriate injury, illness, or insurance report promptly.
7. Keep a record of which students were sent to the hospital.

FIRST AID INSTRUCTIONS

Abdominal Pain	Eyes
Artificial Respiration	Fainting
Bleeding	Fracture
Internal Bleeding	Frostbite
Bone Injuries	Head Injury
Breathing	Heart Attack
Rescue Breathing	Nosebleeds
Burns	Pandemic Flu Plan
Choking (Heimlich Maneuver)	Poisoning
Convulsions or Seizures	Puncture Wounds
Diabetics	Seizure
Dog Bites	Shock
Ears	Sunstroke
Electric Shock	Wounds

Abdominal Pain

Abdominal pain may be due to food poisoning, appendicitis, hernia, ulcer, gallstones, or kidney stones. The symptoms are so similar that medical assistance should be obtained if the pains continue for several hours.

Artificial Respiration

1. Steps for mouth-to-mouth artificial respiration:
 - Clear airway

- Tilt head back (unless possible neck injury - use jaw thrust)
 - Pinch nostrils
 - Seal mouth and blow
 - Watch for chest to rise
 - Listen for air to escape from mouth
 - Watch for chest to fall
 - Repeat: 12-16 times per minute in adults; 16-20 times per minute in children.
2. If victim's tongue obstructs airway:
 - Tilt the head
 - Jut the jaw forward
 3. If facial injuries make it impossible to use mouth-to-mouth method then use the manual method.
 - Use mouth-to-nose if airtight seal is impossible over victim's mouth.
 - Small child - cover both mouth and nose.
 4. Continue artificial respiration until victim begins to breathe for him/herself or until help arrives.
 5. Carbon Monoxide Poisoning or Asphyxiation (due to lack of oxygen):
Check for breathing difficulties and give artificial respiration.

Bleeding

1. Apply direct pressure on the wound.
2. Elevate the wounded area if an arm or leg is bleeding.
3. Apply pressure on the supplying artery of the arm or leg if steps 1 and 2 do not stop bleeding.
4. Only as a last resort (if they will die without this), apply a tourniquet to stop the bleeding. Once applied, a tourniquet must be loosened or removed only by a doctor.

*Internal bleeding – Treat for shock

Bone Injuries

1. Dislocations: fingers, thumb, shoulder
Keep the part quiet. Immobilize shoulder with arm sling.
2. Fractures:
 - Signs of a closed fracture:
 1. Swelling
 2. Tenderness to touch
 3. Deformity
 4. Discoloration
 - Treatment (closed fracture - no bleeding or broken skin at wound)
 1. Keep broken bone ends from moving
 2. Keep adjacent joints from moving
 3. Treat for shock

- Treatment (open fracture - broken bone and broken skin)
 1. Do not move protruding bone end
 2. If bleeding, control bleeding by direct pressure on wound
 3. Treat the same as closed fracture after bleeding is controlled.
- 3. Sprains (injury to soft tissue around a joint)
 - Always immobilize
 - Elevate joint
 - Apply cold packs during first half hour
 - Treat the same as closed fractures
 - X-ray may be necessary

Breathing - Unconscious Person

Breathing is the most critical thing we must do to stay alive. A primary cause of death is lack of air!

Be careful approaching an unconscious person. He or she may be in contact with electrical current. If this is the case, turn off the electricity before you touch the victim.

There are hundreds of possible causes of unconsciousness; the first thing you must check for is breathing.

1. Try to awaken the person by firmly tapping him or her on the shoulder and shouting, "Are you all right?"
2. If there is no response, check for signs of breathing.
 - a. Be sure the victim is lying flat on the back. If you have to roll the victim over, move the entire body at one time.
 - b. Loosen tight clothing around neck and chest.
3. Open the airway:
 - a. If there are no signs of head or neck injuries, tilt the head back and lift the chin to move the tongue away from the back of the throat.
 - b. Place your ear close to the victim's mouth; listen and feel for breathing.
 - c. If you can't see, hear, or feel any signs of breathing, you must begin breathing for the victim.
 - d. Begin rescue breathing immediately. Have someone else summon professional help.

Rescue Breathing:

1. Giving mouth-to-mouth rescue breathing to an adult:
 - a. Put your hand on the victim's forehead, pinching the nose shut with your fingers. Your other hand is lifting the victim's chin to maintain an open airway.
 - b. Place your mouth over the victim's, making a tight seal.
 - c. Breathe slowly and gently into the victim until you see the chest rise. Give 2 breaths, each lasting about 1½ seconds. Pause between breaths

- to let the airflow out. Watch the victim's chest rise each time you give a breath to make sure air is going in.
- d. Check for a pulse after giving these 2 initial, slow breaths. If you feel a pulse but the victim is still not breathing, give one breath about every 5 seconds. After 10 to 12 breaths, re-check pulse to make sure the heart is still beating.
 - e. Repeat the cycle every 5 seconds, 10-12 breaths per minute, rechecking the pulse after each cycle. Continue rescue breathing until one of the following happens:
 - i. The victim begins to breathe without your help
 - ii. The victim has no pulse (begin CPR).
 - iii. Another trained rescuer takes over for you.
 - iv. You are too tired to go on.
2. Giving mouth-to-mouth rescue breathing to infants and small children:
- a. A small child's head should be tilted back gently to avoid injury. With head tilted back, pinch the nose shut. Lift the chin and check for breathing as you would for an adult. Give 2 slow breaths until the chest rises.
 - b. Check for a pulse.
 - c. Give 1 slow breath about every 3 seconds. Do this for approximately 1 minute, or 20 breaths.
 - d. Recheck the pulse and for breathing.
 - e. Call 911 if you have not already done so. Continue rescue breathing as long as a pulse is present and the child is not breathing.
 - f. Continue rescue breathing until one of the following occurs:
 - i. The child begins to breathe on his/her own.
 - ii. The child has no pulse (begin CPR).
 - iii. Another trained rescuer takes over for you.
 - iii. You are too tired to go on.

Burns

1. Degrees:
 - Skin red (1st degree)
 - Blisters develop (2nd degree). Never break open blisters.
 - Deep tissue damage (3rd degree)
2. First Aid for thermal burns (1st and 2nd degree burns) to exclude air:
 - Submerge in cold water
 - Apply a cold pack
 - Cover with a thick dressing or plastic. (Do not use plastic on face.)
 - After using cold water or ice pack, cover burned area with a thick, dry, sterile dressing and bandage firmly to exclude air.
3. First Aid for 3rd degree burns:
 - Apply a thick, dry sterile dressing and bandage to keep out air.
 - If large area, wrap with a clean sheet or towel.

- Keep burned hands and feet elevated and get medical help immediately.
 - Treat the same as shock victim, giving fluids as indicated; warmth necessary.
4. First Aid for chemical burns
- Wash chemical away with water.
5. Acid burn to the eye (also alkali burns)
- Wash eye thoroughly with a solution of baking soda (1 teaspoon per 8-ounce glass of water) or plain water for 5 minutes.
 - If victim is lying down, turn head to side. Hold the lid open and pour from inner corner outward. Make sure chemical isn't washed out onto the skin.
 - Have victim close the eye, place eye pad over lid, bandage and get medical help.

Choking (Heimlich Maneuver)

If the air passage is blocked by food or other foreign material, remove it with your finger if possible. Be careful not to force it deeper into the throat. If the person is coughing, he is getting some air. But if the passage is completely blocked, he can't breathe or speak; immediately do the following:

- Stand behind a slumped-over victim; wrap your arms around his waist below the diaphragm.
- Grasp your wrist with your other hand.
- Place your fist against the victim's abdomen, slightly above the navel and below the rib cage.
- Press your fist strongly and quickly in and slightly up into his abdomen.

If the victim is on his back:

- Kneel, facing him, astride his hips.
- With one of your hands on top of the other, place the heel of the bottom hand on the victim's abdomen slightly above the navel and below the rib cage.
- Press the heel of your hand forcefully into the abdomen with a quick, upward thrust. If necessary, repeat several times.

Convulsions or Seizures

1. Symptoms

- Jerking movements
- Muscular rigidity
- Blue about the lips
- May drool
- High fever

These seizures are seldom dangerous, but they are frightening.

2. Causes

- Head injuries

- Severe infections
 - Epilepsy
3. Treatment
- Prevent patient from hurting himself
 - Loosen tight clothing
 - Do not restrain
 - If breathing stops, apply mouth to mouth resuscitation
 - Do not give liquids nor put patient in warm water
 - When the seizure is over, treat as for shock keeping patient warm

Prompt medical help is needed if the patient does not have a history of convulsive disorders.

Diabetics

Diabetics may lose consciousness when they have too little or too much insulin. Unless you are thoroughly familiar with his treatment, it is better to seek medical help rather than to attempt first aid. These people often wear some type of medical identification.

Dog/Animal Bites

1. It is extremely important that the dog/animal be identified if the person bitten is to avoid rabies shots. Secure the animal, if possible without danger to yourself, with a leash, rope or in an enclosed area. If the animal cannot be contained, attempt to remember as much as possible about the animal's description so that animal control can make a thorough search of the area.
2. Attend to the wound by washing the area with water and soap for five minutes and bandage if possible. Inform parents and refer to the family physician.
3. Notify animal control center. Give description of the animal and name and address of the victim.
4. Complete the Report of Student Accident Form.
5. Notify school nurse so that information can be recorded in the pupil's health folder.

Ears

Foreign objects usually require medical assistance. Insects may be removed by using warm mineral or olive oil. When the head is tilted, the insect and oil usually drain out.

Electric Shock

1. Do not touch the victim if he is still in contact with the electricity.
2. Turn off the main switch or pull plug.
3. Be aware of the possibility of breathing emergency.

Eyes

Contact a physician immediately if the foreign substance is metallic or abrasive. Particles can often be washed out with water or removed with the corner of a clean handkerchief.

Fainting

1. Fainting is due to a temporary decrease of blood and oxygen to the brain. It may be preceded by paleness, sweating, dizziness, disturbance of vision and nausea.
2. Place the victim in a reclining position and treat as for shock. If a victim feels faint, have him sit and place his head between his knees.

Fracture

Bone Fracture (unless in imminent danger, do not move the individual)

Closed Fracture: The signs of a closed fracture are swelling, tenderness, deformity, and discoloration. When there is a fracture (or suspected fracture):

1. Keep the injured person calm
2. Do not permit the victim to walk about.
3. Notify parent.
4. Splint fractures to prevent further injury if the victim must be transported by someone other than emergency medical personnel.
5. Call for emergency help for leg, back, neck, or hip injuries, or if parent is unable to take child for medical care.

Compound Fracture: Your objectives are to prevent shock, further injury, or infection in compound fractures (where skin has been broken).

1. Keep the injured person calm and cover him only enough to keep him from losing body heat.
2. Do not try to push the broken bone back into place if it is sticking out of the skin.
3. Do not try to straighten out a fracture or put it back into place.
4. Do not permit the victim to walk about.
5. Notify parent.
6. Splint fractures to prevent further injury if the victim must be transported by someone other than emergency medical personnel.
7. Call for emergency help for legs, back, neck, severe bleeding, hip injuries, or if parent is unable to take the child for medical care.

Frostbite

1. The frostbitten area will be slightly reddened with a tingling sensation of pain. The skin becomes grayish-yellow, glossy and feels numb. Blisters eventually appear.

2. Re-warm the area by quickly submerging it in warm water (start with 98 degrees and gradually warm to 102-103 degrees). Don't rub the area nor break the blisters.

Head Injury

1. Symptoms

- May or may not be unconscious
- Unconsciousness may be delayed one-half hour or more
- Bleeding from mouth, nose or ear
- Paralysis of one or more extremities
- Difference in size of pupils of the eyes

2. First Aid for Head Injuries:

- No stimulants or fluids
- Don't raise his feet; keep the victim FLAT
- Observe carefully for stopped breathing or blocked airway
- Get medical help immediately
- When transported, gently lay flat
- Position head to side so secretions may drool from corner of mouth
- Loosen clothing at neck

Heart Attack

A heart attack may be identified by severe chest pains, shortness of breath, paleness and perspiration. Extreme exhaustion may also accompany the attack. The patient may breathe easier if he is propped up. Mouth-to-mouth resuscitation may be needed. Medical help with oxygen may be required.

Nosebleeds

Nosebleeds can be controlled by grasping the nose firmly between the fingers and holding it for 5-10 minutes. Ice packs will also help control bleeding. Nosebleeds are usually minor, but if bleeding can't be controlled, medical help is needed. Maintain pressure on nose until a doctor is present.

Pandemic Flu Plan

Seasonal Flu:

- Caused by influenza viruses that are closely related to viruses that have previously circulated; most people will have some immunity to it.
- Symptoms include fever, cough, runny nose and muscle pain.
- Complications such as pneumonia are most common in the very young and very old and may result in death.
- Vaccine is produced each season to protect people from the three influenza strains predicted to be most likely to cause illness.

Mild to Moderate Pandemic:

- Caused by new influenza virus that has not previously circulated and can be easily spread.

- It is likely most people will have no immunity to the new virus; it will likely cause illness in high numbers of people and more severe illness and deaths than seasonal influenza.
- Symptoms are similar to seasonal flu, but may be more severe and have more serious complications.
- Healthy adults may be at increased risk for serious complications.

Severe Pandemic:

- A severe strain causes more severe illness, results in a greater loss of life and has a greater impact on society.
- Workplace absenteeism could reach up to 40% due to people being ill themselves or caring for family members.

Measures to limit the spread of flu:

- Promote hand-washing/use of antibacterial wipes, cough hygiene via modeling by school staff.
- Cover nose and mouth with a tissue or upper arm if a tissue is not available
- Dispose of used tissue in a waste basket and wash hands after coughing, sneezing or blowing nose.
- Use warm water and soap or alcohol-based sanitizers to clean hands.
- Wash hands before eating or touching eyes, nose or mouth.

Encourage vaccination of staff and students for whom the flu vaccine is recommended.

Persons developing symptoms at school should be sent home as soon as possible and instructed not to return until well.

Social distancing:

In a pandemic, the risk of getting the flu is greatest when one has close contact with an infected person. Social distancing measures may include standing three feet apart when communicating, canceling outdoor recess, and monitoring hand washing after bathroom use and after sneezing/coughing/blowing nose. Wipe phones with antibacterial wipes after each use. Limit use of headphones, keyboards and any other shared items in the classroom – wipe with antibacterial wipes after each use.

Use a bacterial spray (such as Lysol) in the classroom twice daily.

Open windows if weather permits while room is occupied or when students leave the room for lunch. Consider possible school closure for a short amount of time early in the course of a community outbreak.

Consult www.pandemicflu.gov for new and updated information.

Poisoning

1. In all oral poisoning, give liquids to dilute the poison.

2. Procedures for handling specific oral poisoning cases should be reviewed by teachers of classes in areas where poisoning may take place.

Puncture Wounds (knife and gunshot)

A puncture wound may be caused by a pointed object such as a nail, piece of glass, or knife that pierces the skin. Gunshot wounds are also considered to be puncture wounds. Generally, puncture wounds do not bleed a lot and are therefore susceptible to infection. Severe bleeding can result if the penetrating object damages internal organs or major blood vessels.

If an object is impaled in a wound, DO NOT REMOVE IT.

- Place several dressings around the object to keep it from moving.
- Bandage the dressings in place around the wound.
- Call 911 and contact parents.

A puncture wound to the chest can range from minor to life threatening. A sucking chest wound is one in which the rib cage has been penetrated and you can hear a sucking sound every time the victim takes a breath.

- Without proper care, the victim's condition will quickly worsen.
- Cover the wound with a dressing that does not allow air to pass through it.
- A plastic bag, latex glove, or plastic wrap taped over the wound will help keep air circulating through the lungs.
- Give additional care as needed. Watch for shock.
- Call 911 and contact parents.

Seizure

An alarming sight, a person experiencing a seizure may exhibit limbs jerking violently, eyes that roll upward, and breath that becomes heavy with dribbling or even frothing at the mouth. Breathing may stop in some seizures, or the victim may bite his or her tongue so severely that it blocks the airway. Do not attempt to force anything into the victim's mouth. You may cause injury to the victim or yourself.

1. During a seizure:
 - a. There is little you can do to stop a seizure.
 - b. Call for help.
 - c. Let the seizure run its course.
 - d. Help the victim to lie down and keep from falling to avoid injury.
 - e. Do not use force.
 - f. Loosen restrictive clothing.
 - g. Do not try to restrain a seizure victim.
 - h. Cushion the victim's head using folded clothing or a small pillow.
 - i. If a seizure lasts 10 minutes in a known epileptic, or 5 minutes in a person with no seizure history, call 911.

2. After a seizure:
 - a. Check to see if the victim is breathing. If not, immediately begin rescue breathing.
 - b. Check to see if the victim is wearing a MEDIC ALERT or similar bracelet. It describes emergency medical requirements.
 - c. Check to see if the victim has any burns around the mouth. This would indicate poison.
3. The victim of a seizure may be conscious but confused and not talking when the intense movement stops. Stay with the victim and be certain that breathing continues. When the victim is able to move, get medical attention.

After the seizure is over, the pupil can be taken to the office to lie down until the dazed phase is over and parents are notified. The student should be attended to continuously until fully recovered.

Very rarely a condition called "status epilepticus" occurs in which one seizure follows another for a long period of time. This is a medical emergency; call 911.

Shock

1. Shock is likely to develop in any serious injury or illness. Shock may be serious enough to cause death even though the injury itself may not be fatal. Four important symptoms of shock are:
 - Pale, cold, moist skin
 - Weak and/or rapid pulse
 - Rapid breathing
 - Altered consciousness
2. The symptoms of shock may appear immediately or may be delayed for an hour or more. Give shock care to all seriously injured persons:
 - Have the victim lie down.
 - Control any external bleeding.
 - Help the victim maintain body temperature, cover to avoid chilling.
 - Reassure the victim.
 - Elevate legs about 12 inches unless you suspect head, neck, or back injuries or broken bones involving hips or legs.
 - Do not provide anything to eat or drink.
 - Call 911.
 - Call parents.

Sunstroke

1. A person with sunstroke will have nausea, weakness, headache, cramps, pounding pulse, high blood pressure and high temperatures (up to 106

degrees.) The armpits are dry; skin flushed initially but later turns ashen or purplish. Delirium or coma is common.

2. Medical help is crucial. While waiting for medical aid, reduce temperature with a cold bath, sponging with alcohol or water, until the temperature is down. Hospitalization should be immediate.

Wounds

An abrasion is a wound caused by scraping off the outer layer of skin. An abrasion is usually superficial with little bleeding but infection can occur unless the wound is cleaned with soap and water. Wash away from the wound.

An incision is a cut caused by a sharp object such as a knife, razor blade, or piece of glass. Bleeding is a serious problem. Medical help is often necessary in case the wound must be sewn.

A laceration is a tear or jagged, irregular wound caused by a hard object such as a rock, machine tool, bicycle or automobile. Animal bites are also lacerations. Surrounding tissue is damaged and bleeding may be profuse. A minor laceration can be cleaned with soap and water, but if the bleeding is severe, a pressure dressing may be needed. If the laceration is caused by an animal, medical help is required for testing and treatment of the animal.

A puncture wound is caused by deep penetration of a sharp object such as a pencil, nail, ice pick, bullet, spear or arrow. There may be little surface bleeding, but severe internal bleeding can result. A puncture wound is difficult to cleanse and may require a tetanus shot to guard against infection.

SECTION 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

Oak Hill Elementary strives to be a community of life-long learners where the support of parents, community, staff, and peers will provide a safe, friendly, caring environment where each person will flourish, take risks, be secure and grow in knowledge, confidence, love and respect.

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

DESCRIPTION OF SCHOOL CLIMATE

There is a high level of cohesiveness among the staff members at Oak Hill. Cooperation and support between teachers and the administration is evident. Efforts are made by administration and staff to show concern for all pupils.

All pupils are expected to behave in a manner that promotes safety and order. Pupils are encouraged to bring problems to the principal, teacher or other staff members. The everyday goal is for the staff to be proactive rather than reactive in all situations of concern.

The academic and behavior efforts of pupils are recognized and rewarded.

SECTION 3 SCHOOL CLIMATE GOALS

The School Climate

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

- **Objective #1:** To increase the number of students who feel they are connected to the school.

Related Activities:

- 1) Teachers in grades K-2 and 6th will teach the *2nd Step* Character Education program weekly. Students in grades 3 and 4 will receive training in the Stop and Think Program through the Sacramento Children's Home Mental Health Services. Teachers in grade 5 will teach a weekly lesson using the Steps to Respect Program.
- 2) By having inclusive selection processes, wider variety of activity options, and increased communication, the Oak Hill Staff will thereby encourage increased student participation in extra curricular activities.
- 3) Teachers and PIP (Primary Intervention Program) staff will select students in grades K-3 that could benefit from one-to-one attention to participate in PIP. These students will spend approximately 30 minutes, one day per week, for 12 weeks in the activity room with a child aide.
- 4) Students in grades 5 and 6 are encouraged to participate in the peer mediation group (Green Berets). Each trimester, two students from each class are selected by the teacher to act as peer mediators. At the beginning of the year, all fifth graders go through a 1 day training on the techniques used in peer mediation.
- 5) Create a School Garden. Teachers will be encouraged to use the new school garden to have students explore sciences through growing plants. Students will hopefully feel more ownership in their school.
- 6) Teachers will be trained in the Healthy Play program. Students will participate in Healthy Play activities at least two days per week for 30 minutes each of those days.
- 7) Art Club will be added as an afterschool activity for students in grades 2-6. Students will participate in art activities on a bi-weekly basis for 10 weeks.
- 8) Computer Student Techs will be trained to assist in classrooms where a teacher may need assistance with her class.

SECTION 4 Place

Create a physical environment that communicates respect for learning and for individuals.

The School's Location and Physical Environment

Oak Hill Elementary School is located in the Antelope area of Sacramento County that has a low crime rate and average poverty level. The campus experiences mild to moderate vandalism during evening hours. The immediate area around the school includes single family dwellings, apartments, commercial buildings, and parks. Present safety hazards include drug related crime in parks near apartment buildings housing students, heavy traffic on North Loop Blvd. directly in front of school, and problem traffic patterns near the back gate of school.

Description of School Grounds

The school site encompasses 10.53 acres. There are seven clusters of three classrooms each surrounding the main quad area. There are 15 re-locatable classrooms located across the playground from the main campus. Oak Hill also has a Park and Rec. day care center located at the end of the playground occupying 3 re-locatable classrooms. The playground is grass, concrete and asphalt and includes basketball and handball courts, baseball diamonds, an exercise equipment area, and a play structure area. Oak Hill is enclosed on three sides by a fence with gates which are kept locked during school hours. Other ancillary structures include the office, cafeteria, restrooms, teacher workroom, storage sheds, library, and computer labs.

During the school day, staff members and administrators shall provide campus supervision. Identified problem areas receive increased supervision to reduce discipline, crime, or other school safety concerns. A Safe School Officer is available if needed.

It shall be the practice of Oak Hill Elementary School to remove all graffiti from school property before pupils arrive to begin their school day. Other acts of vandalism are promptly addressed.

Maintenance of School Buildings/Classrooms

The school's physical facility is well maintained and generally looks neat and clean. District personnel periodically examine the school's physical facility and help eliminate obstacles to school safety. Additionally, health and fire department inspectors contribute to school safety.

The classrooms and school grounds are monitored for safety and appearance by the administration, custodians and individual classroom teachers. The pupils take pride in the appearance of the school.

Internal Security Procedures

Oak Hill has established procedures in the following areas: Emergency preparedness, suspension, school discipline rules and procedures, and an adopted school-wide dress code.

Pupils may be suspended, transferred to another school, or recommended for expulsion for certain acts. For specific student violations, a mandatory expulsion recommendation shall be submitted by the administration of Oak Hill.

Site administrators contribute to a positive school climate, promote positive pupil behavior and help reduce inappropriate conduct. The principal/designee uses available district and other appropriate records to inform teachers of each pupil identified under E.C. 49079.

Law enforcement is contacted and consulted to help maintain and to promote a safe and orderly school environment. Oak Hill employees comply with all legal mandates, regulations and reporting requirements for all instances of suspected child abuse.

If appropriate, additional internal security procedures affecting the integrity of the school facility include classroom intercoms, teacher radios, and an emergency bell system.

Community involvement is encouraged to help increase school safety using the WE TIP hotline to report suspected vandalism, drug use or other illegal activity.

Phase 1 of an outdoor surveillance system was installed in 2008 to deter vandalism and/or apprehend vandals.

SECTION 5 PHYSICAL ENVIRONMENT GOALS

The Physical Environment

An action plan for places reflecting the school's physical environment including crisis response procedures and policies relating to student safety

The following objectives were developed as the result of feedback from students, staff and parents on our Safe School Survey

Objective #1: Increase the physical safety of the Oak Hill facilities for students, staff, and parents by placing the student Emergency Information packets into the Emergency Kit for each classroom.

1) Related Activities: Create and distribute Emergency Information packets for each teacher monthly to ensure that the information is current.

Objective #2: Staff members will wear their staff badges and carry a 2-way radio whenever outside the classroom.

1) Related Activities: Replace 2-way radios that have stopped working.

Objective #3: Emergency supplies will be kept in the classroom to ensure students have a snack and drink if parents are unable to pick student up from school during a disaster.

1) Related Activities: A letter will be sent home at the beginning of the year to each family requesting a bag of food, water, and a letter to be used during a disaster.

Objective #4: Increase the substitute teacher's knowledge of emergency procedures in order to insure student safety during drills and emergency situations.

1) Related Activities: Create an emergency procedure folder for all visiting teachers/substitutes.

SECTION 6 SIGNATURE SHEET

Oak Hill Elementary School's Safe School Plan was developed in accordance with SB 187 and Safe Schools, A Planning Guide for Action, published by the Department of Education. Student, parent and teacher surveys were taken into account to determine areas of greatest need. The document includes the school's personal, physical, social and cultural environment, which serves as an effective prevention plan based on parent and student surveys. Also taken into consideration are temporary restraining orders, school-generated child abuse reports, custody orders prohibiting parents from contact with a child at school, harassment complaints filed by students and staff, suspension logs and accident reports. Additionally, the District's discrimination and harassment policy, hate crime reporting procedures and the Uniform Complaint Policy are included.

A detailed crisis response plan based on the California Standardized Emergency Management System (SEMS) is included. This model was designed to centralize, organize, and coordinate emergency response among district organizations and public agencies. Specific first aid treatment is categorized in alphabetical order.

The following committee members revised and approved this comprehensive school plan:

Member	Title	Signature
<u>Patricia Spore</u>	Principal	<u>Patricia L Spore</u>
<u>Mary Ann Wilson</u>	Teacher	<u>Mary Ann Wilson</u>
<u>Gina Oswalt</u>	Teacher	<u>Gina Oswalt</u>
<u>Chris Miyazaki</u>	Secretary	<u>Chris Miyazaki</u>
<u>Todd Silverman</u>	Counselor	<u>Todd Silverman</u>
<u>Jamie Buchholz</u>	Library Technician	<u>Jamie Buchholz</u>
<u>Angel Hughes</u>	SSC Parent	<u>Angel Hughes</u>

Appendix A

Staff's Classroom Telephone Numbers

Kdg

McLeod (TK)/Hahn	130	Tahoe T
Warriner/Mendell	132	Tahoe S

1st Grade

Childers	134	Bodega S
R. Phillips	140	Trinidad S
Weeks	138	Trinidad C
Diab	139	Trinidad T

2nd Grade

Kennedy	165	Tule 0
Oswalt	171	Mission 3
Wojdac	179	Mission 2
Wilson	161	Tule 2
Rayos del Sol (2/3)	162	Tule 1

3rd Grade

Buttram	174	Mission 6
Cassel	175	Tule 5
Nunes	172	Mission 4
Stolfus	163	Tule 4
Rayos del Sol (2/3)	162	Tule 1

4th Grade

Edwards	152	Monterey S
Muldoon	150	Monterey C
Redding	148	San Francisco C
Steinkamp	147	San Francisco T

5th Grade

Erickson	151	Monterey T
Meier	155	Shasta C
Valoria	157	Shasta T

6th Grade

Domach	144	Emerald S
M. Phillips	156	Shasta S
Pinney	143	Emerald T
Ventittelli	145	Emerald C

Empty Classrooms

173	Mission 5	(Storage)
158	Tule 3	(Band)

Principal: Patty Spore 104

Lead Teacher: Jill Warriner 105

Abalone Cove 129

Kitchen 123

Library 124

Computer Lab 121

PTA room Tule 3 158

C. Pullman (OT) Bodega T 136

S. Kelly/RSP 169 Mission 1

T. Silverman/PIP 166 Drakes Bay 1

Nelipovich/ELL 146 San Francisco S

Young/Speech 168 Mission 0
(Mon. Wed. 1/2 day Fri.)

Mallory/Psych 127
(Mon. Wed. 1/2 day Fri.)

Buderer/Computer Workroom 164
Drakes Bay 2

Appendix B

**OAK HILL ELEMENTARY
EMERGENCY SHUT OFF MAP**

Appendix C
Classroom Evacuation Map

Appendix D

OAK HILL ELEMENTARY OFF SITE EVACUATION MAP

Appendix E

EOC Message Form

Student & Staff Accountability Form

DATE: _____

TEACHER: _____

ROOM #: _____

FORM COMPLETED BY: _____

of students enrolled in this class:

of students marked absent in this class:

Please list students marked absent by name: _____

of students unaccounted for* in this class:

*You didn't mark them absent and they are not with your class at this time

Please list students unaccounted for by name: _____

Are there any adult staff from this room unaccounted for? _____

If so, please list by name: (Include staff staying behind with injured)

of students with you but not on roster:

Please list these students by name: _____

of extra adults in room

Please list extra adults by name: _____

For Command Staff: _____ Missing students/adults recorded

EOC Message Form Data

Tally and insert into the grid below

<u>Category</u>	<u>Description</u>	<u>Number</u>
A	Fatalities	<input style="width: 80px;" type="text"/>
B	Minor Injuries (First aid only)	<input style="width: 80px;" type="text"/>
C	Injuries - Ambulance (Major + Moderate)	<input style="width: 80px;" 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: 80px;" type="text"/>
	Moderate (Delayed): Burns, major multiple fractures, back injuries with or without spinal cord damage.	<input style="width: 80px;" type="text"/>
D	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

_____ Triage recorded

Appendix F

California Child Abuse and Neglect Reporting Law

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

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

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

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

Who Are Mandated Reporters?

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

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

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

caseworker is working with an attorney appointed pursuant to Section 317 of the Welfare and Institutions Code to represent a minor.

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

tives or slides, for compensation. The term includes any employee of such a person; it does not include a person who develops film or makes prints for a public agency.

- 30) A child visitation monitor. For purposes of the California Child Abuse Reporting Law, "child visitation monitor" means any person who, for financial compensation, acts as monitor of a visit between a child and any other person when the monitoring of that visit has been ordered by a court of law.
- 31) An animal control officer or humane society officer. For purposes of the California Child Abuse Reporting Law, the following terms have the following meanings: (A) "Animal control officer" means any person employed by a city, county, or city and county for the purpose of enforcing animal control laws and regulations. (B) "Humane society officer" means any person appointed or employed by a public or private entity as a humane officer who is qualified pursuant to Section 14502 or 14503 of the Corporations Code.
- 32) A clergy member, as specified in subdivision (d) of P.C. 11166. For purposes of the California Child Abuse Reporting Law, "clergy member" means a priest, minister, rabbi, religious practitioner, or similar functionary of a church, temple, or recognized denomination or organization.
- 33) Any custodian of records of a clergy member, as specified in P.C. 11165.7 and subdivision (d) of Section 11166.
- 34) Any employee of any police department, county sheriff's department, county probation department, or county welfare department.
- 35) An employee or volunteer of a Court Appointed Special Advocate program, as defined in Rule 1424 of the Rules of the Court.
- 36) A custodial officer as defined in Section 831.5 of the Penal Code.
- 37) Any person providing services to a minor child under Section 12300 or 12300.1 of the Welfare and Institutions Code.

Note: Unless otherwise stated, **volunteers are not mandated reporters.**

Why Must You Report?

The primary intent of the reporting law is to protect an abused child from further abuse. Protecting the identified child may also provide the opportunity to protect other children. It is equally important to provide help for the parents. Parents may be unable to ask for help directly, and child abuse may be their way of calling attention to family problems. The report of abuse may be a catalyst for bringing about change in the home environment, which in turn may help to lower the risk of abuse in the home.

What Do You Have To Report?

Under the law, when the victim is a child (a person under the age of 18) and the perpetrator is any person (including a child), the following types of abuse must be reported by all legally mandated reporters:

- a. A physical injury inflicted by other than accidental means upon a child. **(P.C. 11165.6)**
Note that child abuse *does not* include a “mutual affray” between minors. It also *does not* include an injury caused by “reasonable and necessary force used by a peace officer acting within the course and scope of his or her employment.” **(P.C. 11165.6)**
- b. Sexual abuse of a child, including both sexual assault and sexual exploitation.
“Sexual assault” includes sex acts with a child, lewd or lascivious acts with a child, and intentional masturbation in the presence of a child. “Sexual exploitation” includes preparing, selling, or distributing pornographic materials involving children; employing a minor to perform in pornography; and employing or coercing a child to engage in prostitution. **(P.C. 11165.1)**
- c. Willful harming or injuring of a child or the endangering of the person or health of a child, including inflicting or permitting unjustifiable physical pain or mental suffering. **(P.C. 11165.3)**

Note: Any mandated reporter may report any child who is suffering serious emotional damage or is at substantial risk of suffering serious emotional damage. **(P.C. 11166.05)**

- d. Willful infliction of cruel or inhuman corporal punishment or injury resulting in a traumatic condition. **(P.C. 11165.4)**
- e. Neglect of a child, whether “severe” or “general,” by a person responsible for the child’s welfare. The term “neglect” includes both acts or omissions harming or threatening to harm the child’s health or welfare. **(P.C. 11165.2)**

When Do You Have To Report?

Child abuse must be reported when a mandated reporter, “in his or her professional capacity or within the scope of his or her employment, has knowledge of or observes a child whom the mandated reporter knows or reasonably suspects has been the victim of child abuse or neglect.” **(P.C. 11166 (a))**

“Reasonable suspicion” occurs when “it is objectively reasonable for a person to entertain a suspicion, based upon facts that could cause a reasonable person in a like position, drawing, when appropriate, on his or her training and experience, to suspect child abuse or neglect.” **(P.C. 11166 (a)(1))** Although wordy, the intent of this definition is clear: if you suspect that abuse has occurred, make a report.

You must make a report immediately (or as soon as practicably possible) by telephone and you must prepare and send, fax or electronically transmit a written report within 36 hours of receiving the information regarding the incident. **(P.C. 11166 (a))** Written reports must be submitted on Department of Justice form (SS 8572), which can be downloaded from the California Attorney General’s Web site at www.ag.ca.gov (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 PARTY		TITLE		MANDATED REPORTER CATEGORY	
	REPORTER'S TELEPHONE (AREA): ()		TELEPHONE		DATE OF REPORT (MONTH DAY YEAR)	
B. REPORT INFORMATION	TO LAW ENFORCEMENT TO COUNTY PROSECUTOR		TO COUNTY WELFARE CPS (Child Protective Services)		REPORTED BY PHONE ()	
	OFFICIAL DESIGNATION: TITLE		TELEPHONE ()			
C. VICTIM INFORMATION	NAME (LAST FIRST MIDDLE)		BIRTHDATE OR APPROX. AGE		SEX	ETHNICITY
	ADDRESS (Street City State Zip)		TELEPHONE ()			
	PRESENT LOCATION OF VICTIM		SCHOOL		CLASS	GRADE
	PREVIOUSLY ORIGINALLY		OTHER ORIGINALLY (IF ANY)		PRESENT RESIDENCE	
	IF VICTIM IS IN OUT OF HOME CARE AT TIME OF REPORT CHECK TYPE OF CARE		TYPE OF ABUSE (CHECK ONE OR MORE)		REPORTED BY (NAME AND ADDRESS)	
	IF VICTIM IS IN OUT OF HOME CARE AT TIME OF REPORT CHECK TYPE OF CARE		TYPE OF ABUSE (CHECK ONE OR MORE)		REPORTED BY (NAME AND ADDRESS)	
D. INVOLVED PARTIES	NAME		BIRTHDATE		SEX	ETHNICITY
	ADDRESS (Street City State Zip)		TELEPHONE ()			
	NAME (LAST FIRST MIDDLE)		BIRTHDATE OR APPROX. AGE		SEX	ETHNICITY
	ADDRESS (Street City State Zip)		TELEPHONE ()			
	NAME (LAST FIRST MIDDLE)		BIRTHDATE OR APPROX. AGE		SEX	ETHNICITY
	ADDRESS (Street City State Zip)		TELEPHONE ()			
E. INCIDENT INFORMATION	DATE OF INCIDENT		PLACE OF INCIDENT		APPROXIMATE DESCRIPTION (What happened? What were the circumstances? What actions were taken? What are the names of the people involved? What are the names of the people involved? What are the names of the people involved?)	
	DATE OF INCIDENT		PLACE OF INCIDENT		APPROXIMATE DESCRIPTION (What happened? What were the circumstances? What actions were taken? What are the names of the people involved? What are the names of the people involved? What are the names of the people involved?)	

CS 25372 Rev. 12/01

DEFINITIONS AND INSTRUCTIONS ON REVERSE

DO NOT submit a copy of this form to the Department of Justice (DOJ). The investigating agency is required under Penal Code Section 11166 to submit to DOJ a Child Abuse Investigation Report Form 53-2583 (7/1) an active investigation was conducted and (2) the incident was determined not to be unfounded.

WHITE COPY-Report to Sheriff's Department BLUE COPY-County Welfare or Probation Department GREEN COPY-County 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

School Dress Code

Students, grades K-5 enrolled in the Oak Hill Elementary School, in the Center Unified School District, are to adhere to the following dress code:

1. Shoes are to be worn at all times. Flip-flops, sandals and shoes with metal plates are unsafe and are not to be worn at school
2. Clothing and jewelry shall be free of writing, pictures or any other insignia which are crude, vulgar, profane or sexually suggestive or which advocate racial, ethnic or religious prejudice or incite violence or the use of drugs or alcohol.
3. Head coverings are to be worn outside of the school building only. The brim of any head covering must face toward the front.
4. Short shorts and/or tight bicycle shorts are unacceptable. Mid-thigh length shorts, dresses and skirts are acceptable. Length should be 1 inch below fingertips when standing straight. Leggings can be worn as long as the shirt/top covers the buttocks.
5. Halter, tank and midriff tops, low back and/or front sundresses and/or loose arm holed blouses are unacceptable. Clothing should be such that no undergarments or private parts are visible.
6. Hair must not interfere with school activities. Unnatural or decorative hair colors are not allowed.
7. We feel that careless or overly informal dress may reflect a student's attitude toward learning. Clothing is a reflection of a student's personality and feeling of self worth. Parents will be called to provide appropriate clothing if and when the dress code is not adhered to as defined above. Clothing will need to be brought to the school the day of the infraction. We encourage the parent volunteers to adhere to this dress code.

Center Joint Unified School District

		AGENDA REQUEST FOR:
Dept./Site:	Facilities & Operations Department	Action Item <u> X </u>
To:	Board of Trustees	Information Item <u> </u>
Date:	March 18, 2015	# Attached Pages <u> 4 </u>
From: Craig Deason, Assist. Supt.		
Assist. Supt. Initials: <u>CD</u>		

SUBJECT:	PSA for Hugh R. Davison
CONSULTANT'S NAME:	Hugh R. Davison
COMPANY NAME (if applicable):	
SERVICES TO BE RENDERED:	Disking of Rex Fortune Property
DATES OF SERVICE:	March 9, 2015 - June 30, 2015
PAYMENT PER DAY:	\$1,000
TOTAL AMOUNT OF CONTRACT:	Not to Exceed \$1,000.00
FUNDING SOURCE:	01-8150-0-5800-106-0000-8110-007-000
RECOMMENDATION: That the CJUSD Board of Trustees approves the Professional Services Agreement as presented.	

CONSENT AGENDA



Center Unified School District
8408 Watt Avenue
Antelope, California 95843

PROFESSIONAL SERVICES AGREEMENT

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

Contractor Name: Hugh R. DAVISON

Address: PO BOX 427 (1710 ELVERTA RD) ELVERTA CA 95624

Phone: (916) 991-4781

Taxpayer ID #

Full description of services to be provided:

Weed Abatement

Payment \$ 1000.00 per Job. CONTRACTOR will submit a signed invoice not more frequently than monthly, detailing services provided and charges. Payment will be made within forty-five days after receipt of invoice or service, whichever is later.

Beginning Date of Service:

Frequency of Service: 1 time

Ending Date of Service:

Method of Payment and Tax Reporting: (check one)

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

☐ Accounts Payable - 1099 Generated (Requires completion of W-9 on back of this form).

Total amount of this contract \$ 1000.00

Budget #

Reason service cannot be provided by a District employee:

Signature of CONTRACTOR: Hugh R. Davison

Date: 3/10/2015

Signature of District employee requesting service: Craig Deason

Date: 3/10/15

Signature of Accounting Supervisor:

Date:

Date Board of Trustees Approved (If over \$500.00):

Signature of Authorized Contracting Official:

Date:

*** CONTRACT NOT VALID WITHOUT AUTHORIZED DISTRICT SIGNATURE ***

Request for Taxpayer Identification Number and Certification

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

Print or type
See Specific Instructions on page 2.

Name	Hugh R DAVISON		
Business name, if different from above	PO Box 427 (1710 ELVERTA RD) ELVERTA CA 95626		
Check appropriate box:	<input checked="" type="checkbox"/> Individual Sole proprietor	<input type="checkbox"/> Corporation	<input type="checkbox"/> Partnership <input type="checkbox"/> Other
Address (number, street, and apt. or suite no.)		Requester's name and address (optional)	
City, state, and ZIP code			
List account number(s) here (optional)			

Part I Taxpayer Identification Number (TIN)

Enter your TIN in the appropriate box. For individuals, this is your social security number (SSN). However, for a resident alien, sole proprietor, or disregarded entity, see the Part I Instructions on page 2. For other entities, it is your employer identification number (EIN). If you do not have a number, see How to get a TIN on page 2.

Note: If the account is in more than one name, see the chart on page 2 for guidelines on whose number to enter.

Social security number								
[REDACTED]								
OR								
Employer identification number								

Part II Certification

Under penalties of perjury, I certify that:

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

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

Sign Here Signature of U.S. person ▶ Hugh R Davison

Date ▶ 3/10/2015

Purpose of Form

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

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

- Certify the TIN you are giving is correct (or you are waiting for a number to be issued).
- Certify you are not subject to backup withholding, or
- Claim exemption from backup withholding if you are a U.S. exempt payee.

If you are a foreign person, use the appropriate Form W-8. See Pub. 515, Withholding of Tax on Nonresident Aliens and Foreign Entities.

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

What is backup withholding? Persons making certain payments to you must under certain conditions withhold and pay to the IRS 30% of such payments after December 31, 2001 (29% after December 31, 2003). This is called "backup withholding." Payments that may be subject to backup withholding include interest, dividends, broker and barter exchange transactions, rents, royalties, nonemployee pay, and certain payments from fishing boat operators. Real estate transactions are not subject to backup withholding.

You will not be subject to backup withholding on payments you receive if you give the requester your correct TIN, make the proper certifications, and report all your taxable interest and dividends on your tax return.

Payments you receive will be subject to backup withholding if:

- You do not furnish your TIN to the requester, or
- You do not certify your TIN when required (see the Part II Instructions on page 2 for details), or
- The IRS tells the requester that you furnished an incorrect TIN, or
- The IRS tells you that you are subject to backup withholding because you did not report all your interest and dividends on your tax return (for reportable interest and dividends only), or

- You do not certify to the requester that you are not subject to backup withholding under 4 above (for reportable interest and dividend accounts opened after 1983 only).

Certain payees and payments are exempt from backup withholding. See the Part II Instructions and the separate Instructions for the Requester of Form W-9.

Penalties

Failure to furnish TIN. If you fail to furnish your correct TIN to a requester, you are subject to a penalty of \$50 for each such failure unless your failure is due to reasonable cause and not to willful neglect.

Civil penalty for false information with respect to withholding. If you make a false statement with no reasonable basis that results in no backup withholding, you are subject to a \$500 penalty.

Criminal penalty for falsifying information. Willfully falsifying certifications or affirmations may subject you to criminal penalties including fines and/or imprisonment.

Misuse of TINs. If the requester discloses or uses TINs in violation of Federal law, the requester may be subject to civil and criminal penalties.

INDEPENDENT CONTRACTOR OR EMPLOYEE? DISTRICT GUIDELINES

PART I

	YES	NO
1. Has this category of worker already been classified an "employee" by the IRS? Refer to page 1 for individuals listed in IRS Publication SIVR 40 and others identified during the IRS compliance studies in San Diego County.		
2. Is the individual working as an employee prescribed by the Education Code? Education Code sections 45100-45451/88000-88263 define what constitutes classified service and 44800-45060/87000-87333 define certificated service. The IRS predisposes an employer/employee relationship when state law mandates such a relationship.		✓
3. Is the individual already an employee of the district in another capacity?		✓
4. Has the individual performed substantially the same services for the district as an employee in the past? <i>Is the individual retired, returning to substitute, or train, etc.?</i>		✓
5. Are there currently employees of the district doing substantially the same services as will be required of this individual?		✓
6. Does the district have the legal right to control the method of performance by this individual? <i>Consider whether the district has to train this individual or give instruction as to when, where, how, and in what order to work. Does the district require the individual to submit reports or perform the services at a district site? These factors would indicate the district maintains control sufficient for an employer/employee relationship. However, it is <u>not necessary</u> that the district <u>exercise</u> this right or have the expertise required to do so. In many cases this would not be practical nor advisable.</i>		✓
7. Are the services, as being provided, an integral part of school operations? Are the services being provided necessary to the operation of the school, program, project, etc.? This indicates the district has an interest in the method of performance and implies the maintenance of legal control.		✓
		✓

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

STOP HERE

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

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

PART II

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

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

PART II - continued

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

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

STOP HERE

and process the individual through payroll.

If 11 and 12 are both "YES", continue

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

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

Center Joint Unified School District

AGENDA REQUEST FOR:

Dept. /Site: Business Department

Date: 03/03/2015

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 February 2015.

RECOMMENDATION: That the CJUSD Board of Trustees approve the District Payroll Orders for July 2014 through February 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	\$ 2,245,027.69	\$ 145,612.43		\$ 2,390,640.12	716
MARCH				\$ -	
APRIL				\$ -	
MAY				\$ -	
JUNE				\$ -	
SPECIAL				\$ -	

\$ 16,743,340.34	\$ 861,638.00	\$ 23,849.58	\$ 17,628,827.92	5396
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Center Joint Unified School District

AGENDA REQUEST FOR:

Dept./Site: Business Department

Date: February, 2014

To: Board of Trustees

From: Jeanne Bess

Action Item

Information Item

Attached Pages 58

SUBJECT: Supplemental Agenda – Commercial Warrant Registers

February 4, 2015 \$217,555.13, February 12, 2015 \$218,276.09,
February 19, 2015 \$ 349,606.29, February 26, 2015 \$161,740.13

The commercial warrant payments to vendors totals
\$ 947,177.64

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

CONSENT AGENDA

XIV-19

81 CENTER UNIFIED SCHOOL DIST.
02-04-15

ACCOUNTS PAYABLE PRELIST

J1375 APY500 H.02.05 02/04/15 PAGE 0

Batch status: A All

From batch: 0052

To batch: 0052

Include Revolving Cash: Y

Include Address: N

81 CENTER UNIFIED SCHOOL DIST.
02-04-15

ACCOUNTS PAYABLE PRELIST
BATCH: 0052 2-4-15
FUND : 01 GENERAL FUND

J1375 APY500 H.02.05 02/04/15 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		
020734/00	AAA SERVICES						
1799 PO-151522	02/04/2015	253681	2	01-9472-0-5600-106-9620-8110-007-928	NN F	129.19	129.19
TOTAL PAYMENT AMOUNT						129.19 *	129.19
016805/00	BATES, CHERYL						
398 PO-150673	02/04/2015	JAN	1	01-6500-0-5210-102-5750-1130-003-000	NY P	46.79	46.79
TOTAL PAYMENT AMOUNT						46.79 *	46.79
021235/00	BECKER, LEE ANN						
787 PO-150678	02/04/2015	JAN MILEAGE	1	01-0000-0-5210-102-0000-3140-003-000	NN P	55.09	55.09
TOTAL PAYMENT AMOUNT						55.09 *	55.09
020305/00	CDW GOVERNMENT INC.						
1549 PO-151311	02/04/2015	RP82127	1	01-9115-0-4300-115-0000-7700-007-000	NN F	345.60	345.60
1684 PO-151418	02/04/2015	RZ89050	1	01-0000-0-4300-115-0000-7700-007-000	NN P	36.62	36.62
1684 PO-151418	02/04/2015	RZ41188	1	01-0000-0-4300-115-0000-7700-007-000	NN F	53.50	53.49
1693 PO-151428	02/04/2015	RZ42484	1	01-0000-0-4300-472-0000-2700-014-000	NN F	70.04	70.04
1693 PO-151428	02/04/2015	SB92361	2	01-0000-0-4400-472-0000-2700-014-000	NN F	495.23	306.34
TOTAL PAYMENT AMOUNT						812.09 *	812.09
010407/00	CENTER UNIFIED REVOLVING FUND	0000000000					
1809 PO-151499	02/04/2015	CK4133-SHERRY	1	01-0000-0-9210-000-0000-0000-000-000	NN F	434.95	434.95
1810 PO-151500	02/04/2015	CK4134-SLAY	1	01-0000-0-9210-000-0000-0000-000-000	NN F	345.00	345.00
1811 PO-151501	02/04/2015	CK4129-SHERRY	1	01-0000-0-9210-000-0000-0000-000-000	NN P	434.95	434.95
1811 PO-151501	02/04/2015	CK4130-CLARK	1	01-0000-0-9210-000-0000-0000-000-000	NN P	20.64	20.64
1811 PO-151501	02/04/2015	CK4128-KITCHENS	1	01-0000-0-9210-000-0000-0000-000-000	NN F	327.00	327.00
TOTAL PAYMENT AMOUNT						1,562.54 *	1,562.54
014524/00	CONTINENTAL ATHLETIC						
1780 PO-151509	02/04/2015	76740,79358,78969,79705	1	01-0472-0-4300-472-1263-4200-014-000	NN F	7,807.01	7,807.01
TOTAL PAYMENT AMOUNT						7,807.01 *	7,807.01

81 CENTER UNIFIED SCHOOL DIST.
02-04-15

ACCOUNTS PAYABLE PRELIST
BATCH: 0052 2-4-15
FUND : 01 GENERAL FUND

J1375 APY500 H.02.05 02/04/15 PAGE 2
<< 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

010236/00	CREATIVE BUS SALES							
1769 PO-151503	02/04/2015	8009712	1	01-0000-0-4300-112-0000-3600-007-000	NN	P		21.00 21.00
TOTAL PAYMENT AMOUNT				21.00 *				21.00
011613/00	DITTO PRINT & COPY							
1659 PO-151403	02/04/2015	5115	1	01-0000-0-5800-105-0000-7200-005-000	NN	F		1,116.18 1,171.99
TOTAL PAYMENT AMOUNT				1,171.99 *				1,171.99
018277/00	EASTER SEAL SOCIETY OF CA. INC							
220 PO-150546	02/04/2015	DECEMBER14	1	01-6500-0-5800-102-5750-1180-002-000	NN	P		1,522.50 1,522.50
TOTAL PAYMENT AMOUNT				1,522.50 *				1,522.50
019262/00	ENTERPRISE RENT A CAR							
1785 PO-151514	02/04/2015	9BHCTW	1	01-0472-0-5600-472-1110-4000-014-915	NN	P		248.38 248.38
1785 PO-151514	02/04/2015	9BJ10H	1	01-0472-0-5600-472-1110-4000-014-915	NN	F		97.19 97.19
1786 PO-151515	02/04/2015	92K9YM	1	01-0472-0-5600-472-1110-4000-014-915	NN	F		97.19 97.19
1787 PO-151516	02/04/2015	9972PF	1	01-0472-0-5600-472-1110-4000-014-915	NN	P		86.39 86.39
1787 PO-151516	02/04/2015	997YLY	1	01-0472-0-5600-472-1110-4000-014-915	NN	F		136.39 136.39
TOTAL PAYMENT AMOUNT				665.54 *				665.54
019519/00	EPIC SPORTS INC							
1521 PO-151292	02/04/2015	1489443	1	01-0472-0-4300-472-1263-4200-014-000	YN	F		189.35 176.16
TOTAL PAYMENT AMOUNT				176.16 *				176.16
TOTAL USE TAX AMOUNT				14.09				
010186/00	FOLLETT SOFTWARE COMPANY							
1754 PO-151482	02/04/2015	1165450	1	01-0000-0-5800-115-0000-2420-007-000	NN	F		4,900.00 4,900.00
TOTAL PAYMENT AMOUNT				4,900.00 *				4,900.00
017718/00	GUIDING HANDS INC.							
244 PO-150683	02/04/2015	2590	1	01-6500-0-5800-102-5750-1180-002-000	NN	P		225.00 225.00
TOTAL PAYMENT AMOUNT				225.00 *				225.00

81 CENTER UNIFIED SCHOOL DIST.
02-04-15

ACCOUNTS PAYABLE PRELIST
BATCH: 0052 2-4-15
FUND : 01 GENERAL FUND

J1375 APY500 H.02.05 02/04/15 PAGE 3
<< 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
022406/00	MAXIM HEALTHCARE SERVICES INC							
1658 PO-151402	02/04/2015	2981660262	1	01-0000-0-5800-102-0000-3140-003-000	NN	P		2,999.60
1658 PO-151402	02/04/2015	2996580262	1	01-0000-0-5800-102-0000-3140-003-000	NN	P		3,082.80
TOTAL PAYMENT AMOUNT								6,082.40 *
021692/00	MONOPRICE INC							
1479 PO-151258	02/04/2015	11545330	1	01-9115-0-4300-115-0000-7700-007-000	NN	F		45.68
1509 PO-151278	02/04/2015	11593788	1	01-9115-0-4300-115-0000-7700-007-000	NN	F		79.24
TOTAL PAYMENT AMOUNT								109.19 *
017576/00	OFFICE DEPOT/BUS.SERVICES DIV							
1554 PO-151315	02/04/2015	748011138001	1	01-0000-0-4300-472-1215-1000-014-000	NN	P		431.97
1554 PO-151315	02/04/2015	748011138002	1	01-0000-0-4300-472-1215-1000-014-000	NN	F		16.82
1661 PO-151407	02/04/2015	750159528001	2	01-5630-0-4300-601-1220-1000-017-000	NN	F		25.85
1663 PO-151408	02/04/2015	750158772001	1	01-6300-0-4300-238-1110-1000-010-000	NN	F		65.19
1671 PO-151411	02/04/2015	750158605001	1	01-6500-0-4300-102-5770-1110-002-000	NN	F		248.57
1690 PO-151421	02/04/2015	750512057001	1	01-6300-0-4300-238-1110-1000-010-000	NN	F		59.57
1670 PO-151424	02/04/2015	751172191001	1	01-0000-0-4300-238-1110-1000-010-000	NN	P		8.62
1670 PO-151424	02/04/2015	751172190001	1	01-0000-0-4300-238-1110-1000-010-000	NN	F		28.20
1713 PO-151448	02/04/2015	751650718001	1	01-0000-0-4300-234-1110-1000-008-000	NN	F		313.98
1733 PO-151463	02/04/2015	751650152001	1	01-0000-0-4300-472-1224-1000-014-000	NN	F		182.46
1748 PO-151475	02/04/2015	751848293001	1	01-0000-0-4300-472-1215-1000-014-000	NN	F		213.68
1762 PO-151488	02/04/2015	752690708001	1	01-0000-0-4300-238-1110-1000-010-000	NN	F		401.24
TOTAL PAYMENT AMOUNT								1,987.95 *
017245/00	PRECISION DATA PRODUCTS INC.							
1727 PO-151459	02/04/2015	889	1	01-0000-0-4300-472-1284-1000-014-000	NN	F		223.88
TOTAL PAYMENT AMOUNT								223.88 *
018199/00	PRESTWICK HOUSE							
1696 PO-151430	02/04/2015	277496	1	01-0000-0-4200-472-1224-1000-014-000	NN	F		177.00
TOTAL PAYMENT AMOUNT								165.00 *

81 CENTER UNIFIED SCHOOL DIST.
02-04-15

ACCOUNTS PAYABLE PRELIST
BATCH: 0052 2-4-15
FUND : 01 GENERAL FUND

J1375 APY500 H.02.05 02/04/15 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

017485/00	REGISTRATIONS FOR YOU							
1779 PO-151508	02/04/2015	AMY CHANEY	1	01-7220-0-5200-472-1110-1000-014-944	NN	P		405.00 405.00
1779 PO-151508	02/04/2015	MATT CHAMBERLAIN	1	01-7220-0-5200-472-1110-1000-014-944	NN	F		405.00 405.00
TOTAL PAYMENT AMOUNT						810.00 *		810.00
011279/00	RIO LINDA FENCE COMPANY ██████████							
1641 PO-151387	02/04/2015	176	1	01-8150-0-5600-106-0000-8110-007-000	NN	F		700.00 625.00
TOTAL PAYMENT AMOUNT						625.00 *		625.00
016436/00	SACRAMENTO CO OFFICE OF EDUC							
1781 PO-151510	02/04/2015	SCOTT LOEHR	1	01-0000-0-5200-101-0000-7150-002-000	NN	F		25.00 25.00
1781 PO-151510	04/02/2015	KELLY KELLY	2	01-0000-0-5200-120-0000-7110-001-000	NN	P		25.00 25.00
1781 PO-151510	02/04/2015	DELRAE POPE	2	01-0000-0-5200-120-0000-7110-001-000	NN	F		25.00 25.00
TOTAL PAYMENT AMOUNT						75.00 *		75.00
010266/00	SACRAMENTO COUNTY UTILITIES							
30 PO-150018	02/04/2015	50000878546	1	01-0000-0-5540-106-0000-8110-007-000	NN	P		675.11 675.11
30 PO-150018	02/04/2015	50000878608	1	01-0000-0-5540-106-0000-8110-007-000	NN	P		335.11 335.11
30 PO-150018	02/04/2015	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
015199/00	SCOTT HEAVY MOVERS INC.							
1770 PO-151492	02/04/2015	REMOVAL	1	01-9472-0-5600-106-9620-8110-007-928	NN	F		8,500.00 8,500.00
TOTAL PAYMENT AMOUNT						8,500.00 *		8,500.00
016043/00	SHELTONS UNLIMITED MECHANICAL ██████████							
1768 PO-151502	02/04/2015	15-14721	1	01-8150-0-5600-106-0000-8110-007-000	NY	F		294.40 294.40
TOTAL PAYMENT AMOUNT						294.40 *		294.40
010263/00	SMUD							
31 PO-150019	02/04/2015	7000000347	1	01-0000-0-5530-106-0000-8110-007-000	NN	P		46,057.51 46,057.51
TOTAL PAYMENT AMOUNT						46,057.51 *		46,057.51

81 CENTER UNIFIED SCHOOL DIST.
02-04-15

ACCOUNTS PAYABLE PRELIST
BATCH: 0052 2-4-15
FUND : 01 GENERAL FUND

J1375 APY500 H.02.05 02/04/15 PAGE 5
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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		
011554/00		TRACTOR SUPPLY CO					
489 PO-150419	02/04/2015	3374541095	1	01-8150-0-4300-106-0000-8110-007-000	NN P	159.38	159.38
489 PO-150419	02/04/2015	6035301203476674	1	01-8150-0-4300-106-0000-8110-007-000	NN P	151.88	151.88
TOTAL PAYMENT AMOUNT						311.26 *	311.26
016370/00		TWIN RIVERS UNIFIED SCH DIST					
1026 PO-150877	02/04/2015	151265	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
017313/00		XEROX					
622 PO-150534	02/05/2015	300234160	1	01-0000-0-5800-115-9790-8200-007-000	NN P	41,251.88	41,251.88
622 PO-150534	02/04/2015	300233924	1	01-0000-0-5800-115-9790-8200-007-000	NN P	524.38	524.38
746 PO-150640	02/04/2015	300233924	1	01-7220-0-5612-472-1110-1000-014-000	NN P	100.00	100.00
747 PO-150641	02/04/2015	300234160	1	01-3550-0-5612-472-1110-1000-014-000	NN P	100.00	100.00
1212 PO-151031	02/04/2015	300234160	1	01-6500-0-5612-102-5001-2700-002-000	NN P	50.00	50.00
TOTAL PAYMENT AMOUNT						42,026.26 *	42,026.26
TOTAL FUND PAYMENT						140,242.35 **	140,242.35
TOTAL USE TAX AMOUNT						14.09	

81 CENTER UNIFIED SCHOOL DIST.
02-04-15

ACCOUNTS PAYABLE PRELIST
BATCH: 0052 2-4-15
FUND : 09 CHARTER SCHOOLS

J1375 APY500 H.02.05 02/04/15 PAGE 6
<< Open >>

Vendor/Addr	Remit name	Description	Tax ID num	Deposit type	ABA num	Account num	Liq Amt	Net Amount
Req Reference	Date			FD RESO P	OBJE SIT	GOAL FUNC RES DEP T9MP		

010669/00	ALHAMBRA & SIERRA SPRINGS							
387 PO-150336	02/04/2015	012615		2	09-0000-0-4300-501-1110-1000-016-000	NN P	11.25	11.25
387 PO-150336	02/04/2015	4779099012615		1	09-0700-0-4300-503-0000-2700-018-000	NN P	33.73	33.73
TOTAL PAYMENT AMOUNT							44.98 *	44.98
017313/00	XEROX							
1217 PO-151036	02/04/2015	300234160		1	09-0000-0-5612-501-0000-2700-016-000	NN P	20.00	20.00
1217 PO-151036	02/04/2015	300234160		2	09-0000-0-5612-501-1110-1000-016-000	NN P	80.00	80.00
TOTAL PAYMENT AMOUNT							100.00 *	100.00
TOTAL FUND PAYMENT							144.98 **	144.98

81 CENTER UNIFIED SCHOOL DIST.
02-04-15

ACCOUNTS PAYABLE PRELIST
BATCH: 0052 2-4-15
FUND : 11 ADULT EDUCATION FUND

J1375 APY500 H.02.05 02/04/15 PAGE 7
<< 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		

011148/00	DELTA PUBLISHING COMPANY								
1718 PO-151451	02/04/2015	602529		1	11-3905-0-4200-601-4130-1000-017-000	NN F		314.50	291.20
				TOTAL PAYMENT AMOUNT				291.20 *	291.20
017576/00	OFFICE DEPOT/BUS.SERVICES DIV								
1661 PO-151407	02/04/2015	750159528001		3	11-0030-0-4300-601-4130-1000-017-000	NN F		9.11	9.60
1661 PO-151407	02/04/2015	750159528001		1	11-0030-0-4300-601-4130-1000-017-098	NN F		117.08	117.08
				TOTAL PAYMENT AMOUNT				126.68 *	126.68
017313/00	XEROX								
748 PO-150642	02/04/2015	300234160		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				442.88 **	442.88

81 CENTER UNIFIED SCHOOL DIST.
02-04-15

ACCOUNTS PAYABLE PRELIST
BATCH: 0052 2-4-15
FUND : 12 CHILD DEVELOPMEN FUND

J1375 APY500 H.02.05 02/04/15 PAGE 8
<< 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	

018143/00	CHILD DEVELOPMENT CENTERS INC							
947 PO-150818	02/04/2015	5030-DEC14	1	12-5025-0-5800-100-8500-1000-005-000	NN P	22,759.02	22,759.02	
947 PO-150818	02/04/2015	5030-DEC14	2	12-6105-0-5800-100-8500-1000-005-000	NN P	24,655.60	24,655.60	
TOTAL PAYMENT AMOUNT						47,414.62 *	47,414.62	
TOTAL FUND PAYMENT						47,414.62 **	47,414.62	

81 CENTER UNIFIED SCHOOL DIST.
02-04-15

ACCOUNTS PAYABLE PRELIST
BATCH: 0052 2-4-15
FUND : 13 CAFETERIA FUND

J1375 APY500 H.02.05 02/04/15 PAGE 9
<< Open >>

Vendor/Addr	Remit name	Tax ID num	Deposit type	ABA num	Account num			
Req Reference	Date	Description	FD RESO	P OBJE	SIT GOAL	FUNC RES	DEP T9MP	Liq Amt Net Amount

014156/00	COUNTY OF SACRAMENTO							
173 PO-150158	02/04/2015	AR0001744	1	13-5310-0-5800-108-0000-3700-007-000	NN P		533.00	533.00
173 PO-150158	02/04/2015	8AR0006771	1	13-5310-0-5800-108-0000-3700-007-000	NN P		533.00	533.00
173 PO-150158	02/04/2015	AR0005930	1	13-5310-0-5800-108-0000-3700-007-000	NN P		533.00	533.00
173 PO-150158	02/04/2015	AR0004778	1	13-5310-0-5800-108-0000-3700-007-000	NN P		533.00	533.00
TOTAL PAYMENT AMOUNT							2,132.00 *	2,132.00
011255/00	EARTHGRAINS BAKING CO INC							
156 PO-150142	02/04/2015	6401890030004	1	13-5310-0-4700-108-0000-3700-007-000	NN P		355.54	355.54
156 PO-150142	02/04/2015	6401891030004	1	13-5310-0-4700-108-0000-3700-007-000	NN P		955.63	955.63
156 PO-150142	02/04/2015	6401893030004	1	13-5310-0-4700-108-0000-3700-007-000	NN P		432.03	432.03
156 PO-150142	02/04/2015	6401894030004	1	13-5310-0-4700-108-0000-3700-007-000	NN P		154.37	154.37
156 PO-150142	02/04/2015	6419052030004	1	13-5310-0-4700-108-0000-3700-007-000	NN P		552.78	552.78
156 PO-150142	02/04/2015	6419639030004	1	13-5310-0-4700-108-0000-3700-007-000	NN P		266.29	266.29
TOTAL PAYMENT AMOUNT							2,716.64 *	2,716.64
021080/00	ED JONES FOOD SERVICE INC							
159 PO-150145	02/04/2015	176298	1	13-5310-0-4700-108-0000-3700-007-000	NN P		3,288.12	3,288.12
TOTAL PAYMENT AMOUNT							3,288.12 *	3,288.12
019993/00	PROPACIFIC FRESH							
160 PO-150146	02/04/2015	60270	1	13-5310-0-4700-108-0000-3700-007-000	NN P		6,352.45	6,352.45
160 PO-150146	02/04/2015	62230	1	13-5310-0-4700-108-0000-3700-007-000	NN P		3,173.96	3,173.96
160 PO-150146	02/04/2015	61188	1	13-5310-0-4700-108-0000-3700-007-000	NN P		1,727.55	1,727.55
160 PO-150146	02/04/2015	61883	1	13-5310-0-4700-108-0000-3700-007-000	NN P		939.44	939.44
160 PO-150146	02/04/2015	60507	1	13-5310-0-4700-108-0000-3700-007-000	NN P		1,988.10	1,988.10
160 PO-150146	02/04/2015	61169	1	13-5310-0-4700-108-0000-3700-007-000	NN P		1,380.02	1,380.02
TOTAL PAYMENT AMOUNT							15,561.52 *	15,561.52
015521/00	S.A. PRODUCTS CO.							
1376 PO-151186	02/04/2015	996218	1	13-5310-0-4300-108-0000-3700-007-000	NN P		317.68	317.68
TOTAL PAYMENT AMOUNT							317.68 *	317.68

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ACCOUNTS PAYABLE PRELIST
BATCH: 0052 2-4-15
FUND : 13 CAFETERIA 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

011422/00	SYSCO OF SAN FRANCISCO						
158 PO-150144	02/04/2015	501272218	2 13-5310-0-4300-108-0000-3700-007-000 NN P			188.48	188.48
158 PO-150144	02/04/2015	501272218	1 13-5310-0-4700-108-0000-3700-007-000 NN P			1,694.95	1,694.95
TOTAL PAYMENT AMOUNT			1,883.43 *				1,883.43
011375/00	VALLEY DOOR SERVICES						
1777 PO-151507	02/04/2015	2994	1 13-5310-0-4300-108-0000-3700-007-000 NN F			80.00	80.00
TOTAL PAYMENT AMOUNT			80.00 *				80.00
TOTAL FUND PAYMENT			25,979.39 **				25,979.39

81 CENTER UNIFIED SCHOOL DIST.
02-04-15

ACCOUNTS PAYABLE PRELIST
BATCH: 0052 2-4-15
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	Net Amount
020734/00	AAA SERVICES							
1799 PO-151522	02/04/2015	253681	1	14-0024-0-5600-106-9607-8110-007-000	NN F		258.31	258.31
TOTAL PAYMENT AMOUNT				258.31	*			258.31
021143/00	US AIR CONDITIONING							
1774 PO-151504	02/04/2015	9732437	1	14-0024-0-4400-106-9607-8110-007-000	NN F		3,072.60	3,072.60
TOTAL PAYMENT AMOUNT				3,072.60	*			3,072.60
TOTAL FUND PAYMENT				3,330.91	**			3,330.91
TOTAL BATCH PAYMENT				217,555.13	***	0.00		217,555.13
TOTAL USE TAX AMOUNT				14.09				
TOTAL DISTRICT PAYMENT				217,555.13	****	0.00		217,555.13
TOTAL USE TAX AMOUNT				14.09				
TOTAL FOR ALL DISTRICTS:				217,555.13	****	0.00		217,555.13
TOTAL USE TAX AMOUNT				14.09				

Number of warrants to be printed: 43, not counting voids due to stub overflows.

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ACCOUNTS PAYABLE PRELIST

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Batch status: A All

From batch: 0053

To batch: 0053

Include Revolving Cash: Y

Include Address: N

81 CENTER UNIFIED SCHOOL DIST.
02-12-15

ACCOUNTS PAYABLE PRELIST
BATCH: 0053 02-12-15
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				
011636/00		# 1 TOUCH-SCREEN TABLET					
1704	PO-151437	02/12/2015	1201412	1 01-3010-0-5800-103-1110-1000-003-832 NN P		892.50	892.50
				TOTAL PAYMENT AMOUNT	892.50 *		892.50
017749/00		ACE TUTORING SERVICES INC					
1702	PO-151435	02/12/2015	201412	1 01-3010-0-5800-103-1110-1000-003-832 NN P		330.00	330.00
				TOTAL PAYMENT AMOUNT	330.00 *		330.00
011802/00		A-Z BUS SALES INC.					
1408	PO-151203	02/12/2015	09781	1 01-0000-0-5600-112-0000-3600-007-000 NN F		2,342.23	2,601.85
1724	PO-151456	02/12/2015	10036	1 01-0000-0-5800-112-0000-3600-007-000 NN P		150.00	150.00
				TOTAL PAYMENT AMOUNT	2,751.85 *		2,751.85
017325/00		ACADEMIC TUTORING SERVICE					
1703	PO-151436	02/12/2015	348	1 01-3010-0-5800-103-1110-1000-003-832 NN P		540.00	540.00
				TOTAL PAYMENT AMOUNT	540.00 *		540.00
019433/00		ADI					
1366	PO-151163	02/12/2015	C57YR501	1 01-8150-0-4300-106-0000-8110-007-000 NN P		391.06	391.06
				TOTAL PAYMENT AMOUNT	391.06 *		391.06
010002/00		ALDAR ACADEMY					
491	PO-150424	02/12/2015	DEC-14	1 01-6500-0-5800-102-5750-1180-002-000 NN P		2,144.85	2,144.85
491	PO-150424	02/12/2015	JAN-15	1 01-6500-0-5800-102-5750-1180-002-000 NN P		3,002.79	3,002.79
				TOTAL PAYMENT AMOUNT	5,147.64 *		5,147.64
014285/00		ALLAMAN, MARC					
1828	PO-151546	02/12/2015	REIMB-ART	1 01-6300-0-4300-472-1110-1000-014-000 NN F		624.32	624.32
				TOTAL PAYMENT AMOUNT	624.32 *		624.32

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
011617/00	AMADOR STAGE LINES				
1837 PO-151558	02/12/2015	54971	1 01-0000-0-5810-472-1110-4000-014-915 NN F	1,386.40	1,386.40
1859 PO-151571	02/12/2015	CHARTER54169	1 01-0000-0-5810-238-1110-1000-010-000 NN F	2,903.04	2,903.04
TOTAL PAYMENT AMOUNT				4,289.44 *	4,289.44
022066/00	ARROW PLUMBING INC				
1860 PO-151572	02/12/2015	20121	1 01-8150-0-5600-106-0000-8110-007-000 NN F	535.49	535.49
TOTAL PAYMENT AMOUNT				535.49 *	535.49
011675/00	AT&T MESSAGING				
22 PO-150013	02/12/2015	7018436	1 01-0000-0-5902-106-0000-8110-007-000 NN P	720.00	720.00
TOTAL PAYMENT AMOUNT				720.00 *	720.00
011757/00	ATHLETICS UNLIMITED				
1798 PO-151542	02/12/2015	00990000016676	1 01-0000-0-5800-371-1110-1000-012-000 NN F	564.99	562.44
1844 PO-151555	02/12/2015	00990000016678	1 01-0000-0-5800-371-1110-1000-012-000 NN F	564.99	562.44
TOTAL PAYMENT AMOUNT				1,124.88 *	1,124.88
019075/00	BRIGHT FUTURES THERAPY				
1298 PO-151110	02/12/2015	3203	1 01-6500-0-5800-102-5750-1180-002-000 NN F	3,720.00	3,720.00
1892 PO-151588	02/12/2015	3203	1 01-6500-0-5800-102-5750-1180-002-000 NN P	14,280.00	14,280.00
TOTAL PAYMENT AMOUNT				18,000.00 *	18,000.00
010575/00	CAPITOL CLUTCH & BRAKE INC.				
80 PO-150180	02/12/2015	1341200	1 01-0000-0-4300-112-0000-3600-007-000 NN P	120.03	120.03
80 PO-150180	02/12/2015	1342149	1 01-0000-0-4300-112-0000-3600-007-000 NN F	632.11	300.12
TOTAL PAYMENT AMOUNT				420.15 *	420.15
020305/00	CDW GOVERNMENT INC.				
1422 PO-151216	02/12/2015	RB99417	1 01-6500-0-4300-102-5770-1110-002-000 NN F	620.43	583.20
1771 PO-151493	02/12/2015	SH52326	1 01-7405-0-4300-103-0000-2420-003-000 NN F	79.83	79.83
1791 PO-151497	02/12/2015	SG63833	1 01-0000-0-4300-105-0000-7200-005-000 NN F	218.28	218.28
1797 PO-151521	02/12/2015	SH37612	1 01-8150-0-4300-106-0000-8110-007-000 NN F	106.02	106.02
PV-151057	02/12/2015	QW97200	01-9115-0-4300-115-0000-7700-007-000 NN		614.33

81 CENTER UNIFIED SCHOOL DIST.
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ACCOUNTS PAYABLE PRELIST
BATCH: 0053 02-12-15
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				
TOTAL PAYMENT AMOUNT					1,601.63 *			1,601.63
010407/00 CENTER UNIFIED REVOLVING FUND 0000000000								
1843 PO-151554	02/12/2015	4136-REGISTRATION		1 01-6520-0-5200-472-5770-1110-003-982 NN F		295.00		295.00
1846 PO-151557	02/12/2015	4137-HOTEL		1 01-6520-0-5200-472-5770-1110-003-982 NN F		456.75		456.75
TOTAL PAYMENT AMOUNT					751.75 *			751.75
015699/00 CLARK SECURITY PRODUCTS								
1168 PO-150997	02/12/2015	22K-076700		1 01-8150-0-4300-106-0000-8110-007-000 NN P		32.35		32.35
TOTAL PAYMENT AMOUNT					32.35 *			32.35
019459/00 CORDOVA TRUCK DISMANTLER INC.								
1806 PO-151526	02/12/2015	7916		1 01-0000-0-4300-112-0000-3600-007-000 NN P		135.00		135.00
TOTAL PAYMENT AMOUNT					135.00 *			135.00
016380/00 CREST/GOOD MFG INC								
1256 PO-151066	02/12/2015	950762		1 01-8150-0-4300-106-0000-8110-007-000 NN F		189.35		177.42
TOTAL PAYMENT AMOUNT					177.42 *			177.42
017462/00 DAVIS, SHANNON								
1804 PO-151533	02/12/2015	MILEAGE-JAN		1 01-5630-0-5800-601-1220-1000-017-000 NN F		226.55		226.55
TOTAL PAYMENT AMOUNT					226.55 *			226.55
018951/00 DELL								
1765 PO-151485	02/12/2015	XJMNJ4K66		1 01-7405-0-4400-103-0000-2420-003-000 NN F		763.91		753.91
TOTAL PAYMENT AMOUNT					753.91 *			753.91
010336/00 ECOTECH PEST MANAGEMENT INC								
28 PO-150016	02/12/2015	6746		1 01-0000-0-5500-106-0000-8110-007-000 NN P		787.00		787.00
TOTAL PAYMENT AMOUNT					787.00 *			787.00

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81 CENTER UNIFIED SCHOOL DIST.
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ACCOUNTS PAYABLE PRELIST
BATCH: 0053 02-12-15
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			
017747/00	HAMMER, SAMUEL							
1875 PO-151584	02/12/2015	MILEAGE		1	01-5630-0-5800-601-1220-1000-017-000	NN F	84.54	84.54
TOTAL PAYMENT AMOUNT							84.54 *	84.54
015498/00	HARRIS WELDING							
1766 PO-151490	02/12/2015	01646462		1	01-8150-0-4300-106-0000-8110-007-000	NN P	158.08	158.08
TOTAL PAYMENT AMOUNT							158.08 *	158.08
017002/00	HOME DEPOT CREDIT SERVICES							
1147 PO-150981	02/12/2015	1050898		1	01-8150-0-4300-106-0000-8110-007-000	NN P	15.80	15.80
1147 PO-150981	02/12/2015	6283676		1	01-8150-0-4300-106-0000-8110-007-000	NN P	252.49	252.49
1147 PO-150981	02/12/2015	5025531		1	01-8150-0-4300-106-0000-8110-007-000	NN P	10.81	10.81
1147 PO-150981	02/12/2015	2024764		1	01-8150-0-4300-106-0000-8110-007-000	NN P	55.29	55.29
1147 PO-150981	02/12/2015	6025323		1	01-8150-0-4300-106-0000-8110-007-000	NN P	30.11	30.11
1147 PO-150981	02/12/2015	8020242		1	01-8150-0-4300-106-0000-8110-007-000	NN P	158.76	158.76
1147 PO-150981	02/12/2015	0283740		1	01-8150-0-4300-106-0000-8110-007-000	NN P	120.20	120.20
1147 PO-150981	02/12/2015	4018020		1	01-8150-0-4300-106-0000-8110-007-000	NN P	69.62	69.62
1147 PO-150981	02/12/2015	5271835		1	01-8150-0-4300-106-0000-8110-007-000	NN P	209.01	209.01
TOTAL PAYMENT AMOUNT							922.09 *	922.09
016750/00	JUST SEND IT POSTAL CENTER							
314 PO-150276	02/12/2015	JANUARY		1	01-5630-0-5800-601-1220-1000-017-000	NN P	10.00	10.00
TOTAL PAYMENT AMOUNT							10.00 *	10.00
016080/00	KELLEY, KELLY							
1845 PO-151556	02/12/2015	REIMB TRAVEL EXPENSE		1	01-0000-0-5200-120-0000-7110-001-000	NN F	399.04	399.04
TOTAL PAYMENT AMOUNT							399.04 *	399.04
017899/00	LAWSON, BECKY							
1863 PO-151575	02/12/2015	REIMB		1	01-0000-0-4300-103-0000-7200-003-000	NN F	70.83	70.83
TOTAL PAYMENT AMOUNT							70.83 *	70.83

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ACCOUNTS PAYABLE PRELIST
BATCH: 0053 02-12-15
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		
017726/00	LOS ANGELES FREIGHTLINER						
1270 PO-151080	02/12/2015	BN62836	1	01-0000-0-4300-112-0000-3600-007-000	NN P	139.02	139.02
1270 PO-151080	02/12/2015	BN62830	1	01-0000-0-4300-112-0000-3600-007-000	NN P	175.41	175.41
TOTAL PAYMENT AMOUNT						314.43 *	314.43
021914/00	LOY MATTISON ENTERPRISES						
417 PO-150362	02/12/2015	010115013115	1	01-0000-0-5902-106-0000-8110-007-000	NY P	1,443.75	1,443.75
417 PO-150362	02/12/2015	120114123114	1	01-0000-0-5902-106-0000-8110-007-000	NY F	458.75	656.25
TOTAL PAYMENT AMOUNT						2,100.00 *	2,100.00
022406/00	MAXIM HEALTHCARE SERVICES INC						
1658 PO-151402	02/12/2015	3012770262	1	01-0000-0-5800-102-0000-3140-003-000	NN P	2,612.80	2,612.80
TOTAL PAYMENT AMOUNT						2,612.80 *	2,612.80
020602/00	MCGRAW HILL SCHOOL EDUCATION						
1712 PO-151441	02/12/2015	84498595001	1	01-0037-0-4100-103-1110-1000-003-000	NN F	1,854.99	1,928.84
TOTAL PAYMENT AMOUNT						1,928.84 *	1,928.84
022172/00	MED TRANS						
245 PO-150409	02/12/2015	732	1	01-6500-0-5800-102-5750-1180-002-000	NN P	560.00	560.00
TOTAL PAYMENT AMOUNT						560.00 *	560.00
019059/00	MILLENNIUM TERMITE & PEST						
29 PO-150017	02/12/2015	TR-71099	1	01-0000-0-5500-106-0000-8110-007-000	NN P	91.00	91.00
29 PO-150017	02/12/2015	TR-72628	1	01-0000-0-5500-106-0000-8110-007-000	NN P	59.00	59.00
29 PO-150017	02/12/2015	TR-72628	1	01-0000-0-5500-106-0000-8110-007-000	NN P	57.00	57.00
TOTAL PAYMENT AMOUNT						207.00 *	207.00
015957/00	MYERS, HOLLAND						
1830 PO-151547	02/12/2015	REIMB	1	01-3550-0-5901-472-1110-1000-014-000	NN F	318.50	318.50
TOTAL PAYMENT AMOUNT						318.50 *	318.50

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02-12-15

ACCOUNTS PAYABLE PRELIST
BATCH: 0053 02-12-15
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		
021194/00	PRUDENTIAL OVERALL SUPPLY INC							
133	PO-150070	02/12/2015	180206106	1	01-0000-0-5600-112-0000-3600-007-000	NN P	58.12	58.12
133	PO-150070	02/12/2015	180206683	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	02/12/2015	122385	1	01-0000-0-4300-112-0000-3600-007-000	NN P	357.07	357.07
356	PO-150308	02/12/2015	122275	1	01-0000-0-4300-112-0000-3600-007-000	NN P	1,609.05	1,609.05
TOTAL PAYMENT AMOUNT							1,966.12 *	1,966.12
010627/00	RIVERVIEW INTERNATIONAL TRUCKS							
579	PO-150500	02/12/2015	852341	2	01-0000-0-4300-112-0000-3600-007-000	NN P	253.68	253.68
579	PO-150500	02/12/2015	852234	2	01-0000-0-4300-112-0000-3600-007-000	NN P	35.90	35.90
1716	PO-151449	02/12/2015	853088	1	01-0000-0-5600-112-0000-3600-007-000	NN P	35.90	35.90
1716	PO-151449	02/12/2015	853097	1	01-0000-0-5600-112-0000-3600-007-000	NN P	59.72	59.72
TOTAL PAYMENT AMOUNT							385.20 *	385.20
010242/00	ROTO-ROOTER PLUMBERS							
199	PO-150176	02/12/2015	SA48778	1	01-8150-0-5600-106-0000-8110-007-000	NN P	405.00	405.00
TOTAL PAYMENT AMOUNT							405.00 *	405.00
010552/00	SAC VAL JANITORIAL							
222	PO-150191	02/12/2015	10121228	1	01-0000-0-4300-111-0000-8200-007-000	NN P	454.46	454.46
TOTAL PAYMENT AMOUNT							454.46 *	454.46
013973/00	SAMBA SAFETY							
66	PO-150038	02/12/2015	6137-201501	1	01-0000-0-4300-112-0000-3600-007-000	NN P	58.38	58.38
TOTAL PAYMENT AMOUNT							58.38 *	58.38
010041/00	SAN JUAN UNIFIED SCHOOL DIST							
1858	PO-151570	02/12/2015	W/015042	1	01-0000-0-5800-112-0000-3600-007-000	NN F	150.00	150.00
TOTAL PAYMENT AMOUNT							150.00 *	150.00

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BATCH: 0053 02-12-15
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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				
020981/00	SAVE MART SUPERMARKETS						
485 PO-150422	02/12/2015	74011288795	1 01-6500-0-4300-102-5770-1110-002-000 NN P			36.93	36.93
			TOTAL PAYMENT AMOUNT	36.93 *			36.93
021843/00	SCHOOL COUNSELOR RESOURCES						
1242 PO-151442	02/12/2015	S138912	1 01-5630-0-4200-601-1220-1000-017-000 NN F			84.28	84.28
1242 PO-151442	02/12/2015	S138912	2 01-5630-0-4300-601-1220-1000-017-000 NN F			252.69	248.62
			TOTAL PAYMENT AMOUNT	332.90 *			332.90
018385/00	SCHOOL NURSE SUPPLY INC.						
1709 PO-151440	02/12/2015	0512522	1 01-0000-0-4300-102-0000-3140-003-000 NN P			668.34	668.34
			TOTAL PAYMENT AMOUNT	668.34 *			668.34
020695/00	SCHOOL OUTFITTERS						
1816 PO-151532	02/12/2015	INV11629507	1 01-9115-0-4300-115-0000-7700-007-000 NN F			2,858.67	2,858.67
			TOTAL PAYMENT AMOUNT	2,858.67 *			2,858.67
018297/00	SCHOOL SERVICES OF CALIFORNIA						
1214 PO-151009	02/12/2015	W084610-IN	1 01-0000-0-5200-105-0000-7200-005-000 NN F			390.00	390.00
			TOTAL PAYMENT AMOUNT	390.00 *			390.00
011500/00	SCHOOLS INSURANCE AUTHORITY						
PV-151056	02/10/2015	FEBRUARY	01-0000-0-9552-000-0000-0000-000-000 NN				45,992.70
			TOTAL PAYMENT AMOUNT	45,992.70 *			45,992.70
013910/00	SHIELDS HARPER & CO.						
1857 PO-151569	02/12/2015	649719	1 01-0000-0-4300-112-0000-3600-007-000 NN F			95.93	95.93
			TOTAL PAYMENT AMOUNT	95.93 *			95.93

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ACCOUNTS PAYABLE PRELIST
BATCH: 0053 02-12-15
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		
017883/00		SIMPLEXGRINNELL LP					
47 PO-150033	02/12/2015	80970815	1	01-8150-0-5800-106-0000-8110-007-000	NN P	466.56	466.56
TOTAL PAYMENT AMOUNT						466.56 *	466.56
010376/00		SLAKEY BROS. INC.					
1721 PO-151454	02/12/2015	80299533-00	1	01-8150-0-4300-106-0000-8110-007-000	NN P	185.48	185.48
1721 PO-151454	02/12/2015	17085668-00	1	01-8150-0-4300-106-0000-8110-007-000	NN P	293.00	293.00
1856 PO-151568	02/12/2015	80299547-00	1	01-8150-0-4300-106-0000-8110-007-000	NN P	2,046.84	2,046.84
TOTAL PAYMENT AMOUNT						2,525.32 *	2,525.32
014580/00		SMITH, ROBERT					
1865 PO-151577	02/12/2015	REIMB-CHAIR	1	01-6500-0-4300-102-5750-1110-002-000	NN F	43.39	43.39
TOTAL PAYMENT AMOUNT						43.39 *	43.39
022510/00		SUPLAY WRESTLER'S WORLD					
1440 PO-151227	02/12/2015	SI-266919	1	01-0472-0-4300-472-1263-4200-014-000	NN F	294.60	269.80
TOTAL PAYMENT AMOUNT						269.80 *	269.80
018762/00		TOEWS, TRACY					
1873 PO-151582	02/12/2015	MILEAGE	1	01-5630-0-5800-601-1220-1000-017-000	NN F	289.97	289.97
TOTAL PAYMENT AMOUNT						289.97 *	289.97
010139/00		TROXELL COMMUNICATIONS INC					
1602 PO-151355	02/12/2015	816869	1	01-9115-0-5800-115-0000-7700-007-000	NN F	3,800.00	3,800.00
1640 PO-151386	02/12/2015	816792	1	01-9115-0-4400-115-0000-7700-007-000	NN P	9,801.01	9,801.01
1728 PO-151465	02/12/2015	817224,817158	2	01-6300-0-4400-234-1110-1000-008-000	NN P	839.11	839.11
1728 PO-151465	02/12/2015	817224,817158	1	01-9115-0-4400-115-0000-7700-007-000	NN P	839.11	839.11
1736 PO-151468	02/12/2015	817660	1	01-9115-0-4300-115-0000-7700-007-000	NN F	30.67	30.67
1749 PO-151476	02/12/2015	817245	1	01-9115-0-4400-115-0000-7700-007-000	NN P	43,090.81	43,090.81
TOTAL PAYMENT AMOUNT						58,400.71 *	58,400.71

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BATCH: 0053 02-12-15
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				

011190/00	UNIVERSAL SPECIALTIES INC						
123 PO-150102	02/12/2015	67818	1 01-8150-0-4300-106-0000-8110-007-000 NN P			48.47	48.47
			TOTAL PAYMENT AMOUNT	48.47 *			48.47
021143/00	US AIR CONDITIONING						
755 PO-150647	02/12/2015	9738564	1 01-8150-0-4300-106-0000-8110-007-000 NN P			117.96	117.96
			TOTAL PAYMENT AMOUNT	117.96 *			117.96
015191/00	WACHOB, CYNTHIA						
1634 PO-151383	02/12/2015	JAN MILEAGE	1 01-6500-0-5210-102-5060-2110-002-000 NN P			131.10	131.10
			TOTAL PAYMENT AMOUNT	131.10 *			131.10
017313/00	XEROX						
419 PO-150364	02/12/2015	230011765	1 01-0000-0-5800-115-9790-8200-007-000 NN P			777.22	777.22
419 PO-150364	02/12/2015	230010706	1 01-0000-0-5800-115-9790-8200-007-000 NN P			927.77	927.77
			TOTAL PAYMENT AMOUNT	1,704.99 *			1,704.99
TOTAL FUND			PAYMENT	188,201.86 **			188,201.86

ACCOUNTS PAYABLE PRELIST
BATCH: 0053 02-12-15
FUND : 09 CHARTER SCHOOLS

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									
021041/00		LIONS GATE HOTEL AND COTTAGE										
1862 PO-151574	02/12/2015	HOTEL	1 09-0700-0-5800-503-0000-2700-018-000 NN F								650.10	650.10
		TOTAL PAYMENT AMOUNT		650.10 *								650.10
		TOTAL FUND	PAYMENT			650.10 **						650.10

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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
019504/00	B & H PHOTO-VIDEO						
1593 PO-151349	02/12/2015	91844130	1	11-0030-0-4300-601-4130-1000-017-000	NN F	362.45	362.45
1593 PO-151349	02/12/2015	91844130	2	11-0030-0-4400-601-4130-1000-017-000	NN F	321.42	336.76
TOTAL PAYMENT AMOUNT						699.21 *	699.21
020305/00	CDW GOVERNMENT INC.						
1790 PO-151496	02/12/2015	SH52461	1	11-0030-0-4300-601-4130-1000-017-000	NN F	195.00	195.00
TOTAL PAYMENT AMOUNT						195.00 *	195.00
TOTAL FUND PAYMENT						894.21 **	894.21

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BATCH: 0053 02-12-15
FUND : 13 CAFETERIA FUND

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Vendor/Addr Req Reference	Remit name Date	Description	Tax ID num	Deposit type	ABA num FD RESO P OBJE SIT GOAL FUNC RES DEP T9MP	Account num	Liq Amt	Net Amount
-----			TOTAL FUND	PAYMENT	28,529.92 **			28,529.92
			TOTAL BATCH PAYMENT		218,276.09 ***		0.00	218,276.09
			TOTAL DISTRICT PAYMENT		218,276.09 ****		0.00	218,276.09
			TOTAL FOR ALL DISTRICTS:		218,276.09 ****		0.00	218,276.09

Number of warrants to be printed: 79, not counting voids due to stub overflows.

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ACCOUNTS PAYABLE PRELIST

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Batch status: A All

From batch: 0055

To batch: 0055

Include Revolving Cash: Y

Include Address: N

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ACCOUNTS PAYABLE PRELIST
BATCH: 0055 02-19-15
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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		
018439/00	ALEXANDER D. PLATT						
1938 PO-151631	02/19/2015	AUTHOR EXPENSES	1	01-7405-0-5800-103-0000-2140-003-000	NY F	7,860.06	7,860.06
TOTAL PAYMENT AMOUNT				7,860.06 *			7,860.06
010669/00	ALHAMBRA & SIERRA SPRINGS						
413 PO-150358	02/19/2015	020615	1	01-0000-0-4300-105-0000-7200-005-000	NN P	36.98	36.98
TOTAL PAYMENT AMOUNT				36.98 *			36.98
017075/00	AMERICAN RIVER SPEECH INC.						
206 PO-150724	02/19/2015	JANUARY	1	01-6500-0-5800-102-5750-1180-002-000	NN F	7,090.80	10,454.15
TOTAL PAYMENT AMOUNT				10,454.15 *			10,454.15
016059/00	ANDERSON LUMBER						
1776 PO-151506	02/19/2015	190897373	1	01-8150-0-4300-106-0000-8110-007-000	NN P	745.14	745.14
TOTAL PAYMENT AMOUNT				745.14 *			745.14
021669/00	BAIONI, RON						
1884 PO-151592	02/19/2015	REIMB	1	01-3010-0-4300-371-1110-1000-012-000	NN F	120.00	120.00
TOTAL PAYMENT AMOUNT				120.00 *			120.00
016216/00	BORASAI, CHRIS						
1883 PO-151591	02/19/2015	REIMB	1	01-0000-0-4300-371-0000-2700-012-000	NN F	32.34	32.34
TOTAL PAYMENT AMOUNT				32.34 *			32.34
018984/00	BURNETT, NELLIE						
1364 PO-151161	02/19/2015	TRIP 408	1	01-0000-0-5800-112-0000-3600-007-000	NN P	10.53	10.53
TOTAL PAYMENT AMOUNT				10.53 *			10.53
013988/00	BUTTES/CENTER STATE PIPE &						
1169 PO-150998	02/19/2015	S008280718.001	1	01-8150-0-4300-106-0000-8110-007-000	NN P	84.83	84.83
TOTAL PAYMENT AMOUNT				84.83 *			84.83

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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		

020540/00	CALIFORNIA AMERICAN WATER CO						
25 PO-150015	02/19/2015	1015-210019694541	1	01-0000-0-5540-106-0000-8110-007-000	NN P	3.15	3.15
25 PO-150015	02/19/2015	210019695896	1	01-0000-0-5540-106-0000-8110-007-000	NN P	1.34	1.34
TOTAL PAYMENT AMOUNT						4.49 *	4.49
019750/00	CAPITAL PROGRAM MGMT INC						
1897 PO-151596	02/19/2015	#1	1	01-6230-0-5800-106-9623-7700-007-000	NN P	1,664.00	1,664.00
TOTAL PAYMENT AMOUNT						1,664.00 *	1,664.00
010575/00	CAPITOL CLUTCH & BRAKE INC.						
1936 PO-151629	02/19/2015	1341935-1342091	1	01-0000-0-4300-112-0000-3600-007-000	NN P	234.71	234.71
1936 PO-151629	02/19/2015	1343068	1	01-0000-0-4300-112-0000-3600-007-000	NN P	107.76	107.76
1936 PO-151629	02/19/2015	1342665	1	01-0000-0-4300-112-0000-3600-007-000	NN P	151.11	151.11
TOTAL PAYMENT AMOUNT						493.58 *	493.58
018659/00	CAPSTONE						
1420 PO-151214	02/19/2015	CI10416449	1	01-5630-0-4100-601-1220-1000-017-000	NN F	655.92	521.35
TOTAL PAYMENT AMOUNT						521.35 *	521.35
021036/00	CCHAT CENTER						
218 PO-150408	02/19/2015	CENTER 1-15	1	01-6500-0-5800-102-5750-1180-002-000	NN P	2,003.84	2,003.84
TOTAL PAYMENT AMOUNT						2,003.84 *	2,003.84
020305/00	CDW GOVERNMENT INC.						
1520 PO-151285	02/19/2015	SL36998	1	01-0000-0-4300-475-3200-2420-015-000	NN F	81.86	75.80
1761 PO-151487	02/19/2015	SJ07104	1	01-0000-0-4300-475-3200-1000-015-000	NN F	100.25	100.25
1772 PO-151494	02/19/2015	SM71967	1	01-0000-0-4400-115-0000-7700-007-000	NN F	193.32	193.29
1793 PO-151498	02/19/2015	SJ52289	1	01-0000-0-4300-115-0000-7700-007-000	NN P	106.02	106.02
1793 PO-151498	02/19/2015	SJ27209	1	01-0000-0-4300-115-0000-7700-007-000	NN P	358.90	358.90
1793 PO-151498	02/19/2015	SG97696	1	01-0000-0-4300-115-0000-7700-007-000	NN F	61.34	65.34
1826 PO-151544	02/19/2015	SK37843	1	01-0000-0-4300-472-1275-1000-014-000	NN F	31.10	31.10
TOTAL PAYMENT AMOUNT						930.70 *	930.70

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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		
021051/00	CHILD ABUSE PREVENTION COUNCIL						
1868 PO-151589	02/19/2015	7951	1 01-5640-0-5800-601-9728-1000-017-000	NN F	5,625.00	5,625.00	
			TOTAL PAYMENT AMOUNT	5,625.00 *		5,625.00	
022562/00	CHRISTIAN RILEY						
1917 PO-151616	02/19/2015	REIMB	1 01-6500-0-4300-102-5750-1110-002-000	NN F	32.60	32.60	
			TOTAL PAYMENT AMOUNT	32.60 *		32.60	
021175/00	CINTAS CORPORATION						
521 PO-150449	02/19/2015	8401996762	1 01-0000-0-5800-371-0000-2700-012-000	NN P	34.35	34.35	
			TOTAL PAYMENT AMOUNT	34.35 *		34.35	
017019/00	CLUBZ! IN-HOME TUTORING SVCS						
1701 PO-151434	02/19/2015	0004	1 01-3010-0-5800-103-1110-1000-003-832	NN F	1,508.01	1,814.25	
			TOTAL PAYMENT AMOUNT	1,814.25 *		1,814.25	
010058/00	CONCORD SUPPLIES INC						
1827 PO-151545	02/19/2015	0178331-IN	1 01-0000-0-4300-472-1251-1000-014-000	YN F	62.35	58.25	
			TOTAL PAYMENT AMOUNT	58.25 *		58.25	
			TOTAL USE TAX AMOUNT	4.66			
019914/00	CSADA						
1904 PO-151607	02/19/2015	REG-WETTELAND	1 01-0000-0-5200-472-0000-2700-014-000	NN F	215.00	215.00	
			TOTAL PAYMENT AMOUNT	215.00 *		215.00	
021477/00	CUMMINGS, CATHY						
1926 PO-151623	02/19/2015	REIMB	1 01-3550-0-5211-472-1110-1000-014-000	NN F	47.26	47.26	
			TOTAL PAYMENT AMOUNT	47.26 *		47.26	

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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
015718/00	CUSTOM BENEFIT ADMINISTRATORS						
PV-151058	02/17/2015	FEBRUARY				01-0000-0-9552-000-0000-0000-000 NN	
							3,611.30
						TOTAL PAYMENT AMOUNT	3,611.30 *
							3,611.30
010336/00	ECOTECH PEST MANAGEMENT INC						
1871 PO-151578	02/19/2015	6846				1 01-0000-0-5500-106-0000-8110-007-000 NN F	1,200.00
							1,200.00
						TOTAL PAYMENT AMOUNT	1,200.00 *
							1,200.00
010590/00	ELECTRONIX EXPRESS						
PV-151061	02/19/2015	inv-458844				01-0029-0-4300-472-1110-1000-014-000 NN	8.50
							8.50
						TOTAL PAYMENT AMOUNT	8.50 *
							8.50
015512/00	EMPLOYMENT DEVELOPMENT DEPT.						
1924 PO-151636	02/19/2015	L2021815488				1 01-0000-0-9557-000-0000-0000-000 NN F	409.00
							409.00
						TOTAL PAYMENT AMOUNT	409.00 *
							409.00
019262/00	ENTERPRISE RENT A CAR						
1869 PO-151597	02/19/2015	9D39V7				1 01-0000-0-5600-472-1110-4000-014-915 NN P	97.19
1869 PO-151597	02/19/2015	9D390H				1 01-0000-0-5600-472-1110-4000-014-915 NN F	147.19
							244.38
						TOTAL PAYMENT AMOUNT	244.38 *
							244.38
014292/00	FLINN SCIENTIFIC						
1792 PO-151519	02/19/2015	1831347				1 01-0000-0-4400-371-0000-8200-012-000 NN F	892.34
							892.34
						TOTAL PAYMENT AMOUNT	892.34 *
							892.34
021754/00	GAYNOR TELESYSTEMS INC						
1941 PO-151634	02/19/2015	00028130				1 01-8150-0-5800-106-0000-8110-007-000 NN F	197.50
							197.50
						TOTAL PAYMENT AMOUNT	197.50 *
							197.50

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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		
022347/00	GIVE SOMETHING BACK						
1668 PO-151410	02/19/2015	IN-0329037	1	01-0000-0-4300-472-1224-1000-014-000	NN F	187.86	93.93
1824 PO-151539	02/19/2015	IN-0336137	1	01-0000-0-4300-472-1230-1000-014-000	NN F	177.03	177.04
TOTAL PAYMENT AMOUNT						270.97 *	270.97
011818/00	GOODELL PORTER SANCHEZ &						
1928 PO-151637	02/19/2015	4126.0	1	01-0000-0-5800-105-0000-7190-005-000	NN F	2,650.00	2,650.00
TOTAL PAYMENT AMOUNT						2,650.00 *	2,650.00
017618/00	GOPHER SPORT						
1784 PO-151513	02/19/2015	8918537	1	01-6300-0-4300-472-1110-1000-014-000	NN P	164.14	164.14
1784 PO-151513	02/19/2015	8916125	1	01-6300-0-4300-472-1110-1000-014-000	NN F	609.04	617.46
TOTAL PAYMENT AMOUNT						781.60 *	781.60
015636/00	HASTIE'S SAND AND GRAVEL						
1933 PO-151626	02/19/2015	129482	1	01-0472-0-4300-472-1263-4200-014-000	NN F	1,080.00	1,080.00
TOTAL PAYMENT AMOUNT						1,080.00 *	1,080.00
015750/00	HAYWOOD, ROCHELE						
1922 PO-151621	02/19/2015	TRAVEL EXP	1	01-6500-0-5200-102-5001-2700-002-000	NN F	70.00	70.00
TOTAL PAYMENT AMOUNT						70.00 *	70.00
010602/00	HI-LINE ELECTRICAL & MECH						
137 PO-150109	02/19/2015	10357852	1	01-0000-0-4300-112-0000-3600-007-000	NN P	439.13	439.13
TOTAL PAYMENT AMOUNT						439.13 *	439.13
017002/00	HOME DEPOT CREDIT SERVICES						
1147 PO-150981	02/19/2015	3271942	1	01-8150-0-4300-106-0000-8110-007-000	NN P	31.11	31.11
1147 PO-150981	02/19/2015	1020932	1	01-8150-0-4300-106-0000-8110-007-000	NN P	123.17	123.17
1147 PO-150981	02/19/2015	0283915	1	01-8150-0-4300-106-0000-8110-007-000	NN P	46.07	46.07
1147 PO-150981	02/19/2015	2271961	1	01-8150-0-4300-106-0000-8110-007-000	NN P	2.48	2.48
1147 PO-150981	02/19/2015	6283950	1	01-8150-0-4300-106-0000-8110-007-000	NN P	32.39	32.39
1147 PO-150981	02/19/2015	1283894	1	01-8150-0-4300-106-0000-8110-007-000	NN P	61.10	61.10
1147 PO-150981	02/19/2015	4082202	1	01-8150-0-4300-106-0000-8110-007-000	NN P	61.50	61.50

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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				
TOTAL PAYMENT AMOUNT			357.82 *			357.82	
010728/00 JOHNSTONE SUPPLY OF SACRAMENTO							
905 PO-150776	02/19/2015	27-S1999006.001	1 01-8150-0-4300-106-0000-8110-007-000 NN P			61.44	61.44
TOTAL PAYMENT AMOUNT			61.44 *			61.44	
017562/00 JONES, DESIREE							
1156 PO-150987	02/19/2015	TRIP446	1 01-0000-0-5800-112-0000-3600-007-000 NN P			7.21	7.21
TOTAL PAYMENT AMOUNT			7.21 *			7.21	
016750/00 JUST SEND IT POSTAL CENTER							
314 PO-150276	02/19/2015	JANUARY	1 01-5630-0-5800-601-1220-1000-017-000 NN P			753.00	753.00
TOTAL PAYMENT AMOUNT			753.00 *			753.00	
010355/00 KAISER FOUNDATION HEALTH PLAN							
PV-151059	02/18/2015	March	01-0000-0-9552-000-0000-0000-000-000 NN				150,807.33
TOTAL PAYMENT AMOUNT			150,807.33 *				150,807.33
017961/00 KUTA SOFTWARE LLC							
1788 PO-151517	02/19/2015	10013	1 01-0000-0-5800-472-1251-1000-014-000 YN F			128.52	119.00
TOTAL PAYMENT AMOUNT			119.00 *				119.00
TOTAL USE TAX AMOUNT			9.52				
017726/00 LOS ANGELES FREIGHTLINER							
1270 PO-151080	02/19/2015	BN62602	1 01-0000-0-4300-112-0000-3600-007-000 NN P			204.77	204.77
1270 PO-151080	02/19/2015	BP114860	1 01-0000-0-4300-112-0000-3600-007-000 NN P			137.30	137.30
1270 PO-151080	02/19/2015	BN63044	1 01-0000-0-4300-112-0000-3600-007-000 NN P			331.55	331.55
1270 PO-151080	02/19/2015	BN63339	1 01-0000-0-4300-112-0000-3600-007-000 NN P			106.93	106.93
TOTAL PAYMENT AMOUNT			780.55 *			780.55	

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Vendor/Addr	Remit name	Tax ID num	Deposit type	ABA num	Account num	Liq Amt	Net Amount
Req Reference	Date	Description	FD RESO	P OBJE	SIT GOAL FUNC RES DEP T9MP		
022406/00	MAXIM HEALTHCARE SERVICES INC	52-0000000					
1658 PO-151402	02/19/2015	3032400262	1	01-0000-0-5800-102-0000-3140-003-000	NN P	2,366.40	2,366.40
TOTAL PAYMENT AMOUNT						2,366.40 *	2,366.40
017315/00	NAPA AUTO PARTS - GENUINE AUTO						
69 PO-150040	02/19/2015	989446-989709	1	01-0000-0-4300-112-0000-3600-007-000	NN P	48.97	48.97
69 PO-150040	02/19/2015	990580	1	01-0000-0-4300-112-0000-3600-007-000	NN P	133.08	133.08
TOTAL PAYMENT AMOUNT						182.05 *	182.05
010235/00	NASCO MODESTO						
1735 PO-151464	02/19/2015	21882	1	01-0000-0-4300-472-1208-1000-014-000	NN P	23.13	23.13
1735 PO-151464	02/19/2015	14552	1	01-0000-0-4300-472-1208-1000-014-000	NN F	94.08	62.28
TOTAL PAYMENT AMOUNT						85.41 *	85.41
017576/00	OFFICE DEPOT/BUS.SERVICES DIV						
1829 PO-151540	02/19/2015	754178473001	1	01-0000-0-4300-115-0000-7700-007-000	NN P	102.58	102.58
1829 PO-151540	02/19/2015	754178472001	1	01-0000-0-4300-115-0000-7700-007-000	NN F	12.49	115.08
1834 PO-151541	02/19/2015	754179269001	1	01-0000-0-4300-238-1110-1000-010-000	NN F	55.32	55.32
TOTAL PAYMENT AMOUNT						272.98 *	272.98
011822/00	OLARIU, STEFAN						
884 PO-150761	02/19/2015	TRIP466	1	01-0000-0-5800-112-0000-3600-007-000	NN P	11.84	11.84
TOTAL PAYMENT AMOUNT						11.84 *	11.84
020940/00	PARSHALL, LORETTA						
1942 PO-151635	02/19/2015	REIMB	1	01-0000-0-5800-112-0000-3600-007-000	NN F	15.53	15.53
TOTAL PAYMENT AMOUNT						15.53 *	15.53
014069/00	PLATT ELECTRIC SUPPLY INC	000000000					
1551 PO-151312	02/19/2015	G080359	1	01-8150-0-4300-106-0000-8110-007-000	NN P	360.34	360.34
TOTAL PAYMENT AMOUNT						360.34 *	360.34

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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						
133 PO-150070	02/19/2015	180207292	1 01-0000-0-5600-112-0000-3600-007-000 NN P			58.12	58.12
			TOTAL PAYMENT AMOUNT	58.12 *			58.12
010627/00	RIVERVIEW INTERNATIONAL TRUCKS						
579 PO-150500	02/19/2015	853564	2 01-0000-0-4300-112-0000-3600-007-000 NN P			181.28	181.28
			TOTAL PAYMENT AMOUNT	181.28 *			181.28
018912/00	SAFETY-KLEEN CORPORATION						
1937 PO-151630	02/19/2015	65876583	1 01-0000-0-5800-112-0000-3600-007-000 NN P			684.29	684.29
			TOTAL PAYMENT AMOUNT	684.29 *			684.29
010373/00	SCHOOLS INSURANCE AUTHORITY						
1882 PO-151590	02/19/2015	15SWAMP-06	1 01-8150-0-5800-106-0000-8110-007-000 NN F			2,281.29	2,281.29
			TOTAL PAYMENT AMOUNT	2,281.29 *			2,281.29
018221/00	SMITH-LEHMANN, REBECCA						
1921 PO-151620	02/19/2015	REIMB REGIST	1 01-6500-0-5200-102-5001-2700-002-000 NN F			175.00	175.00
			TOTAL PAYMENT AMOUNT	175.00 *			175.00
014558/00	SPURR						
34 PO-150022	02/19/2015	61858	1 01-0000-0-5520-106-0000-8110-007-000 NN P			8,593.49	8,593.49
			TOTAL PAYMENT AMOUNT	8,593.49 *			8,593.49
020252/00	STAPLES ADVANTAGE						
1821 PO-151536	02/19/2015	3256479151	1 01-0000-0-4300-475-3200-1000-015-000 NN F			56.15	56.15
			TOTAL PAYMENT AMOUNT	56.15 *			56.15
018762/00	TOEWS, TRACY						
1945 PO-151605	02/19/2015	MILEAGE-OCT	1 01-5630-0-5800-601-1220-1000-017-000 NN F			176.40	176.40
			TOTAL PAYMENT AMOUNT	176.40 *			176.40

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Vendor/Addr	Remit name	Tax ID num	Deposit type	ABA num	Account num	Liq Amt	Net Amount
Req Reference	Date	Description	FD RESO P	OBJE SIT	GOAL FUNC RES DEP T9MP		

015018/00	VERHOVETCHI, VEACESLAV						
883 PO-150760	02/19/2015	TRIP445-LUNCH	1	01-0000-0-5800-112-0000-3600-007-000	NN P	9.22	9.22
883 PO-150760	02/19/2015	TRIP445-BREAKFAST	1	01-0000-0-5800-112-0000-3600-007-000	NN P	6.87	6.87
883 PO-150760	02/19/2015	472,469,418,478	1	01-0000-0-5800-112-0000-3600-007-000	NN F	25.04	47.34
TOTAL PAYMENT AMOUNT						63.43 *	63.43
022221/00	WESTERN HEALTH ADVANTAGE						
PV-151060	02/18/2015	MARCH		01-0000-0-9552-000-0000-0000-000-000	NN		114,569.48
TOTAL PAYMENT AMOUNT						114,569.48 *	114,569.48
TOTAL FUND PAYMENT						327,663.25 **	327,663.25
TOTAL USE TAX AMOUNT						14.18	

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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

014515/00	FRITCH, JAMES						
1881 PO-151598	02/19/2015	REIMB	1 09-0700-0-4300-503-1110-1000-018-000 NN F			136.69	136.69
TOTAL PAYMENT AMOUNT						136.69 *	136.69
TOTAL FUND PAYMENT						136.69 **	136.69

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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		

017334/00	SEVEN UP BOTTLING CO. OF S.F.						
162 PO-150148	02/19/2015	2190324486	1	13-5310-0-4700-108-0000-3700-007-000	NN P	403.20	403.20
TOTAL PAYMENT AMOUNT						403.20 *	403.20
011422/00	SYSCO OF SAN FRANCISCO						
158 PO-150144	02/19/2015	502172099-CREDIT	1	13-5310-0-4700-108-0000-3700-007-000	NN P	1,281.64	1,281.64
TOTAL PAYMENT AMOUNT						1,281.64 *	1,281.64
TOTAL FUND			PAYMENT	10,879.03 **		10,879.03	

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FUND : 14 DEFERRED MAINTENANCE FUND

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017681/00 GEARY PACIFIC SUPPLY

015530/00 MADSEN ROOFING &

TOTAL FUND	PAYMENT	10,927.32 **	10,927.32
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TOTAL DISTRICT PAYMENT	349,606.29 ****	0.00	349,606.29
TOTAL USE TAX AMOUNT	14.18		

TOTAL FOR ALL DISTRICTS:	349,606.29 ****	0.00	349,606.29
TOTAL USE TAX AMOUNT	14.18		

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Batch status: A All

From batch: 0057

To batch: 0057

Include Revolving Cash: Y

Include Address: N

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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
017325/00	ACADEMIC TUTORING SERVICE						
1703 PO-151436	02/26/2015	516	1	01-3010-0-5800-103-1110-1000-003-832	NN F	969.42	969.30
TOTAL PAYMENT AMOUNT						969.30 *	969.30
010669/00	ALHAMBRA & SIERRA SPRINGS						
19 PO-150010	02/26/2015	4782453021215	1	01-8150-0-4300-106-0000-8110-007-000	NN P	111.62	111.62
59 PO-150036	02/26/2015	4781257021215	1	01-0000-0-4300-112-0000-3600-007-000	NN F	40.01	66.45
405 PO-150352	02/26/2015	4781839021215	1	01-0000-0-4300-475-3200-2700-015-000	NN P	28.79	28.79
408 PO-150396	02/26/2015	4780794021215	1	01-0000-0-4300-103-0000-7200-003-000	NN P	49.31	49.31
408 PO-150396	02/26/2015	4780794021215	2	01-6500-0-4300-102-5001-2700-002-000	NN P	49.31	49.31
TOTAL PAYMENT AMOUNT						305.48 *	305.48
019769/00	AMERICAN EXPRESS						
1814 PO-151530	02/26/2015	0-03000	1	01-0000-0-4300-101-0000-7150-002-000	NN F	119.88	119.88
TOTAL PAYMENT AMOUNT						119.88 *	119.88
018367/00	ASBURY ENVIRONMENTAL SERVICES						
1981 PO-151666	02/26/2015	130475725	1	01-0000-0-5800-112-0000-3600-007-000	NN P	35.00	35.00
1981 PO-151666	02/26/2015	130476992	1	01-0000-0-5800-112-0000-3600-007-000	NN P	35.00	35.00
TOTAL PAYMENT AMOUNT						70.00 *	70.00
018533/00	ATKINSON ANDELSON LOYA RUDD						
617 PO-150516	02/26/2015	468941	1	01-0000-0-5804-105-0000-7200-005-000	NE F	4,246.61	8,143.83
TOTAL PAYMENT AMOUNT						8,143.83 *	8,143.83
019504/00	B & H PHOTO-VIDEO						
1832 PO-151549	02/26/2015	92964552	1	01-3550-0-4300-472-1110-1000-014-000	YN F	663.29	663.29
1832 PO-151549	02/26/2015	9254857	2	01-3550-0-4400-472-1110-1000-014-000	YN F	2,232.14	2,232.14
1832 PO-151549	02/26/2015	92954857	3	01-3550-0-5612-472-1110-1000-014-000	NN F	222.98	8.50
TOTAL PAYMENT AMOUNT						2,903.93 *	2,903.93
TOTAL USE TAX AMOUNT						231.63	

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010340/00 CA DEPT OF JUSTICE

020540/00 CALIFORNIA AMERICAN WATER CO

010575/00 CAPITOL CLUTCH & BRAKE INC.

017639/00 CDT INC.

020305/00 CDW GOVERNMENT INC.

013928/00 CINTAS LOCATION 622

1530	PO-151299	02/26/2015	622493310	1	01-0000-0-5800-111-0000-8200-007-000	NN	P	122.73	122.73
1530	PO-151299	02/26/2015	622489057	1	01-0000-0-5800-111-0000-8200-007-000	NN	P	115.53	115.53
TOTAL PAYMENT AMOUNT					238.26	•			238.26

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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
014557/00	COLLEGE OAK TOW & TRANSPORT							
312 PO-150267	02/26/2015	479686	1	01-0000-0-5600-112-0000-3600-007-000	NN F			147.19
1943 PO-151650	02/26/2015	479686	1	01-0000-0-5800-112-0000-3600-007-000	NN P			230.81
1943 PO-151650	02/26/2015	477745	1	01-0000-0-5800-112-0000-3600-007-000	NN P			318.00
								696.00
								696.00
018277/00	EASTER SEAL SOCIETY OF CA. INC							
220 PO-150546	02/26/2015	JAN-15	1	01-6500-0-5800-102-5750-1180-002-000	NN P			1,942.50
								1,942.50
								1,942.50
011132/00	FEDEX							
304 PO-150261	02/26/2015	2-945-43665	1	01-8150-0-5901-106-0000-8110-007-000	NN P			20.80
								20.80
								20.80
022347/00	GIVE SOMETHING BACK							
1817 PO-151534	02/26/2015	IN-0336140	1	01-0000-0-4300-105-0000-7200-005-000	NN F			71.88
1899 PO-151600	02/26/2015	IN-0340531	1	01-0000-0-4300-472-0000-2700-014-000	NN F			47.67
1900 PO-151601	02/26/2015	IN-0340532	1	01-0000-0-4300-472-1286-1000-014-000	NN F			56.43
								166.70
								166.70
019393/00	GYM CLOSET							
1890 PO-151586	02/26/2015	200535-00	1	01-5640-0-4300-601-9728-1000-017-000	NN F			184.59
								170.92
								170.92
014044/00	HAGEDORN, ROGER							
578 PO-150499	02/26/2015	feb	1	01-0000-0-5210-106-0000-8300-007-000	NN P			14.82
								14.82
								14.82
010602/00	HI-LINE ELECTRICAL & MECH							
137 PO-150109	02/26/2015	10358898	1	01-0000-0-4300-112-0000-3600-007-000	NN P			32.45
								32.45
								32.45

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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
022406/00	MAXIM HEALTHCARE SERVICES INC	950000000						
1658 PO-151402	02/26/2015	3058570262	1	01-0000-0-5800-102-0000-3140-003-000	NN P			3,192.80 3,192.80
TOTAL PAYMENT AMOUNT						3,192.80 *		3,192.80
011107/00	MY BINDING	950000000						
1710 PO-151446	02/26/2015	500073	1	01-0000-0-4300-240-1110-1000-011-000	NN P			176.94 176.94
1710 PO-151446	02/26/2015	500074	1	01-0000-0-4300-240-1110-1000-011-000	NN F			11.44 11.44
TOTAL PAYMENT AMOUNT						188.38 *		188.38
014425/00	NILES BIOLOGICAL							
1822 PO-151537	02/26/2015	469956	1	01-6300-0-4300-371-1110-1000-012-000	NN F			179.48 182.58
TOTAL PAYMENT AMOUNT						182.58 *		182.58
015787/00	O'REILLY AUTO PARTS							
1985 PO-151669	02/26/2015	3558-322069-322301	1	01-0000-0-4300-112-0000-3600-007-000	NN P			0.00 0.00
1985 PO-151669	02/26/2015	319746-319976	1	01-0000-0-4300-112-0000-3600-007-000	NN P			0.00 0.00
1985 PO-151669	02/26/2015	319355-319413	1	01-0000-0-4300-112-0000-3600-007-000	NN P			0.00 0.00
1985 PO-151669	02/26/2015	322998-322067	1	01-0000-0-4300-112-0000-3600-007-000	NN P			3.19 3.19
1985 PO-151669	02/26/2015	319682-316408	1	01-0000-0-4300-112-0000-3600-007-000	NN P			1.87 1.87
1985 PO-151669	02/26/2015	323021-318780	1	01-0000-0-4300-112-0000-3600-007-000	NN P			59.83 59.83
1985 PO-151669	02/26/2015	319403-322262-316407	1	01-0000-0-4300-112-0000-3600-007-000	NN P			12.90 12.90
1985 PO-151669	02/26/2015	318909-320779-317832	1	01-0000-0-4300-112-0000-3600-007-000	NN P			9.30 9.30
1985 PO-151669	02/26/2015	323001	1	01-0000-0-4300-112-0000-3600-007-000	NN P			58.55 58.55
1985 PO-151669	02/26/2015	322302	1	01-0000-0-4300-112-0000-3600-007-000	NN P			11.65 11.65
1985 PO-151669	02/26/2015	322057	1	01-0000-0-4300-112-0000-3600-007-000	NN P			21.78 21.78
1985 PO-151669	02/26/2015	321710	1	01-0000-0-4300-112-0000-3600-007-000	NN P			14.23 14.23
1985 PO-151669	02/26/2015	320988	1	01-0000-0-4300-112-0000-3600-007-000	NN P			28.06 28.06
1985 PO-151669	02/26/2015	320992	1	01-0000-0-4300-112-0000-3600-007-000	NN P			84.18 84.18
1985 PO-151669	02/26/2015	320614	1	01-0000-0-4300-112-0000-3600-007-000	NN P			43.22 43.22
1985 PO-151669	02/26/2015	319974	1	01-0000-0-4300-112-0000-3600-007-000	NN P			36.70 36.70
1985 PO-151669	02/26/2015	319950	1	01-0000-0-4300-112-0000-3600-007-000	NN P			23.52 23.52
1985 PO-151669	02/26/2015	319811	1	01-0000-0-4300-112-0000-3600-007-000	NN P			31.28 31.28
1985 PO-151669	02/26/2015	318910	1	01-0000-0-4300-112-0000-3600-007-000	NN P			36.89 36.89
1985 PO-151669	02/26/2015	319446	1	01-0000-0-4300-112-0000-3600-007-000	NN P			21.59 21.59
1985 PO-151669	02/26/2015	319382	1	01-0000-0-4300-112-0000-3600-007-000	NN P			27.11 27.11
TOTAL PAYMENT AMOUNT						525.85 *		525.85

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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

015401/00	ODYSSEYWARE							
1951 PO-151645	02/26/2015	31363814	1	01-0000-0-5800-103-1110-1000-003-000	NN F			1,750.00 1,750.00
			TOTAL PAYMENT AMOUNT				1,750.00 *	1,750.00
017576/00	OFFICE DEPOT/BUS.SERVICES DIV							
1840 PO-151552	02/26/2015	755160134001	1	01-0000-0-4300-236-1110-1000-009-000	NN P			56.24 56.24
1840 PO-151552	02/26/2015	755160132001	1	01-0000-0-4300-236-1110-1000-009-000	NN F			7.33 7.33
1852 PO-151564	02/26/2015	755161950001	1	01-6300-0-4300-234-1110-1000-008-000	NN P			190.97 190.97
1852 PO-151564	02/26/2015	755161951001	1	01-6300-0-4300-234-1110-1000-008-000	NN P			9.72 9.72
1852 PO-151564	02/26/2015	755161953001	1	01-6300-0-4300-234-1110-1000-008-000	NN P			6.25 6.25
1852 PO-151564	02/26/2015	755161952001	1	01-6300-0-4300-234-1110-1000-008-000	NN F			4.25 4.26
			TOTAL PAYMENT AMOUNT				274.77 *	274.77
014069/00	PLATT ELECTRIC SUPPLY INC							
1551 PO-151312	02/26/2015	G127158	1	01-8150-0-4300-106-0000-8110-007-000	NN P			145.80 145.80
1551 PO-151312	02/26/2015	G111592	1	01-8150-0-4300-106-0000-8110-007-000	NN P			36.93 36.93
			TOTAL PAYMENT AMOUNT				182.73 *	182.73
022525/00	POST-IT LLC							
977 PO-150837	02/26/2015	DEC	1	01-0000-0-5800-110-0000-7200-004-000	NN P			160.00 160.00
977 PO-150837	02/26/2015	JAN	1	01-0000-0-5800-110-0000-7200-004-000	NN F			220.00 380.00
			TOTAL PAYMENT AMOUNT				540.00 *	540.00
016696/00	PROFESSIONAL TUTORS OF AMERICA							
1705 PO-151438	02/26/2015	52014	1	01-3010-0-5800-103-1110-1000-003-832	NN P			136.00 136.00
			TOTAL PAYMENT AMOUNT				136.00 *	136.00
021194/00	PRUDENTIAL OVERALL SUPPLY INC							
133 PO-150070	02/26/2015	180207871	1	01-0000-0-5600-112-0000-3600-007-000	NN P			58.12 58.12
			TOTAL PAYMENT AMOUNT				58.12 *	58.12

81 CENTER UNIFIED SCHOOL DIST.
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ACCOUNTS PAYABLE PRELIST
BATCH: 0057 02-26-15
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	Net Amount
010096/00	RESERVE ACCOUNT							
1948 PO-151643	02/26/2015	15072143	1	01-0000-0-5901-105-0000-7200-005-000	NN F		10,000.00	10,000.00
TOTAL PAYMENT AMOUNT				10,000.00 *				10,000.00
013906/00	ROSEN PUBLISHING GROUP INC.							
1432 PO-151228	02/26/2015	601266	1	01-6300-0-4200-240-1110-1000-011-000	NN F		929.78	930.32
TOTAL PAYMENT AMOUNT				930.32 *				930.32
010552/00	SAC VAL JANITORIAL							
1472 PO-151252	02/26/2015	10123353	1	01-0000-0-9320-000-0000-0000-000-000	NN P		6,244.83	6,244.83
TOTAL PAYMENT AMOUNT				6,244.83 *				6,244.83
018777/00	SACRAMENTO COUNTY SHERIFF'S							
812 PO-150696	02/26/2015	livescan-Dec-14	1	01-0000-0-5800-110-0000-7200-004-000	NN P		27.00	27.00
TOTAL PAYMENT AMOUNT				27.00 *				27.00
010266/00	SACRAMENTO COUNTY UTILITIES							
30 PO-150018	02/26/2015	50000185866	1	01-0000-0-5540-106-0000-8110-007-000	NN P		743.53	743.53
TOTAL PAYMENT AMOUNT				743.53 *				743.53
020981/00	SAVE MART SUPERMARKETS							
485 PO-150422	02/26/2015	2295953	1	01-6500-0-4300-102-5770-1110-002-000	NN P		15.47	15.47
TOTAL PAYMENT AMOUNT				15.47 *				15.47
010373/00	SCHOOLS INSURANCE AUTHORITY							
1153 PO-150986	02/26/2015	2015 UST-KAM.16	1	01-0000-0-5800-112-0000-3600-007-000	NN P		150.00	150.00
TOTAL PAYMENT AMOUNT				150.00 *				150.00
017501/00	SJCOE							
1996 PO-151686	02/26/2015	LAWSON REGIST-	1	01-7405-0-5200-103-0000-2130-003-000	NN F		150.00	150.00
TOTAL PAYMENT AMOUNT				150.00 *				150.00

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
018370/00	STANLEY CONVERGENT SECURITY				
35 PO-150081	02/26/2015	12156782	1 01-0000-0-5800-106-0000-8110-007-000 NN P	171.03	171.03
35 PO-150081	02/26/2015	12169487	1 01-0000-0-5800-106-0000-8110-007-000 NN P	176.00	176.00
			TOTAL PAYMENT AMOUNT	347.03 *	347.03
016625/00	SUPERIOR SHOWBOARD				
1874 PO-151583	02/26/2015	156481	2 01-3010-0-4300-371-1110-1000-012-000 YN F	34.32	14.88
1874 PO-151583	02/26/2015	156481	1 01-6300-0-4300-371-1110-1000-012-000 YN F	259.62	259.62
			TOTAL PAYMENT AMOUNT	274.50 *	274.50
			TOTAL USE TAX AMOUNT	21.96	
011554/00	TRACTOR SUPPLY CO				
489 PO-150419	02/26/2015	117021	1 01-8150-0-4300-106-0000-8110-007-000 NN P	116.36	116.36
			TOTAL PAYMENT AMOUNT	116.36 *	116.36
010139/00	Troxell Communications Inc				
1728 PO-151465	02/26/2015	819163	2 01-6300-0-4400-234-1110-1000-008-000 NN F	225.59	225.59
1728 PO-151465	02/26/2015	818350	1 01-9115-0-4400-115-0000-7700-007-000 NN F	225.59	225.62
1749 PO-151476	02/26/2015	818353	1 01-9115-0-4400-115-0000-7700-007-000 NN F	4,022.99	4,023.00
1807 PO-151527	02/26/2015	819085	1 01-6300-0-4400-238-1110-1000-010-000 NN P	209.52	209.52
1807 PO-151527	02/26/2015	819171	1 01-6300-0-4400-238-1110-1000-010-000 NN P	3,470.40	3,470.40
1807 PO-151527	02/26/2015	819486	1 01-6300-0-4400-238-1110-1000-010-000 NN F	324.00	324.00
			TOTAL PAYMENT AMOUNT	8,478.13 *	8,478.13
015190/00	TroXell Communications, Inc.				
1381 PO-151178	02/26/2015	819760	1 01-0000-0-4300-472-0000-2700-014-000 NN F	31.75	31.76
			TOTAL PAYMENT AMOUNT	31.76 *	31.76
021217/00	UNITED REFRIGERATION INC				
1984 PO-151668	02/26/2015	45508163-00	1 01-8150-0-4300-106-0000-8110-007-000 NN F	189.41	189.41
			TOTAL PAYMENT AMOUNT	189.41 *	189.41

81 CENTER UNIFIED SCHOOL DIST.
02-26-15

ACCOUNTS PAYABLE PRELIST
BATCH: 0057 02-26-15
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				
022179/00	US HEALTHWORKS						
1773 PO-151495	02/26/2015	2651768-CA	1 01-0000-0-5800-110-0000-7200-004-000 NN P		252.00	252.00	
TOTAL PAYMENT AMOUNT			252.00 *			252.00	
010894/00	VALLEY AIRLESS SYSTEMS						
1956 PO-151649	02/26/2015	283211	1 01-8150-0-4300-106-0000-8110-007-000 NN P		62.42	62.42	
TOTAL PAYMENT AMOUNT			62.42 *			62.42	
022254/00	VALLEY POWER SYSTEMS INC						
1993 PO-151677	02/26/2015	J50842	1 01-0000-0-4300-112-0000-3600-007-000 NN F		1,938.48	1,938.48	
TOTAL PAYMENT AMOUNT			1,938.48 *			1,938.48	
022348/00	WILSON, SHERRY						
1989 PO-151670	02/26/2015	trip 447	1 01-0000-0-5800-112-0000-3600-007-000 NN P		9.90	9.90	
TOTAL PAYMENT AMOUNT			9.90 *			9.90	
017313/00	XEROX						
622 PO-150534	02/26/2015	300240494	1 01-0000-0-5800-115-9790-8200-007-000 NN P		34,763.60	34,763.60	
622 PO-150534	02/26/2015	300240122-0542	1 01-0000-0-5800-115-9790-8200-007-000 NN P		369.72	369.72	
746 PO-150640	02/26/2015	300233924	1 01-7220-0-5612-472-1110-1000-014-000 NN P		100.00	100.00	
1212 PO-151031	02/26/2015	300240494	1 01-6500-0-5612-102-5001-2700-002-000 NN P		50.00	50.00	
1940 PO-151633	02/26/2015	300240494	1 01-0000-0-5612-472-1215-1000-014-000 NN P		100.00	100.00	
TOTAL PAYMENT AMOUNT			35,383.32 *			35,383.32	
TOTAL FUND PAYMENT			95,435.19 **			95,435.19	
TOTAL USE TAX AMOUNT			253.59				

81 CENTER UNIFIED SCHOOL DIST.
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ACCOUNTS PAYABLE PRELIST
BATCH: 0057 02-26-15
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		

014515/00	FRITCH, JAMES						
1987 PO-151673	02/26/2015	REIMB	1 09-0700-0-4300-503-0000-2700-018-000 NN F	49.26	49.26		
TOTAL PAYMENT AMOUNT				49.26 *		49.26	
017313/00	XEROX						
1217 PO-151036	02/26/2015	300240494	1 09-0000-0-5612-501-0000-2700-016-000 NN P	20.00	20.00		
1217 PO-151036	02/26/2015	300240494	2 09-0000-0-5612-501-1110-1000-016-000 NN P	80.00	80.00		
TOTAL PAYMENT AMOUNT				100.00 *		100.00	
TOTAL FUND PAYMENT				149.26 **		149.26	

ACCOUNTS PAYABLE PRELIST
BATCH: 0057 02-26-15
FUND : 11 ADULT EDUCATION FUND

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[illegible]

1 11-0030-0-4200-601-4130-1000-017-097 NN F			123.00	123.89
TOTAL PAYMENT AMOUNT			123.89 *	123.89

1 11-0030-0-4200-601-4130-1000-017-000 NN F	803.33	825.70
TOTAL PAYMENT AMOUNT	825.70 *	825.70

1 11-3905-0-4300-601-4130-1000-017-000 NN F	83.11	83.10
TOTAL PAYMENT AMOUNT	83.10 *	83.10

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	1,057.69 **	1,057.69
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81 CENTER UNIFIED SCHOOL DIST.
02-26-15

ACCOUNTS PAYABLE PRELIST
BATCH: 0057 02-26-15
FUND : 12 CHILD DEVELOPMEN FUND

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Vendor/Addr	Remit name	Tax ID num	Deposit type	ABA num	Account num		
Req Reference	Date	Description	FD RESO	P OBJE	SIT GOAL	FUNC RES	DEP T9MP
018143/00		CHILD DEVELOPMENT CENTERS INC					
947 PO-150818	02/26/2015	5030-JAN15	1	12-5025-0-5800-100-8500-1000-005-000	NN	P	21,007.77
947 PO-150818	02/26/2015	5030-JAN15	2	12-6105-0-5800-100-8500-1000-005-000	NN	P	22,758.42
TOTAL PAYMENT AMOUNT				43,766.19	*		43,766.19
TOTAL FUND PAYMENT				43,766.19	**		43,766.19

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81 CENTER UNIFIED SCHOOL DIST.
02-26-15

ACCOUNTS PAYABLE PRELIST
BATCH: 0057 02-26-15
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			
015088/00	SLIC CO-OP							
1961 PO-151655	02/26/2015	15012			1 13-5310-0-5300-108-0000-3700-007-000 NN F		50.00	50.00
TOTAL PAYMENT AMOUNT							50.00 *	50.00
020252/00	STAPLES ADVANTAGE							
1848 PO-151561	02/26/2015	3257038048			1 13-5310-0-4300-108-0000-3700-007-000 NN F		308.80	308.80
TOTAL PAYMENT AMOUNT							308.80 *	308.80
011422/00	SYSCO OF SAN FRANCISCO							
158 PO-150144	02/26/2015	502242145			2 13-5310-0-4300-108-0000-3700-007-000 NN P		23.20	23.20
158 PO-150144	02/26/2015	502242145			1 13-5310-0-4700-108-0000-3700-007-000 NN P		1,470.28	1,470.28
TOTAL PAYMENT AMOUNT							1,493.48 *	1,493.48
021111/00	ULINE							
1849 PO-151562	02/26/2015	65365560			1 13-5310-0-4300-108-0000-3700-007-000 NN F		285.91	285.91
TOTAL PAYMENT AMOUNT							285.91 *	285.91
TOTAL FUND PAYMENT							21,031.80 **	21,031.80

81 CENTER UNIFIED SCHOOL DIST.
02-26-15

ACCOUNTS PAYABLE PRELIST
BATCH: 0057 02-26-15
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	Net Amount
015121/00	B.J. FLOORING INC							
1800 PO-151523	02/26/2015	2009352	1	14-0024-0-5600-106-9611-8110-007-000	NN F			300.00
TOTAL PAYMENT AMOUNT						300.00 *		300.00
TOTAL FUND PAYMENT						300.00 **		300.00
TOTAL BATCH PAYMENT						161,740.13 ***	0.00	161,740.13
TOTAL USE TAX AMOUNT						253.59		
TOTAL DISTRICT PAYMENT						161,740.13 ****	0.00	161,740.13
TOTAL USE TAX AMOUNT						253.59		
TOTAL FOR ALL DISTRICTS:						161,740.13 ****	0.00	161,740.13
TOTAL USE TAX AMOUNT						253.59		

Number of warrants to be printed: 74, not counting voids due to stub overflows.

Center Unified School District

AGENDA REQUEST FOR:

Dept./Site: Center High School

Date: March 6, 2015

To: CJUSD Board of Trustees

From: Michael Jordan, Principal

Discussion Item XX

Information Item

Attached Pages 4

Principal's Initials: MAJ

SUBJECT: Master Schedule Discussion

The purpose of the discussion is to answer any questions pertaining to the need for a schedule change at Center High School.

Recommendation:

Narrative Summary of the Process Utilized to Select the 8 Period A/B Block Schedule Format

The discussion to offer more course options for students through a different schedule is rooted in two documents: the WASC Self-Study and the Local Control Accountability Plan (LCAP). During the 2012-13 school year Center High School staff, parents, and students participated in the Western Association of Schools and Colleges (WASC) Self-Study process. With input from all stakeholders, the WASC Self-Study resulted in three action plans. Action Plan #3 states:

WASC Action Plan #3: Need to incorporate more electives into the master schedule.

Rationale: A lack of electives due to reduced staffing the past few years has led to higher class sizes and fewer rigorous elective opportunities for students to complete a well-rounded education while at Center High School. Efforts need to be made to provide valuable electives to complete student's schedules. (WASC Self-Study Report, April 2013, pg. 120).

The discussion progressed when the second document, the Local Control Accountability Plan (LCAP), was developed. The LCAP states that Center High School will have support (or intervention) courses in math, English, credit recovery and summer school. The LCAP also states that CHS will increase Career Technical Education offerings each of the next three years, as well as, begin to remove and remedy barriers to a-g completion. In addition, surveys conducted by the district pertaining to the LCAP consistently resulted in community members requesting more course offerings at the high school.

Since these two documents were instituted, CHS has increased 0 period course offerings and added one credit recovery independent study course after school. Zero period offerings include: Advanced Broadcasting, Advanced Journalism, French IV, Spanish III/IV, and Student Council. Unfortunately, CHS has reached capacity for adding additional options during 0 and 7th periods. Each new offering in 0 and 7th periods takes a section away from periods 1-6. There simply is no more room in the current schedule to add additional offerings as required by both the WASC and LCAP documents.

As a result of the need for additional course options for students, a scheduling committee was formed in November of 2013. Regular meetings began in January of 2014. The Scheduling Committee, with input from Department Heads and the rest of the staff at regularly scheduled staff meetings, developed the following criteria/filter to analyze different scheduling options:

Goals / Expected Outcomes of a Master Schedule

1. More course options for students including, but not limited to, intervention/support, CTE, Honors/AP, PLTW, electives, and VAPA. to reflect the needs of our students and families.
2. More class time per period for performance tasks, student engagement, and project based instruction.
3. Increased student achievement
4. Facilitate a manageable workload for teachers / A schedule that would not increase the workload for teachers.

Using this criteria as the filter, the Scheduling Committee reviewed and analyzed an abundance of research pertaining to numerous different scheduling options. The conclusion the committee reached, as a result of this analysis, was that no single schedule is any better or worse than any other schedule in terms of student achievement. In other words, there is no empirical evidence pointing to one specific schedule being superior

in academic results to any other. Therefore, it is up to each school to determine their own special needs and select a schedule that meets the majority of those needs.

After reviewing numerous different schedule options the committee narrowed the choices down to two: remain in a 6th period day or switch to an 8 period A/B block format. The staff met in the WASC Focus Group configurations to complete a T-Chart with the perceived positive and negative attributes of each of the two schedule options. Additionally, teachers from three local high schools, Whitney High School, Lincoln High School, and Rocklin High School, which utilize a block schedule format, were surveyed to determine their perceptions of the positives and negatives of a block schedule. In May of 2014, parents and students were surveyed to obtain their opinions on the two options. Finally, staff were surveyed again to obtain their opinions. It was determined by the principal at that time, May 2014, that the CHS staff just wasn't ready for a change in the schedule. With the implementation of Common Core State Standards beginning in 2014-15, the staff seemed a bit overwhelmed with change.

The Scheduling Committee continued to meet through the fall of 2014 and winter of 2015 to further discuss options and discuss barriers to a-g completion. With the next WASC visit one year away, the first year of the LCAP nearing completion, Common Core implementation well under way, and with all other scheduling options discussed and rejected by the Scheduling Committee, the principal determined it was time to move forward with the planning phase for the 8 period A/B block for the 2016-17 school year. Should the school board approve the proposal in May of 2015, staff, students and parents will have a complete school year to plan for the switch to the new schedule. This is ample time to develop a master schedule and participate in the necessary professional development activities.

Center High School

2016-17

Reasoning for Switching to an 8 Period A/B Block Schedule

Need for more opportunities for students for intervention, career technical education, AP, and elective courses as supported by both the WASC Self-Study Action Plan #3 and the LCAP.

- Student course choices are limited by the six period day format. This is especially true for those needing intervention courses. CHS currently runs a 7 period flex that we call "Zero Period". We have added as many 0 periods as we are able without negatively impacting periods 1-6.
- The Local Control Accountability Plan (LCAP) requires the following:
 - Support/intervention classes
 - Add at least one additional CTE offering each of the next three years
 - Increase our a-g completion rate
 - CHS = 22.7% Antelope H.S. = 80.6% (according to their counselor 2/12/15)
 - The 3rd year of math required for an a-g designation is a huge obstacle to this goal. Our current requirement is 2 years of math for graduation. However, adding another year of math as a required course without adding additional sections to the day would mean that students would be able to take even less elective/intervention/CTE courses.
 - When a student receives a "D" in an a-g course it doesn't count towards college admissions or a-g completion rates. Yet, we have few options for students to retake a course to earn a higher grade and, therefore, be a-g compliant. Summer school courses are not a-g compliant and there is little room in a 6 period day to repeat courses.
- Action Plan #3 in the WASC Self-Study document states that CHS will increase elective choices in the master schedule.
- There is no empirical research data to show that any specific schedule is any better than other schedule in terms of academic achievement, graduation rate, or standardized testing. Therefore, it is up to each school to determine the best schedule based on their individual needs.
- The Scheduling Committee determined the two best options were to remain on the current schedule or change to an 8 Period A/B Block.
- We continue to have declining enrollment mostly due to students becoming credit deficient and, therefore, transferring to Options for Youth and Visions Charter Schools with the hope of earning credits quickly in an independent study format. An 8 period A/B block schedule will allow us to add intervention courses in the regular school day, as well as, more opportunities to retake classes in which students have failed.
- The complaint has been repeatedly made by teachers over the past five years that students simply don't complete homework. The block schedule will allow for students to take a study hall type class

to complete their school work and gain assistance with homework through peer tutoring and teacher help.

- Survey data from community members in regards to LCAP goals pointed out the desire for more course options/offerings at CHS.

What will the A/B 8 period block schedule look like?

- 4 periods per day
- 90 minute teacher prep period each day - Net increase of 2.5 hours per week of teacher prep.
- Teachers will teach 6 periods over 2 days instead of the 5 they currently teach daily. This additional period taught by each teacher equates to 59 more section offerings for students based on current FTE numbers.
- Class periods will be 90 minutes in length. See proposed bell schedule handout.
- Elimination of 0 and 7th periods will allow students to sleep in later which is supported by research.
- Math will increase to a 3 year graduation requirement to mirror a-g requirements.
- 80 credits possible in a school year. 320 possible over 4 years. In the six period day students need 230 out of 250.
- Increase graduation requirement to 260 which mirrors the Roseville H.S. District.
- Further details are being developed by the Schedule Committee which includes a representative from each department.

Timeline from 2/18/15

- Principal will go to CJUSD School Board on:
 - 2/18/15 - Introduction - Completed
 - 3/18/15 - Reasoning and Timeline for Switching Schedules
 - Need for more options for interventions, AP courses, Career Technical Education courses and electives.
 - 4/15/15 - 8 Period A/B/Block and all other options they would like to discuss
 - 5/20/15 - If the board is ready to act, this would be the proposed vote date.
- Principal will present to the Department Heads on 2/17/15 - Completed
- Principal will present to staff on 2/23/15 - Completed
- Students/parents input
 - Elective Fair - Second introduction - Completed
 - Tuesday, March 17th - 6:00pm - CHS Library
 - Monday, April 13th - 6:00pm - CHS Library
 - Thursday, May 7th - 6:00pm - CHS Library
- Bell schedule by 5/1/15 - Completed
- Course Catalog by 12/1/15
- Professional Development - 2nd semester of 2015-16.
- Master Schedule Training through Pearson - 1st semester 2015-16.

Cost Analysis to Change to A/B Block Schedule

Year 1 - 2016/2017

Grade Level	Students	Additional Sections	
Freshman	368	22	
Sophomores	303	18	
Juniors	306	9	Juniors take 6 classes
Seniors	261	8	Seniors take 6 classes
Total	1238	56	

Staffing - No additional teaching staff needed year one.

Teachers	Students
59 (current)	1218 (Current)

Period	Teachers	Class Size
Period 1/5	44	28
Period 2/6	44	28
Period 3/7	44	28
Period 4/8	44	28

*15 Teachers on prep per period

** This is an average meaning some classes will be higher.

*** No additional teachers needed

**** Each teacher teaches 6 classes

56 Additional sections needed for year one. 59 sections created by teachers teaching 6 classes instead of 5.

Require Juniors and Seniors to take 6 classes.

Additional	Sections	Fresh (22)	Soph (18)	Juniors (9)	Seniors (8)	Totals		
3	Business	0	0	1	2	3	Electives	
11	English Sections	8	1	1	1	11	Freshman Studies/electives	
1	Klatt	0	0	0	1	1	Electives	
8	Math	4	4	0	0	8	Math Shadow	
6	PE	0	0	3	3	6	Electives	
8	Social Studies	4	2	2	0	8	Freshman Studies/Electives (Geography)	
8	SpEd	2	3	2	1	8	Passport/Study Hall	
3	VAPA - Troo, Bisho, Allaman	1	2	0	0	3	Electives	
1	Winborne	0	1	0	0	1	Electives	
5	Foreign Language	3	2	0	0	5	Electives	
5	Science	0	3	1	1	5	Electives - PLTW	
59		22	18	10	9	59		

Materials Based on Current Funding Rates with Additional Sections for Block

2014-15

Department	# of Sec.	\$ per Sec.	Total	Add. Sections w/ Block	\$ per section
Art	5	200	\$1,000.00	1	\$200.00
Athletics	1	25000	\$25,000.00	0	\$0.00
AVID	2	120	\$240.00	2	\$240.00
Broadcasting	2	120	\$240.00	0	\$0.00
Career Center	1	1000	\$1,000.00	0	\$0.00
Business	27	120	\$3,240.00	3	\$360.00
Computer Grap	3	120	\$360.00	1	\$120.00
Construction	2	400	\$800.00	0	\$0.00
Drama	1	120	\$120.00	0	\$0.00
English	39	120	\$4,680.00	10	\$1,200.00
ELD	4	120	\$480.00	0	\$0.00
Health	12	120	\$1,440.00	1	\$120.00
Journalism	2	400	\$800.00	0	\$0.00
Library	1	3000	\$3,000.00	0	\$0.00
Math	40	120	\$4,800.00	8	\$960.00
Music	4	250	\$1,000.00	1	\$250.00
New Media	2	120	\$240.00	0	\$0.00
P.E.	20	100	\$2,000.00	4	\$400.00
Science	30	165	\$4,950.00	6	\$990.00
Social Studies	41	120	\$4,920.00	7	\$840.00
World Language	23	120	\$2,760.00	3	\$360.00
			\$63,070.00	47	\$6,040.00

Classified Staff additions for cafeteria worker

Add 30 minutes per day times the number of workers.

Year 2 - 2017/2018

Grade Level	Students	Additional Sections	
Freshman	368	22	350 Credits Graduation Requirement
Sophomores	303	18	350 Credits Graduation Requirement
Juniors	306	9	Juniors take 6 classes - 230 Credits Graduation Requirement
Seniors	261	8	Seniors take 6 classes - 230 Credits Graduation Requirement
Total	1238	56	

No additional staff needed if enrollment numbers remain flat.

Year 3 - 2018/2019

Grade Level	Students	Additional Sections	
Freshman	368	22	350 Credits Graduation Requirement
Sophomores	303	18	350 Credits Graduation Requirement
Juniors	306	27	Juniors take 8 classes - 350 Credits Graduation Requirement
Seniors	261	8	Seniors take 6 classes - 230 Credits Graduation Requirement
Total	1238	74	

** Add 3.0 FTE Teachers and raise juniors to 8 classes

Year 4 - 2019/2020

Grade Level	Students	Additional Sections	
Freshman	368	22	350 Credits Graduation Requirement
Sophomores	303	18	350 Credits Graduation Requirement
Juniors	306	27	Juniors take 8 classes - 350 Credits Graduation Requirement
Seniors	261	23	Seniors take 8 classes - 250 Credits Graduation Requirement - Cushion for early
Total	1238	90	

** Add 3.0 FTE Teacher and raise seniors to 8 possible classes. FTE additions may be less depending on late-arrival/early dismissal number

Total increase over 5 year period IF enrollment stays flat and all students take 8 classes.

6.0 FTE Teachers

Materials and supplies to be determined based on new electives.

Total additional sections formed over 5 year period = 99

Center Joint Unified School District

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

<p>SUBJECT: CHS Studio Upgrades Options</p> <p>At the Board's request, staff would like to continue the discussion of making facility improvements at Center High School, specifically to the MCA Studio. The attached document provides a very general outline of facility upgrade costs and potential funding mechanisms to complete this type of project.</p> <p>At this point, staff is looking for direction as to which type of improvements the board would like to pursue. If direction is given, staff will develop a more accurate and detailed estimate of the project cost and implications of the preferred funding model.</p> <p>RECOMMENDATION: Discussion / Information only</p>
--

CHS STUDIO UPGRADES

Options

Purpose: CJUSD School Board has expressed interest in upgrading the aging CHS MCA Studio facility.

Process:

- 1) 3/18/15 - Board direction to pursue and receive more details on upgrade and funding options
- 2) TBA - Board review of specific options, costs and funding
- 3) TBA - Board approval to commit to an option
- 4) TBA - Project moves forward (timing of project depends on board approved options)

Rough Cost to Complete Facility Upgrade Options:

- 1) Upgrade all internal infrastructure of existing buildings (workstations, furniture, etc.) = **\$300,000**
- 2) Maintain all four existing portable buildings. Remodel all four to meet studio and classroom needs: \$250,000 (approximate for buildings only) + \$300,000 (internal infrastructure) = **\$550,000**
- 3) Two new portable buildings to replace current studio and connected lab: \$550,000 (approximate for buildings only) + \$200,000 (internal infrastructure) = **\$750,000** Two other classrooms remain (one lab and one classroom).
- 4) Four new portable buildings to contain two computer labs, one classroom and one studio: \$1.1 million (approximate for buildings only) + \$300,000 (internal infrastructure) = **\$1.4 million**
- 5) Remove all four portables and replace with modular construction (like CHS Math Dept): \$1.4 million + \$300,000 (internal infrastructure) = **\$1.7 million**
- 6) Remove all eight portables in the current cluster and build a new modular wing: \$3.0 million + \$400,000 (internal infrastructure) = **\$3.4 million**

Funding Options:

- 1) Fund 17 - project amount could not exceed \$900,000
- 2) Certificate of Participations (COPs) - project amount could reach the higher amount. Annual payments required, but full payback could be funded through a future bond sale.
- 3) Bond Sale -- Any of these project amounts could be fully funded through this process. We would want to be careful not to issue too much bond debt and limit our ability to sell bonds when it comes time to plan our next school. If \$4.2 million is accessed, homes will see a property tax increase of \$9.23 per \$100,000 of assessed value.

Center Joint Unified School District

AGENDA REQUEST FOR:

Dept/Site: Business Department

Date: 3/18/15

Action Item X

To: Board of Trustees

Information Item

From: Jeanne Bess 
Director of Fiscal Services

Attached Page

SUBJECT:


**Second Interim Report
For Fiscal Year 2014/15**

Jeanne Bess, Director of Fiscal Services, is presenting the 2014/15 Second Interim report for approval. This report is based on all known budget guidelines set forth by the Fiscal Crisis & Management Assistance Team, School Services of California and the Governor's January proposal for the State's 2015/16 budget. The expenditure and revenue activity covers the period of July 1, 2014, through January 31, 2015.

RECOMMENDATION: To approve the 2014/15 Second Interim Report as presented.

Center Joint Unified School District

To: Board of Trustees
Mr. Scott Loehr, Superintendent

From: Jeanne Bess, Director of Fiscal Services 

Date: March 18, 2015

Subject: 2014/15 Second Interim Assumptions and
Multiyear Projection Assumptions

The following information was used to prepare the Second Interim report for the 2014/15 fiscal year. This is the second year of the new Local Control Funding Formula (LCFF) era. The following information is for your guidance. It is designed to help you understand how budget actions were calculated.

Budget Year

The budget revenue projections for 2014/15 second interim report were built using the following assumptions.

- a. **LCFF** projections begin with the calculator provided by Fiscal Crisis & Management Assistance Team (FCMAT). The calculation is based on the number of students in each grade span, times the base dollar amount and totaled to get our base allocation. Then, based on our demographics, we qualify for additional supplemental and concentration dollars to better serve our ELL, foster youth and students that are eligible for free and reduced priced meals. As in years past, we are funded at the greater of prior year or current year ADA. This year, the State funded 29.15% of the gap between current funding and what we will be funded at when the LCFF is fully implemented by 2020/2021. This amount was decreased from the 29.56% that was reported at First Interim due to changes at the State level.
- b. **EPA (Educational Protection Account)** – Also required this year is the pull-out of 21.96% of our State allocation that is not to be spent on Administration or District office expenses. This amount that is estimated at \$4,988,256 will be used to pay teacher salaries.
- c. **Federal revenue** increases since first interim are a result of minor adjustments to the current year awards. Federal programs include Title I, Title II, Title III, and Vocational Education to name a few.
- d. **State revenues** did not change since the first interim period.
- e. **Local revenues** increases also change due to minor adjustments to current year awards.

- f. Contributions to encroaching programs include special education and transportation. Contributions increased \$36,841 to meet current year needs.

The budget **expense** projections for 2014/15 second interim report were built on the following assumptions.

- a. **Salaries** for Certificated and Classified employees increased just over \$550,000 to reflect the settlement of a 2% salary increase for employees.
- b. **Employee benefits (which include taxes)** were adjusted due to the salary increases. The rates used were as follows: STRS (8.88%), PERS (11.771%), mandatory Medicare (1.45%), OASDI (6.2%), State Unemployment Insurance (0.05%), and worker's Compensation (1.508%). Health & welfare cost increases were built into the budget and reported at first interim.
- c. **Books & supply budgets** have adjusted throughout the year to allow for current year needs.
- d. **Services** and other expenses also fluctuate to allow for current year needs.
- e. As reported at first interim, one time money was received for past mandated cost claims which was used to make some required equipment purchases. No other change was made to **Capital Outlay**.
- f. **Other outgo and Indirect Costs** still shows a partial pass through of expected funds to deferred maintenance and adult education.
- g. The contribution to Routine Maintenance was held at approximately 2% of General Fund expenditures.

Cash Flow for Fiscal Year 2014/15

A subject of extreme importance continues to be cash flow. As a result of the State's adopted budget we are seeing relief from the elimination of deferral of apportionments. As a part of the Governor's proposal for State excess revenues, the last remaining deferral is to be eliminated. This amount is approximately \$1.8 million that the District will receive in June rather than July. Therefore, for the first time in many years we will receive all current year allocations in the current year. As a result, there is no planned TRAN (Tax Revenue Anticipation Note) for the current year. Cash will still continue to be monitored closely due to our deficit spending, which will now need to be stopped, and the need to build a reserve to cover the fluctuation of cash receipt during the fiscal year. Adhering to a balanced budget will become even more critical with the start of the next fiscal year.

Multiyear Projections

The multiyear **revenue** projections for 2015/16 and 2016/17 fiscal years were built using the following assumptions.

- a. LCFF projections for the out years follow FCMAT's calculator model. A gap closure estimate of 32.19% and 23.71% in the out years is reflected in the projections. For fiscal year 2015/16, the funding is offset by the continued declining enrollment anticipated at this time to be 53 ADA and 32 ADA for 2016/17 funding. As a District, we continue to outspend our revenues. This deficit spending must be controlled and must be backfilled by the increase in funding prior to planning for future expenses.
- b. Federal revenues were reduced in 2015/16 and held steady in 2016/17 in consideration of continued level program awards. Awards are stated without consideration of carryovers.
- c. State revenues are decreased without any consideration of proposed one-time money. Downward adjustments in Lottery awards were reflective of the loss of ADA.
- d. Local revenues have had a downward trend for the last few years. Adjustments have been made to match anticipated actuals. In addition, the prior funding the District received from the County Office of Education for BTSA and Project Lead the Way will no longer pass to the District.

The multiyear **expenditure** projections for 2015/16 and 2016/17 fiscal years were built using the following assumptions.

- a. Certificated salaries are increased year-over-year due to the increase costs associated with step and column. An additional cost for 2 teachers at the TK-3 CSR level is off-set by the assumption of 5 teachers retiring and being replaced with lower costing teachers. This assumption is the same for both of the out years. Staffing levels will be evaluated annually.
- b. Classified salaries are treated the same as certificated. Step and column increases were included for both of the out years. Staffing levels will be evaluated for all classified employees annually.
- c. Employee benefits, including taxes, are figured based on the rates used for budget year 2014/15 with the exception of STRS and PERS. At this time, STRS rates will rise to 10.73% in 2015/16 and 12.58% in 2016/17. PERS rates will increase to 12.6% for 2015/16 and 15% for 2016/17. There is \$100,000 included to go towards health & welfare increases.
- d. Books and supply budgets have been adjusted to reflect the anticipated technology purchases in 2015/16 as well as the restoration of routine maintenance to 3% or approximately \$353,000 additional.
- e. Services and other operating expenses were adjusted to meet anticipated needs and then held steady for the out years.
- f. Capital outlay expenditures are not anticipated at this time.

- g. All other outgo, with the exception of Transfers Out, has been held steady for the out years. Transfers out is the contribution pass-through to adult ed and deferred maintenance.

To Summarize – the LCFF formula changes are in place. All known budget adjustments have been made. One-time money is budgeted against one-time expense for the current year. No one-time money has been included in the multi-year projections. All negotiations for compensation have settled and are reflected in the current and out year budgets.

The District's cash flow is still top priority. As long as the State eliminates the last deferral of our June apportionment, a TRAN will not be necessary this year. To ensure future needs for a TRAN, the District must build up its fund balance and eliminate deficit spending.

Other Funds

Fund 09

Center Joint Unified School District is the sponsoring authority for two charter schools in the District. Antelope View Charter School (AVCS) is an independent study school and Global Youth (GY) is a seat based school. Both charter schools are reported in Fund 09. Each school is identified by a unique resource code and location indicator.

AVCS was budgeted assuming an average daily attendance of 25. The budget continues to include the reduction of \$48,500 for the 4th of 8 years of payback for the 2006/07 audit finding.

GY is budgeted using an expected ADA of 77 students. Global Youth is maintaining current ADA with the inclusion of grade 6-12.

Both charter schools have low enrollments and must watch their expenses closely.

Fund 11

The Adult Education fund is operating with the same pass-through of dollars from the District for its program that it received in the prior year. It continues to be an effective asset for the District. The program is operating under the new guidelines from the State. The fund has a positive balance.

Fund 12

The Child Development fund is operating as a revenue neutral fund. No contributions are made from the General Fund but we do receive a transfer of indirect costs for the operation of the program.

Fund 13

The cafeteria fund is expected to be self sustaining. Cash flow is many times negative due to the timing of reimbursements from the state and federal reimbursement programs. Our Federal Lunch Program continues to be the major source of revenue to the program since the percentage of free and reduced meals continues to increase.

Fund 14

The Deferred Maintenance Fund is operating with limited funds for the budget year. At this time, while not required, we will continue to operate the fund and record all expenses as in the past.

Fund 17

The Special Reserve fund is covering the shortfall in the Developer Fee fund. The remaining balance is available to cover cash shortages that occur within the District.

Fund 21

The fund balance is minimal as all bond projects have been completed. No new bond sales are planned at this time.

Fund 25

While this fund continues to be negative, Fund 17 holds the reserve to cover the shortfall until new developments that are planned begin to generate revenues.

Fund 35

The County School Facilities Fund shows a positive balance as a result of funds received for future school construction planning expenses. No major activity is anticipated for the budget year.

2014-15 Second Interim
General Fund
Unrestricted (Resources 0000-1999)
Revenues, Expenditures, and Changes in Fund Balance

Description	Resource Codes	Object Codes	Original Budget (A)	Board Approved Operating Budget (B)	Actuals To Date (C)	Projected Year Totals (D)	Difference (Col B & D) (E)	% Diff (E/B) (F)
A. REVENUES								
1) LCFF Sources		8010-8099	31,333,861.00	31,502,739.00	18,045,281.19	31,502,739.00	0.00	0.0%
2) Federal Revenue		8100-8299	0.00	0.00	0.00	0.00	0.00	0.0%
3) Other State Revenue		8300-8599	770,003.00	1,011,675.00	569,825.92	1,011,675.00	0.00	0.0%
4) Other Local Revenue		8600-8799	140,000.00	217,988.00	53,482.20	217,988.00	0.00	0.0%
5) TOTAL, REVENUES			32,243,864.00	32,732,402.00	18,668,589.31	32,732,402.00		
B. EXPENDITURES								
1) Certificated Salaries		1000-1999	14,362,130.00	14,612,542.00	8,404,390.17	14,612,542.00	0.00	0.0%
2) Classified Salaries		2000-2999	3,849,017.00	4,040,359.00	2,342,593.67	4,040,359.00	0.00	0.0%
3) Employee Benefits		3000-3999	5,500,786.57	5,302,328.57	3,031,506.29	5,302,328.57	0.00	0.0%
4) Books and Supplies		4000-4999	663,519.00	685,879.00	280,631.36	685,879.00	0.00	0.0%
5) Services and Other Operating Expenditures		5000-5999	3,266,274.00	3,276,249.00	1,407,493.92	3,276,249.00	0.00	0.0%
6) Capital Outlay		6000-6999	0.00	205,300.00	197,917.68	205,300.00	0.00	0.0%
7) Other Outgo (excluding Transfers of Indirect Costs)		7100-7299						
		7400-7499	5,050.00	5,050.00	212,621.97	5,050.00	0.00	0.0%
8) Other Outgo - Transfers of Indirect Costs		7300-7399	(102,725.00)	(105,494.00)	0.00	(105,494.00)	0.00	0.0%
9) TOTAL, EXPENDITURES			27,544,051.57	28,002,213.57	15,877,155.06	28,002,213.57		
C. EXCESS (DEFICIENCY) OF REVENUES OVER EXPENDITURES BEFORE OTHER FINANCING SOURCES AND USES (A5 - B9)								
			4,699,812.43	4,730,188.43	2,791,434.25	4,730,188.43		
D. OTHER FINANCING SOURCES/USES								
1) Interfund Transfers								
a) Transfers In		8900-8929	0.00	0.00	0.00	0.00	0.00	0.0%
b) Transfers Out		7600-7629	193,051.00	193,051.00	176,051.00	193,051.00	0.00	0.0%
2) Other Sources/Uses								
a) Sources		8930-8979	0.00	0.00	0.00	0.00	0.00	0.0%
b) Uses		7630-7699	0.00	0.00	0.00	0.00	0.00	0.0%
3) Contributions		8980-8999	(5,129,769.00)	(5,146,712.00)	(1,020,291.00)	(5,146,712.00)	0.00	0.0%
4) TOTAL, OTHER FINANCING SOURCES/USES			(5,322,820.00)	(5,339,763.00)	(1,196,342.00)	(5,339,763.00)		

2014-15 Second Interim
General Fund
Unrestricted (Resources 0000-1999)
Revenues, Expenditures, and Changes in Fund Balance

Description	Resource Codes	Object Codes	Original Budget (A)	Board Approved Operating Budget (B)	Actuals To Date (C)	Projected Year Totals (D)	Difference (Col B & D) (E)	% Diff (E/B) (F)
E. NET INCREASE (DECREASE) IN FUND BALANCE (C + D4)			(623,007.57)	(609,574.57)	1,595,092.25	(609,574.57)		
F. FUND BALANCE, RESERVES								
1) Beginning Fund Balance								
a) As of July 1 - Unaudited		9791	1,900,673.31	1,900,673.31		1,900,673.31	0.00	0.0%
b) Audit Adjustments		9793	0.00	0.00		0.00	0.00	0.0%
c) As of July 1 - Audited (F1a + F1b)			1,900,673.31	1,900,673.31		1,900,673.31		
d) Other Restatements		9795	0.00	0.00		0.00	0.00	0.0%
e) Adjusted Beginning Balance (F1c + F1d)			1,900,673.31	1,900,673.31		1,900,673.31		
2) Ending Balance, June 30 (E + F1e)			1,277,665.74	1,291,098.74		1,291,098.74		
Components of Ending Fund Balance								
a) Nonspendable								
Revolving Cash		9711	10,000.00	10,000.00		10,000.00		
Stores		9712	123,657.09	54,749.00		54,749.00		
Prepaid Expenditures		9713	0.00	0.00		0.00		
All Others		9719	0.00	0.00		0.00		
b) Restricted		9740	0.00	0.00		0.00		
c) Committed								
Stabilization Arrangements		9750	0.00	0.00		0.00		
Other Commitments		9760	0.00	0.00		0.00		
d) Assigned								
Other Assignments		9780	0.00	0.00		0.00		
e) Unassigned/Unappropriated								
Reserve for Economic Uncertainties		9789	1,133,000.00	1,182,800.00		1,182,800.00		
Unassigned/Unappropriated Amount		9790	11,008.65	43,549.74		43,549.74		

2014-15 Second Interim
General Fund
Unrestricted (Resources 0000-1999)
Revenues, Expenditures, and Changes in Fund Balance

Description	Resource Codes	Object Codes	Original Budget (A)	Board Approved Operating Budget (B)	Actuals To Date (C)	Projected Year Totals (D)	Difference (Col B & D) (E)	% Diff (E/B) (F)
LCFF SOURCES								
Principal Apportionment								
State Aid - Current Year		8011	22,223,356.00	21,620,275.00	12,217,107.00	21,620,275.00	0.00	0.0%
Education Protection Account State Aid - Current Year		8012	4,133,215.00	4,988,256.00	2,560,276.00	4,988,256.00	0.00	0.0%
State Aid - Prior Years		8019	0.00	0.00	0.00	0.00	0.00	0.0%
Tax Relief Subventions								
Homeowners' Exemptions		8021	57,472.00	51,244.00	26,326.72	51,244.00	0.00	0.0%
Timber Yield Tax		8022	0.00	0.00	0.00	0.00	0.00	0.0%
Other Subventions/In-Lieu Taxes		8029	0.00	0.00	0.00	0.00	0.00	0.0%
County & District Taxes								
Secured Roll Taxes		8041	3,997,074.00	4,268,998.00	2,362,452.40	4,268,998.00	0.00	0.0%
Unsecured Roll Taxes		8042	127,944.00	126,068.00	33,366.97	126,068.00	0.00	0.0%
Prior Years' Taxes		8043	32,619.00	43,973.00	507,012.90	43,973.00	0.00	0.0%
Supplemental Taxes		8044	71,979.00	80,581.00	0.00	80,581.00	0.00	0.0%
Education Revenue Augmentation Fund (ERAF)		8045	845,379.00	437,761.00	338,473.83	437,761.00	0.00	0.0%
Community Redevelopment Funds (SB 617/599/1992)		8047	0.00	0.00	0.00	0.00	0.00	0.0%
Penalties and Interest from Delinquent Taxes		8048	0.00	0.00	0.00	0.00	0.00	0.0%
Miscellaneous Funds (EC 41604)								
Royalties and Bonuses		8081	0.00	0.00	0.00	0.00	0.00	0.0%
Other In-Lieu Taxes		8082	654.00	654.00	265.37	654.00	0.00	0.0%
Less: Non-LCFF (50%) Adjustment		8089	0.00	0.00	0.00	0.00	0.00	0.0%
Subtotal, LCFF Sources			31,489,692.00	31,617,810.00	18,045,281.19	31,617,810.00	0.00	0.0%
LCFF Transfers								
Unrestricted LCFF								
Transfers - Current Year	0000	8091	0.00	0.00	0.00	0.00	0.00	0.0%
All Other LCFF								
Transfers - Current Year	All Other	8091	0.00	0.00	0.00	0.00	0.00	0.0%
Transfers to Charter Schools in Lieu of Property Taxes		8096	(155,831.00)	(115,071.00)	0.00	(115,071.00)	0.00	0.0%
Property Taxes Transfers		8097	0.00	0.00	0.00	0.00	0.00	0.0%
LCFF/Revenue Limit Transfers - Prior Years		8099	0.00	0.00	0.00	0.00	0.00	0.0%
TOTAL, LCFF SOURCES			31,333,861.00	31,502,739.00	18,045,281.19	31,502,739.00	0.00	0.0%
FEDERAL REVENUE								
Maintenance and Operations		8110	0.00	0.00	0.00	0.00	0.00	0.0%
Special Education Entitlement		8181	0.00	0.00	0.00	0.00		
Special Education Discretionary Grants		8182	0.00	0.00	0.00	0.00		
Child Nutrition Programs		8220	0.00	0.00	0.00	0.00		
Forest Reserve Funds		8260	0.00	0.00	0.00	0.00	0.00	0.0%
Flood Control Funds		8270	0.00	0.00	0.00	0.00	0.00	0.0%
Wildlife Reserve Funds		8280	0.00	0.00	0.00	0.00	0.00	0.0%
FEMA		8281	0.00	0.00	0.00	0.00	0.00	0.0%
Interagency Contracts Between LEAs		8285	0.00	0.00	0.00	0.00	0.00	0.0%
Pass-Through Revenues from Federal Sources		8287	0.00	0.00	0.00	0.00		
NCLB: Title I, Part A, Basic Grants								
Low-Income and Neglected	3010	8290						
NCLB: Title I, Part D, Local Delinquent Program	3025	8290						
NCLB: Title II, Part A, Teacher Quality	4035	8290						

2014-15 Second Interim
General Fund
Unrestricted (Resources 0000-1999)
Revenues, Expenditures, and Changes in Fund Balance

Description	Resource Codes	Object Codes	Original Budget (A)	Board Approved Operating Budget (B)	Actuals To Date (C)	Projected Year Totals (D)	Difference (Col B & D) (E)	% Diff (E/B) (F)
NCLB: Title III, Immigration Education Program	4201	8290						
NCLB: Title III, Limited English Proficient (LEP) Student Program	4203	8290						
NCLB: Title V, Part B, Public Charter Schools Grant Program (PCSGP)	4610	8290						
Other No Child Left Behind	3011-3020, 3028-3205, 4038-4126, 5510	8290						
Vocational and Applied Technology Education	3500-3699	8290						
Safe and Drug Free Schools	3700-3799	8290						
All Other Federal Revenue	All Other	8290	0.00	0.00	0.00	0.00	0.00	0.0%
TOTAL, FEDERAL REVENUE			0.00	0.00	0.00	0.00	0.00	0.0%
OTHER STATE REVENUE								
Other State Apportionments								
ROC/P Entitlement								
Current Year	6355-6360	8311						
Prior Years	6355-6360	8319						
Special Education Master Plan								
Current Year	6500	8311						
Prior Years	6500	8319						
All Other State Apportionments - Current Year	All Other	8311	0.00	0.00	0.00	0.00	0.00	0.0%
All Other State Apportionments - Prior Years	All Other	8319	0.00	0.00	0.00	0.00	0.00	0.0%
Child Nutrition Programs		8520	0.00	0.00	0.00	0.00		
Mandated Costs Reimbursements		8550	200,000.00	441,672.00	413,092.00	441,672.00	0.00	0.0%
Lottery - Unrestricted and Instructional Materials		8560	550,003.00	550,003.00	152,131.93	550,003.00	0.00	0.0%
Tax Relief Subventions								
Restricted Levies - Other								
Homeowners' Exemptions		8575	0.00	0.00	0.00	0.00		
Other Subventions/In-Lieu Taxes		8576	0.00	0.00	0.00	0.00		
Pass-Through Revenues from State Sources		8587	0.00	0.00	0.00	0.00	0.00	0.0%
School Based Coordination Program	7250	8590						
After School Education and Safety (ASES)	6010	8590						
Charter School Facility Grant	6030	8590						
Drug/Alcohol/Tobacco Funds	6650, 6690	8590						
California Clean Energy Jobs Act	6230	8590						
Healthy Start	6240	8590						
Specialized Secondary	7370	8590						
American Indian Early Childhood Education	7210	8590						
School Community Violence Prevention Grant	7391	8590						
Quality Education Investment Act	7400	8590						
Common Core State Standards Implementation	7405	8590						
All Other State Revenue	All Other	8590	20,000.00	20,000.00	4,601.99	20,000.00	0.00	0.0%
TOTAL, OTHER STATE REVENUE			770,003.00	1,011,675.00	569,825.92	1,011,675.00	0.00	0.0%

Description	Resource Codes	Object Codes	Original Budget (A)	Board Approved Operating Budget (B)	Actuals To Date (C)	Projected Year Totals (D)	Difference (Col B & D) (E)	% Diff (E/B) (F)
OTHER LOCAL REVENUE								
Other Local Revenue								
County and District Taxes								
Other Restricted Levies								
Secured Roll		8615	0.00	0.00	0.00	0.00		
Unsecured Roll		8616	0.00	0.00	0.00	0.00		
Prior Years' Taxes		8617	0.00	0.00	0.00	0.00		
Supplemental Taxes		8618	0.00	0.00	0.00	0.00		
Non-Ad Valorem Taxes								
Parcel Taxes		8621	0.00	0.00	0.00	0.00	0.00	0.0%
Other		8622	0.00	0.00	0.00	0.00	0.00	0.0%
Community Redevelopment Funds								
Not Subject to LCFF Deduction		8625	0.00	0.00	0.00	0.00		
Penalties and Interest from Delinquent Non-LCFF Taxes		8629	0.00	0.00	0.00	0.00		
Sales								
Sale of Equipment/Supplies		8631	0.00	0.00	0.00	0.00	0.00	0.0%
Sale of Publications		8632	0.00	0.00	0.00	0.00	0.00	0.0%
Food Service Sales		8634	0.00	0.00	0.00	0.00	0.00	0.0%
All Other Sales		8639	0.00	0.00	0.00	0.00	0.00	0.0%
Leases and Rentals		8650	45,000.00	65,000.00	50,756.00	65,000.00	0.00	0.0%
Interest		8660	10,000.00	10,000.00	(57,750.40)	10,000.00	0.00	0.0%
Net Increase (Decrease) in the Fair Value of Investments		8662	0.00	0.00	0.00	0.00	0.00	0.0%
Fees and Contracts								
Adult Education Fees		8671	0.00	0.00	0.00	0.00	0.00	0.0%
Non-Resident Students		8672	0.00	0.00	0.00	0.00	0.00	0.0%
Transportation Fees From Individuals		8675	10,000.00	10,000.00	5,968.16	10,000.00	0.00	0.0%
Interagency Services		8677	0.00	0.00	0.00	0.00	0.00	0.0%
Mitigation/Developer Fees		8681	0.00	0.00	0.00	0.00	0.00	0.0%
All Other Fees and Contracts		8689	0.00	0.00	0.00	0.00	0.00	0.0%
Other Local Revenue								
Plus: Misc Funds Non-LCFF (50%) Adjustment		8691	0.00	0.00	0.00	0.00	0.00	0.0%
Pass-Through Revenues From Local Sources		8697	0.00	0.00	0.00	0.00		
All Other Local Revenue		8699	75,000.00	76,100.00	12,620.44	76,100.00	0.00	0.0%
Tuition		8710	0.00	0.00	0.00	0.00	0.00	0.0%
All Other Transfers In		8781-8783	0.00	56,888.00	41,888.00	56,888.00	0.00	0.0%
Transfers Of Apportionments								
Special Education SELPA Transfers								
From Districts or Charter Schools	6500	8791						
From County Offices	6500	8792						
From JPAs	6500	8793						
ROC/P Transfers								
From Districts or Charter Schools	6360	8791						
From County Offices	6360	8792						
From JPAs	6360	8793						
Other Transfers of Apportionments								
From Districts or Charter Schools	All Other	8791	0.00	0.00	0.00	0.00	0.00	0.0%
From County Offices	All Other	8792	0.00	0.00	0.00	0.00	0.00	0.0%
From JPAs	All Other	8793	0.00	0.00	0.00	0.00	0.00	0.0%
All Other Transfers In from All Others		8799	0.00	0.00	0.00	0.00	0.00	0.0%
TOTAL, OTHER LOCAL REVENUE			140,000.00	217,988.00	53,482.20	217,988.00	0.00	0.0%
TOTAL, REVENUES			32,243,864.00	32,732,402.00	18,668,589.31	32,732,402.00	0.00	0.0%

Description	Resource Codes	Object Codes	Original Budget (A)	Board Approved Operating Budget (B)	Actuals To Date (C)	Projected Year Totals (D)	Difference (Col B & D) (E)	% Diff (E/B) (F)
Certificated Teachers' Salaries		1100	12,682,138.00	12,897,611.00	7,410,532.76	12,897,611.00	0.00	0.0%
Certificated Pupil Support Salaries		1200	354,260.00	354,978.00	207,894.78	354,978.00	0.00	0.0%
Certificated Supervisors' and Administrators' Salaries		1300	1,207,832.00	1,236,176.00	700,555.17	1,236,176.00	0.00	0.0%
Other Certificated Salaries		1900	117,900.00	123,777.00	85,407.46	123,777.00	0.00	0.0%
TOTAL, CERTIFICATED SALARIES			14,362,130.00	14,612,542.00	8,404,390.17	14,612,542.00	0.00	0.0%
CLASSIFIED SALARIES								
Classified Instructional Salaries		2100	182,923.00	158,518.00	80,643.14	158,518.00	0.00	0.0%
Classified Support Salaries		2200	1,896,006.00	1,987,991.00	1,179,468.49	1,987,991.00	0.00	0.0%
Classified Supervisors' and Administrators' Salaries		2300	279,510.00	295,610.00	163,439.87	295,610.00	0.00	0.0%
Clerical, Technical and Office Salaries		2400	1,358,422.00	1,474,764.00	807,447.58	1,474,764.00	0.00	0.0%
Other Classified Salaries		2900	132,156.00	123,476.00	111,594.59	123,476.00	0.00	0.0%
TOTAL, CLASSIFIED SALARIES			3,849,017.00	4,040,359.00	2,342,593.67	4,040,359.00	0.00	0.0%
EMPLOYEE BENEFITS								
STRS		3101-3102	1,418,374.00	1,288,927.00	741,822.61	1,288,927.00	0.00	0.0%
PERS		3201-3202	446,881.57	463,181.57	252,094.39	463,181.57	0.00	0.0%
OASDI/Medicare/Alternative		3301-3302	503,755.00	527,286.00	290,000.65	527,286.00	0.00	0.0%
Health and Welfare Benefits		3401-3402	2,718,865.00	2,597,126.00	1,510,662.56	2,597,126.00	0.00	0.0%
Unemployment Insurance		3501-3502	13,435.00	16,974.00	5,420.73	16,974.00	0.00	0.0%
Workers' Compensation		3601-3602	274,632.00	287,063.00	163,494.54	287,063.00	0.00	0.0%
OPEB, Allocated		3701-3702	17,000.00	17,050.00	12,308.55	17,050.00	0.00	0.0%
OPEB, Active Employees		3751-3752	0.00	0.00	0.00	0.00	0.00	0.0%
Other Employee Benefits		3901-3902	107,844.00	104,741.00	55,704.26	104,741.00	0.00	0.0%
TOTAL, EMPLOYEE BENEFITS			5,500,786.57	5,302,328.57	3,031,506.29	5,302,328.57	0.00	0.0%
BOOKS AND SUPPLIES								
Approved Textbooks and Core Curricula Materials		4100	75,000.00	75,000.00	14,894.94	75,000.00	0.00	0.0%
Books and Other Reference Materials		4200	11,250.00	16,597.00	8,445.23	16,597.00	0.00	0.0%
Materials and Supplies		4300	542,419.00	526,890.00	228,556.12	526,890.00	0.00	0.0%
Noncapitalized Equipment		4400	34,850.00	47,392.00	28,735.07	47,392.00	0.00	0.0%
Food		4700	0.00	0.00	0.00	0.00	0.00	0.0%
TOTAL, BOOKS AND SUPPLIES			663,519.00	665,879.00	280,631.36	665,879.00	0.00	0.0%
SERVICES AND OTHER OPERATING EXPENDITURES								
Subagreements for Services		5100	0.00	0.00	0.00	0.00	0.00	0.0%
Travel and Conferences		5200	35,103.00	35,926.00	16,990.42	35,926.00	0.00	0.0%
Dues and Memberships		5300	23,510.00	27,579.00	14,815.13	27,579.00	0.00	0.0%
Insurance		5400-5450	315,000.00	315,000.00	164,278.00	315,000.00	0.00	0.0%
Operations and Housekeeping Services		5500	1,150,000.00	1,145,999.00	619,031.84	1,145,999.00	0.00	0.0%
Rentals, Leases, Repairs, and Noncapitalized Improvements		5600	156,450.00	171,230.00	41,907.27	171,230.00	0.00	0.0%
Transfers of Direct Costs		5710	(73,330.00)	(62,549.00)	(6,369.98)	(62,549.00)	0.00	0.0%
Transfers of Direct Costs - Interfund		5750	(6,000.00)	(6,000.00)	(1,008.65)	(6,000.00)	0.00	0.0%
Professional/Consulting Services and Operating Expenditures		5800	1,543,041.00	1,525,689.00	540,779.69	1,525,689.00	0.00	0.0%
Communications		5900	122,500.00	123,375.00	17,070.20	123,375.00	0.00	0.0%
TOTAL, SERVICES AND OTHER OPERATING EXPENDITURES			3,266,274.00	3,276,249.00	1,407,493.92	3,276,249.00	0.00	0.0%

2014-15 Second Interim
General Fund
Unrestricted (Resources 0000-1999)
Revenues, Expenditures, and Changes in Fund Balance

Description	Resource Codes	Object Codes	Original Budget (A)	Board Approved Operating Budget (B)	Actuals To Date (C)	Projected Year Totals (D)	Difference (Col B & D) (E)	% Diff (E/B) (F)
CAPITAL OUTLAY								
Land		6100	0.00	0.00	0.00	0.00	0.00	0.0%
Land Improvements		6170	0.00	0.00	0.00	0.00	0.00	0.0%
Buildings and Improvements of Buildings		6200	0.00	0.00	0.00	0.00	0.00	0.0%
Books and Media for New School Libraries or Major Expansion of School Libraries		6300	0.00	0.00	0.00	0.00	0.00	0.0%
Equipment		6400	0.00	205,300.00	197,917.68	205,300.00	0.00	0.0%
Equipment Replacement		6500	0.00	0.00	0.00	0.00	0.00	0.0%
TOTAL, CAPITAL OUTLAY			0.00	205,300.00	197,917.68	205,300.00	0.00	0.0%
OTHER OUTGO (excluding Transfers of Indirect Costs)								
Tuition								
Tuition for Instruction Under Interdistrict Attendance Agreements		7110	0.00	0.00	0.00	0.00	0.00	0.0%
State Special Schools		7130	0.00	0.00	0.00	0.00	0.00	0.0%
Tuition, Excess Costs, and/or Deficit Payments								
Payments to Districts or Charter Schools		7141	0.00	0.00	0.00	0.00	0.00	0.0%
Payments to County Offices		7142	0.00	0.00	208,869.00	0.00	0.00	0.0%
Payments to JPAs		7143	0.00	0.00	0.00	0.00	0.00	0.0%
Transfers of Pass-Through Revenues								
To Districts or Charter Schools		7211	0.00	0.00	0.00	0.00	0.00	0.0%
To County Offices		7212	0.00	0.00	0.00	0.00	0.00	0.0%
To JPAs		7213	0.00	0.00	0.00	0.00	0.00	0.0%
Special Education SELPA Transfers of Apportionments								
To Districts or Charter Schools	6500	7221						
To County Offices	6500	7222						
To JPAs	6500	7223						
ROC/P Transfers of Apportionments								
To Districts or Charter Schools	6360	7221						
To County Offices	6360	7222						
To JPAs	6360	7223						
Other Transfers of Apportionments	All Other	7221-7223	0.00	0.00	0.00	0.00	0.00	0.0%
All Other Transfers		7281-7283	0.00	0.00	0.00	0.00	0.00	0.0%
All Other Transfers Out to All Others		7299	0.00	0.00	0.00	0.00	0.00	0.0%
Debt Service								
Debt Service - Interest		7438	0.00	0.00	0.00	0.00	0.00	0.0%
Other Debt Service - Principal		7439	5,050.00	5,050.00	3,752.97	5,050.00	0.00	0.0%
TOTAL, OTHER OUTGO (excluding Transfers of Indirect Costs)			5,050.00	5,050.00	212,621.97	5,050.00	0.00	0.0%
OTHER OUTGO - TRANSFERS OF INDIRECT COSTS								
Transfers of Indirect Costs		7310	(49,106.00)	(51,875.00)	0.00	(51,875.00)	0.00	0.0%
Transfers of Indirect Costs - Interfund		7350	(53,619.00)	(53,619.00)	0.00	(53,619.00)	0.00	0.0%
TOTAL, OTHER OUTGO - TRANSFERS OF INDIRECT COSTS			(102,725.00)	(105,494.00)	0.00	(105,494.00)	0.00	0.0%
TOTAL, EXPENDITURES			27,544,051.57	28,002,213.57	15,877,155.06	28,002,213.57	0.00	0.0%

2014-15 Second Interim
General Fund
Unrestricted (Resources 0000-1999)
Revenues, Expenditures, and Changes in Fund Balance

34 73973 0000000
Form 011

Description	Resource Codes	Object Codes	Original Budget (A)	Board Approved Operating Budget (B)	Actuals To Date (C)	Projected Year Totals (D)	Difference (Col B & D) (E)	% Diff (E/B) (F)
INTERFUND TRANSFERS								
INTERFUND TRANSFERS IN								
From: Special Reserve Fund		8912	0.00	0.00	0.00	0.00	0.00	0.0%
From: Bond Interest and Redemption Fund		8914	0.00	0.00	0.00	0.00	0.00	0.0%
Other Authorized Interfund Transfers In		8919	0.00	0.00	0.00	0.00	0.00	0.0%
(a) TOTAL, INTERFUND TRANSFERS IN			0.00	0.00	0.00	0.00	0.00	0.0%
INTERFUND TRANSFERS OUT								
To: Child Development Fund		7611	0.00	0.00	0.00	0.00	0.00	0.0%
To: Special Reserve Fund		7612	0.00	0.00	0.00	0.00	0.00	0.0%
To: State School Building Fund/ County School Facilities Fund		7613	0.00	0.00	0.00	0.00	0.00	0.0%
To: Cafeteria Fund		7616	0.00	0.00	0.00	0.00	0.00	0.0%
Other Authorized Interfund Transfers Out		7619	193,051.00	193,051.00	176,051.00	193,051.00	0.00	0.0%
(b) TOTAL, INTERFUND TRANSFERS OUT			193,051.00	193,051.00	176,051.00	193,051.00	0.00	0.0%
OTHER SOURCES/USES								
SOURCES								
State Apportionments Emergency Apportionments		8931	0.00	0.00	0.00	0.00	0.00	0.0%
Proceeds								
Proceeds from Sale/Lease- Purchase of Land/Buildings		8953	0.00	0.00	0.00	0.00	0.00	0.0%
Other Sources								
Transfers from Funds of Lapsed/Reorganized LEAs		8965	0.00	0.00	0.00	0.00	0.00	0.0%
Long-Term Debt Proceeds Proceeds from Certificates of Participation		8971	0.00	0.00	0.00	0.00	0.00	0.0%
Proceeds from Capital Leases		8972	0.00	0.00	0.00	0.00	0.00	0.0%
Proceeds from Lease Revenue Bonds		8973	0.00	0.00	0.00	0.00	0.00	0.0%
All Other Financing Sources		8979	0.00	0.00	0.00	0.00	0.00	0.0%
(c) TOTAL, SOURCES			0.00	0.00	0.00	0.00	0.00	0.0%
USES								
Transfers of Funds from Lapsed/Reorganized LEAs		7651	0.00	0.00	0.00	0.00	0.00	0.0%
All Other Financing Uses		7699	0.00	0.00	0.00	0.00	0.00	0.0%
(d) TOTAL, USES			0.00	0.00	0.00	0.00	0.00	0.0%
CONTRIBUTIONS								
Contributions from Unrestricted Revenues		8980	(5,129,769.00)	(5,146,712.00)	(1,020,291.00)	(5,146,712.00)	0.00	0.0%
Contributions from Restricted Revenues		8990	0.00	0.00	0.00	0.00	0.00	0.0%
(e) TOTAL, CONTRIBUTIONS			(5,129,769.00)	(5,146,712.00)	(1,020,291.00)	(5,146,712.00)	0.00	0.0%
TOTAL, OTHER FINANCING SOURCES/USES								
(a - b + c - d + e)			(5,322,820.00)	(5,339,763.00)	(1,196,342.00)	(5,339,763.00)	0.00	0.0%

Description	Resource Codes	Object Codes	Original Budget (A)	Board Approved Operating Budget (B)	Actuals To Date (C)	Projected Year Totals (D)	Difference (Col B & D) (E)	% Diff (E/B) (F)
A. REVENUES								
1) LCFF Sources		8010-8099	0.00	0.00	0.00	0.00	0.00	0.0%
2) Federal Revenue		8100-8299	2,429,718.00	2,762,729.00	681,824.57	2,762,729.00	0.00	0.0%
3) Other State Revenue		8300-8599	695,087.00	707,087.00	145,525.67	707,087.00	0.00	0.0%
4) Other Local Revenue		8600-8799	1,862,604.00	1,948,727.00	1,106,717.39	1,948,727.00	0.00	0.0%
5) TOTAL, REVENUES			4,987,409.00	5,418,543.00	1,934,067.63	5,418,543.00		
B. EXPENDITURES								
1) Certificated Salaries		1000-1999	3,669,604.00	3,928,624.00	2,137,209.25	3,928,624.00	0.00	0.0%
2) Classified Salaries		2000-2999	2,261,421.00	2,286,258.00	1,367,553.15	2,286,258.00	0.00	0.0%
3) Employee Benefits		3000-3999	1,806,980.00	1,874,340.00	1,034,774.72	1,874,340.00	0.00	0.0%
4) Books and Supplies		4000-4999	758,887.00	1,327,708.27	445,284.57	1,327,708.27	0.00	0.0%
5) Services and Other Operating Expenditures		5000-5999	1,244,170.00	1,472,354.00	468,665.40	1,472,354.00	0.00	0.0%
6) Capital Outlay		6000-8999	0.00	24,000.00	18,487.05	24,000.00	0.00	0.0%
7) Other Outgo (excluding Transfers of Indirect Costs)		7100-7299						
		7400-7499	229,010.00	229,010.00	13,005.28	229,010.00	0.00	0.0%
8) Other Outgo - Transfers of Indirect Costs		7300-7399	49,106.00	51,875.00	0.00	51,875.00	0.00	0.0%
9) TOTAL, EXPENDITURES			10,017,178.00	11,194,169.27	5,484,979.42	11,194,169.27		
C. EXCESS (DEFICIENCY) OF REVENUES OVER EXPENDITURES BEFORE OTHER FINANCING SOURCES AND USES (A5 - B9)								
			(5,029,769.00)	(5,775,626.27)	(3,550,911.79)	(5,775,626.27)		
D. OTHER FINANCING SOURCES/USES								
1) Interfund Transfers								
a) Transfers In		8900-8929	0.00	0.00	0.00	0.00	0.00	0.0%
b) Transfers Out		7600-7629	0.00	0.00	0.00	0.00	0.00	0.0%
2) Other Sources/Uses								
a) Sources		8930-8979	0.00	0.00	0.00	0.00	0.00	0.0%
b) Uses		7630-7699	0.00	0.00	0.00	0.00	0.00	0.0%
3) Contributions		8980-8999	5,129,769.00	5,146,712.00	1,020,291.00	5,146,712.00	0.00	0.0%
4) TOTAL, OTHER FINANCING SOURCES/USES			5,129,769.00	5,146,712.00	1,020,291.00	5,146,712.00		

Description	Resource Codes	Object Codes	Original Budget (A)	Board Approved Operating Budget (B)	Actuals To Date (C)	Projected Year Totals (D)	Difference (Col B & D) (E)	% Diff (E/B) (F)
E. NET INCREASE (DECREASE) IN FUND BALANCE (C + D4)			100,000.00	(628,914.27)	(2,530,620.79)	(628,914.27)		
F. FUND BALANCE, RESERVES								
1) Beginning Fund Balance								
a) As of July 1 - Unaudited		9791	1,452,315.48	1,452,315.48		1,452,315.48	0.00	0.0%
b) Audit Adjustments		9793	0.00	0.00		0.00	0.00	0.0%
c) As of July 1 - Audited (F1a + F1b)			1,452,315.48	1,452,315.48		1,452,315.48		
d) Other Restatements		9795	0.00	0.00		0.00	0.00	0.0%
e) Adjusted Beginning Balance (F1c + F1d)			1,452,315.48	1,452,315.48		1,452,315.48		
2) Ending Balance, June 30 (E + F1e)			1,552,315.48	823,401.21		823,401.21		
Components of Ending Fund Balance								
a) Nonspendable								
Revolving Cash		9711	0.00	0.00		0.00		
Stores		9712	0.00	0.00		0.00		
Prepaid Expenditures		9713	0.00	0.00		0.00		
All Others		9719	0.00	0.00		0.00		
b) Restricted		9740	1,552,315.48	823,401.21		823,401.21		
c) Committed								
Stabilization Arrangements		9750	0.00	0.00		0.00		
Other Commitments		9760	0.00	0.00		0.00		
d) Assigned								
Other Assignments		9780	0.00	0.00		0.00		
e) Unassigned/Unappropriated								
Reserve for Economic Uncertainties		9789	0.00	0.00		0.00		
Unassigned/Unappropriated Amount		9790	0.00	0.00		0.00		

Description	Resource Codes	Object Codes	Original Budget (A)	Board Approved Operating Budget (B)	Actuals To Date (C)	Projected Year Totals (D)	Difference (Col B & D) (E)	% Diff (E/B) (F)
LCFF SOURCES								
Principal Apportionment								
State Aid - Current Year		8011	0.00	0.00	0.00	0.00		
Education Protection Account State Aid - Current Year		8012	0.00	0.00	0.00	0.00		
State Aid - Prior Years		8019	0.00	0.00	0.00	0.00		
Tax Relief Subventions								
Homeowners' Exemptions		8021	0.00	0.00	0.00	0.00		
Timber Yield Tax		8022	0.00	0.00	0.00	0.00		
Other Subventions/In-Lieu Taxes		8029	0.00	0.00	0.00	0.00		
County & District Taxes								
Secured Roll Taxes		8041	0.00	0.00	0.00	0.00		
Unsecured Roll Taxes		8042	0.00	0.00	0.00	0.00		
Prior Years' Taxes		8043	0.00	0.00	0.00	0.00		
Supplemental Taxes		8044	0.00	0.00	0.00	0.00		
Education Revenue Augmentation Fund (ERAF)		8045	0.00	0.00	0.00	0.00		
Community Redevelopment Funds (SB 617/699/1992)		8047	0.00	0.00	0.00	0.00		
Penalties and Interest from Delinquent Taxes		8048	0.00	0.00	0.00	0.00		
Miscellaneous Funds (EC 41604)								
Royalties and Bonuses		8081	0.00	0.00	0.00	0.00		
Other In-Lieu Taxes		8082	0.00	0.00	0.00	0.00		
Less: Non-LCFF (50%) Adjustment		8089	0.00	0.00	0.00	0.00		
Subtotal, LCFF Sources			0.00	0.00	0.00	0.00		
LCFF Transfers								
Unrestricted LCFF Transfers - Current Year	0000	8091						
All Other LCFF Transfers - Current Year	All Other	8091	0.00	0.00	0.00	0.00	0.00	0.0%
Transfers to Charter Schools in Lieu of Property Taxes		8096	0.00	0.00	0.00	0.00		
Property Taxes Transfers		8097	0.00	0.00	0.00	0.00	0.00	0.0%
LCFF/Revenue Limit Transfers - Prior Years		8099	0.00	0.00	0.00	0.00	0.00	0.0%
TOTAL, LCFF SOURCES			0.00	0.00	0.00	0.00	0.00	0.0%
FEDERAL REVENUE								
Maintenance and Operations		8110	0.00	0.00	0.00	0.00	0.00	0.0%
Special Education Entitlement		8181	846,820.00	853,018.00	0.00	853,018.00	0.00	0.0%
Special Education Discretionary Grants		8182	111,698.00	114,388.00	0.00	114,388.00	0.00	0.0%
Child Nutrition Programs		8220	0.00	0.00	0.00	0.00	0.00	0.0%
Forest Reserve Funds		8260	0.00	0.00	0.00	0.00		
Flood Control Funds		8270	0.00	0.00	0.00	0.00		
Wildlife Reserve Funds		8280	0.00	0.00	0.00	0.00		
FEMA		8281	0.00	0.00	0.00	0.00	0.00	0.0%
Interagency Contracts Between LEAs		8285	0.00	0.00	0.00	0.00	0.00	0.0%
Pass-Through Revenues from Federal Sources		8287	0.00	0.00	0.00	0.00	0.00	0.0%
NCLB: Title I, Part A, Basic Grants Low-income and Neglected	3010	8290	1,014,317.00	1,187,088.00	545,434.68	1,187,088.00	0.00	0.0%
NCLB: Title I, Part D, Local Delinquent Program	3025	8290	0.00	0.00	0.00	0.00	0.00	0.0%
NCLB: Title II, Part A, Teacher Quality	4035	8290	120,366.00	120,366.00	30,260.00	120,366.00	0.00	0.0%

2014-15 Second Interim
General Fund
Restricted (Resources 2000-9999)
Revenue, Expenditures, and Changes in Fund Balance

Description	Resource Codes	Object Codes	Original Budget (A)	Board Approved Operating Budget (B)	Actuals To Date (C)	Projected Year Totals (D)	Difference (Col B & D) (E)	% Diff (E/B) (F)
NCLB: Title III, Immigration Education Program	4201	8290	0.00	0.00	0.00	0.00	0.00	0.0%
NCLB: Title III, Limited English Proficient (LEP) Student Program	4203	8290	52,632.00	64,640.00	16,160.00	64,640.00	0.00	0.0%
NCLB: Title V, Part B, Public Charter Schools Grant Program (PCSGP)	4610	8290	0.00	0.00	0.00	0.00	0.00	0.0%
	3011-3020, 3026-3205, 4036-4126, 5510	8290	0.00	130,000.00	0.00	130,000.00	0.00	0.0%
Other No Child Left Behind		8290	0.00	130,000.00	0.00	130,000.00	0.00	0.0%
Vocational and Applied Technology Education	3500-3699	8290	36,971.00	46,315.00	5,129.49	46,315.00	0.00	0.0%
Safe and Drug Free Schools	3700-3799	8290	0.00	0.00	0.00	0.00	0.00	0.0%
All Other Federal Revenue	All Other	8290	246,914.00	246,914.00	84,840.40	246,914.00	0.00	0.0%
TOTAL, FEDERAL REVENUE			2,429,718.00	2,762,729.00	681,824.57	2,762,729.00	0.00	0.0%
OTHER STATE REVENUE								
Other State Apportionments								
ROC/P Entitlement								
Current Year	6355-6360	8311	0.00	0.00	0.00	0.00	0.00	0.0%
Prior Years	6355-6360	8319	0.00	0.00	0.00	0.00	0.00	0.0%
Special Education Master Plan								
Current Year	6500	8311	0.00	0.00	0.00	0.00	0.00	0.0%
Prior Years	6500	8319	0.00	0.00	0.00	0.00	0.00	0.0%
All Other State Apportionments - Current Year	All Other	8311	0.00	0.00	0.00	0.00	0.00	0.0%
All Other State Apportionments - Prior Years	All Other	8319	0.00	0.00	0.00	0.00	0.00	0.0%
Child Nutrition Programs		8520	0.00	0.00	0.00	0.00	0.00	0.0%
Mandated Costs Reimbursements		8550	0.00	0.00	0.00	0.00	0.00	0.0%
Lottery - Unrestricted and Instructional Materials		8560	134,580.00	134,580.00	18,286.73	134,580.00	0.00	0.0%
Tax Relief Subventions								
Restricted Levies - Other								
Homeowners' Exemptions		8575	0.00	0.00	0.00	0.00	0.00	0.0%
Other Subventions/In-Lieu Taxes		8576	0.00	0.00	0.00	0.00	0.00	0.0%
Pass-Through Revenues from State Sources		8587	0.00	0.00	0.00	0.00	0.00	0.0%
School Based Coordination Program	7250	8590	0.00	0.00	0.00	0.00	0.00	0.0%
After School Education and Safety (ASES)	6010	8590	0.00	0.00	0.00	0.00	0.00	0.0%
Charter School Facility Grant	6030	8590	0.00	0.00	0.00	0.00	0.00	0.0%
Drug/Alcohol/Tobacco Funds	6650, 6690	8590	0.00	0.00	0.00	0.00	0.00	0.0%
California Clean Energy Jobs Act	6230	8590	130,000.00	130,000.00	0.00	130,000.00	0.00	0.0%
Healthy Start	6240	8590	0.00	0.00	0.00	0.00	0.00	0.0%
Specialized Secondary	7370	8590	0.00	0.00	0.00	0.00	0.00	0.0%
American Indian Early Childhood Education	7210	8590	0.00	0.00	0.00	0.00	0.00	0.0%
School Community Violence Prevention Grant	7391	8590	0.00	0.00	0.00	0.00	0.00	0.0%
Quality Education Investment Act	7400	8590	0.00	0.00	0.00	0.00	0.00	0.0%
Common Core State Standards Implementation	7405	8590	0.00	0.00	0.00	0.00	0.00	0.0%
All Other State Revenue	All Other	8590	430,507.00	442,507.00	127,238.94	442,507.00	0.00	0.0%
TOTAL, OTHER STATE REVENUE			695,087.00	707,087.00	145,525.67	707,087.00	0.00	0.0%

Description	Resource Codes	Object Codes	Original Budget (A)	Board Approved Operating Budget (B)	Actuals To Date (C)	Projected Year Totals (D)	Difference (Col B & D) (E)	% Diff (E/B) (F)
OTHER LOCAL REVENUE								
Other Local Revenue								
County and District Taxes								
Other Restricted Levies								
Secured Roll		8615	0.00	0.00	0.00	0.00	0.00	0.0%
Unsecured Roll		8616	0.00	0.00	0.00	0.00	0.00	0.0%
Prior Years' Taxes		8617	0.00	0.00	0.00	0.00	0.00	0.0%
Supplemental Taxes		8618	0.00	0.00	0.00	0.00	0.00	0.0%
Non-Ad Valorem Taxes								
Parcel Taxes		8621	0.00	0.00	0.00	0.00	0.00	0.0%
Other		8622	0.00	0.00	0.00	0.00	0.00	0.0%
Community Redevelopment Funds								
Not Subject to LCFF Deduction		8625	0.00	0.00	0.00	0.00	0.00	0.0%
Penalties and Interest from Delinquent Non-LCFF Taxes		8629	0.00	0.00	0.00	0.00	0.00	0.0%
Sales								
Sale of Equipment/Supplies		8631	0.00	0.00	0.00	0.00	0.00	0.0%
Sale of Publications		8632	0.00	0.00	0.00	0.00	0.00	0.0%
Food Service Sales		8634	0.00	0.00	0.00	0.00	0.00	0.0%
All Other Sales		8639	0.00	0.00	0.00	0.00	0.00	0.0%
Leases and Rentals		8650	100,000.00	103,100.00	68,730.41	103,100.00	0.00	0.0%
Interest		8660	0.00	0.00	0.00	0.00	0.00	0.0%
Net Increase (Decrease) in the Fair Value of Investments		8662	0.00	0.00	0.00	0.00	0.00	0.0%
Fees and Contracts								
Adult Education Fees		8671	0.00	0.00	0.00	0.00		
Non-Resident Students		8672	0.00	0.00	0.00	0.00		
Transportation Fees From Individuals		8675	0.00	0.00	0.00	0.00	0.00	0.0%
Interagency Services		8677	23,000.00	23,000.00	0.00	23,000.00	0.00	0.0%
Mitigation/Developer Fees		8681	0.00	0.00	0.00	0.00	0.00	0.0%
All Other Fees and Contracts		8689	0.00	0.00	0.00	0.00	0.00	0.0%
Other Local Revenue								
Plus: Misc Funds Non-LCFF (50%) Adjustmt		8691	0.00	0.00	0.00	0.00		
Pass-Through Revenues From Local Sources		8697	0.00	0.00	0.00	0.00	0.00	0.0%
All Other Local Revenue		8699	180,209.00	263,232.00	35,395.98	263,232.00	0.00	0.0%
Tuition		8710	0.00	0.00	0.00	0.00	0.00	0.0%
All Other Transfers In		8781-8783	0.00	0.00	0.00	0.00	0.00	0.0%
Transfers Of Apportionments								
Special Education SELPA Transfers								
From Districts or Charter Schools	6500	8791	0.00	0.00	0.00	0.00	0.00	0.0%
From County Offices	6500	8792	1,559,395.00	1,559,395.00	1,002,591.00	1,559,395.00	0.00	0.0%
From JPAs	6500	8793	0.00	0.00	0.00	0.00	0.00	0.0%
ROC/P Transfers								
From Districts or Charter Schools	6360	8791	0.00	0.00	0.00	0.00	0.00	0.0%
From County Offices	6360	8792	0.00	0.00	0.00	0.00	0.00	0.0%
From JPAs	6360	8793	0.00	0.00	0.00	0.00	0.00	0.0%
Other Transfers of Apportionments								
From Districts or Charter Schools	All Other	8791	0.00	0.00	0.00	0.00	0.00	0.0%
From County Offices	All Other	8792	0.00	0.00	0.00	0.00	0.00	0.0%
From JPAs	All Other	8793	0.00	0.00	0.00	0.00	0.00	0.0%
All Other Transfers In from All Others		8799	0.00	0.00	0.00	0.00	0.00	0.0%
TOTAL, OTHER LOCAL REVENUE			1,862,604.00	1,948,727.00	1,106,717.39	1,948,727.00	0.00	0.0%
TOTAL, REVENUES			4,987,409.00	5,418,543.00	1,934,067.63	5,418,543.00	0.00	0.0%

Description	Resource Codes	Object Codes	Original Budget (A)	Board Approved Operating Budget (B)	Actuals To Date (C)	Projected Year Totals (D)	Difference (Col B & D) (E)	% Diff (E/B) (F)
CERTIFICATED SALARIES								
Certificated Teachers' Salaries		1100	2,908,694.00	3,024,653.00	1,722,903.74	3,024,653.00	0.00	0.0%
Certificated Pupil Support Salaries		1200	510,656.00	533,863.00	255,733.60	533,863.00	0.00	0.0%
Certificated Supervisors' and Administrators' Salaries		1300	59,954.00	59,954.00	35,181.01	59,954.00	0.00	0.0%
Other Certificated Salaries		1900	190,300.00	310,154.00	123,390.90	310,154.00	0.00	0.0%
TOTAL, CERTIFICATED SALARIES			3,669,604.00	3,928,624.00	2,137,209.25	3,928,624.00	0.00	0.0%
CLASSIFIED SALARIES								
Classified Instructional Salaries		2100	1,476,498.00	1,469,678.00	893,809.40	1,469,678.00	0.00	0.0%
Classified Support Salaries		2200	385,336.00	404,742.00	234,573.51	404,742.00	0.00	0.0%
Classified Supervisors' and Administrators' Salaries		2300	128,272.00	128,272.00	74,824.96	128,272.00	0.00	0.0%
Clerical, Technical and Office Salaries		2400	259,875.00	263,193.00	156,616.87	263,193.00	0.00	0.0%
Other Classified Salaries		2900	11,440.00	20,373.00	7,728.41	20,373.00	0.00	0.0%
TOTAL, CLASSIFIED SALARIES			2,261,421.00	2,266,258.00	1,367,553.15	2,266,258.00	0.00	0.0%
EMPLOYEE BENEFITS								
STRS		3101-3102	313,298.00	355,667.00	195,897.32	355,667.00	0.00	0.0%
PERS		3201-3202	246,096.00	242,513.00	138,851.01	242,513.00	0.00	0.0%
OASDI/Medicare/Alternative		3301-3302	215,330.00	221,999.00	127,570.73	221,999.00	0.00	0.0%
Health and Welfare Benefits		3401-3402	879,060.00	901,770.00	486,167.87	901,770.00	0.00	0.0%
Unemployment Insurance		3501-3502	3,138.00	3,263.00	1,767.06	3,263.00	0.00	0.0%
Workers' Compensation		3601-3602	88,284.00	91,827.00	53,377.16	91,827.00	0.00	0.0%
OPEB, Allocated		3701-3702	0.00	0.00	0.00	0.00	0.00	0.0%
OPEB, Active Employees		3751-3752	0.00	0.00	0.00	0.00	0.00	0.0%
Other Employee Benefits		3901-3902	61,774.00	57,301.00	31,143.57	57,301.00	0.00	0.0%
TOTAL, EMPLOYEE BENEFITS			1,806,980.00	1,874,340.00	1,034,774.72	1,874,340.00	0.00	0.0%
BOOKS AND SUPPLIES								
Approved Textbooks and Core Curricula Materials		4100	0.00	149,512.27	25,971.04	149,512.27	0.00	0.0%
Books and Other Reference Materials		4200	9,238.00	24,972.00	3,611.46	24,972.00	0.00	0.0%
Materials and Supplies		4300	403,327.00	727,833.00	197,012.26	727,833.00	0.00	0.0%
Noncapitalized Equipment		4400	344,322.00	425,391.00	218,689.81	425,391.00	0.00	0.0%
Food		4700	0.00	0.00	0.00	0.00	0.00	0.0%
TOTAL, BOOKS AND SUPPLIES			756,887.00	1,327,708.27	445,284.57	1,327,708.27	0.00	0.0%
SERVICES AND OTHER OPERATING EXPENDITURES								
Subagreements for Services		5100	0.00	0.00	0.00	0.00	0.00	0.0%
Travel and Conferences		5200	35,034.00	88,647.00	19,027.91	88,647.00	0.00	0.0%
Dues and Memberships		5300	400.00	400.00	0.00	400.00	0.00	0.0%
Insurance		5400-5450	0.00	0.00	0.00	0.00	0.00	0.0%
Operations and Housekeeping Services		5500	0.00	0.00	0.00	0.00	0.00	0.0%
Rentals, Leases, Repairs, and Noncapitalized Improvements		5600	80,800.00	142,919.00	37,490.25	142,919.00	0.00	0.0%
Transfers of Direct Costs		5710	73,330.00	62,549.00	6,369.98	62,549.00	0.00	0.0%
Transfers of Direct Costs - Interfund		5750	0.00	0.00	0.00	0.00	0.00	0.0%
Professional/Consulting Services and Operating Expenditures		5800	1,054,006.00	1,176,919.00	405,632.58	1,176,919.00	0.00	0.0%
Communications		5900	600.00	920.00	144.68	920.00	0.00	0.0%
TOTAL, SERVICES AND OTHER OPERATING EXPENDITURES			1,244,170.00	1,472,354.00	468,665.40	1,472,354.00	0.00	0.0%

Description	Resource Codes	Object Codes	Original Budget (A)	Board Approved Operating Budget (B)	Actuals To Date (C)	Projected Year Totals (D)	Difference (Col B & D) (E)	% Diff (E/B) (F)
CAPITAL OUTLAY								
Land		6100	0.00	0.00	0.00	0.00	0.00	0.0%
Land Improvements		6170	0.00	0.00	0.00	0.00	0.00	0.0%
Buildings and Improvements of Buildings		6200	0.00	0.00	0.00	0.00	0.00	0.0%
Books and Media for New School Libraries or Major Expansion of School Libraries		6300	0.00	0.00	0.00	0.00	0.00	0.0%
Equipment		6400	0.00	24,000.00	18,487.05	24,000.00	0.00	0.0%
Equipment Replacement		6500	0.00	0.00	0.00	0.00	0.00	0.0%
TOTAL, CAPITAL OUTLAY			0.00	24,000.00	18,487.05	24,000.00	0.00	0.0%
OTHER OUTGO (excluding Transfers of Indirect Costs)								
Tuition								
Tuition for Instruction Under Interdistrict Attendance Agreements		7110	0.00	0.00	0.00	0.00	0.00	0.0%
State Special Schools		7130	16,000.00	16,000.00	0.00	16,000.00	0.00	0.0%
Tuition, Excess Costs, and/or Deficit Payments								
Payments to Districts or Charter Schools		7141	0.00	0.00	0.00	0.00	0.00	0.0%
Payments to County Offices		7142	200,000.00	200,000.00	0.00	200,000.00	0.00	0.0%
Payments to JPAs		7143	0.00	0.00	0.00	0.00	0.00	0.0%
Transfers of Pass-Through Revenues								
To Districts or Charter Schools		7211	0.00	0.00	0.00	0.00	0.00	0.0%
To County Offices		7212	0.00	0.00	0.00	0.00	0.00	0.0%
To JPAs		7213	0.00	0.00	0.00	0.00	0.00	0.0%
Special Education SELPA Transfers of Apportionments								
To Districts or Charter Schools	8500	7221	0.00	0.00	0.00	0.00	0.00	0.0%
To County Offices	8500	7222	0.00	0.00	0.00	0.00	0.00	0.0%
To JPAs	8500	7223	0.00	0.00	0.00	0.00	0.00	0.0%
ROC/P Transfers of Apportionments								
To Districts or Charter Schools	6360	7221	0.00	0.00	0.00	0.00	0.00	0.0%
To County Offices	6360	7222	0.00	0.00	0.00	0.00	0.00	0.0%
To JPAs	6360	7223	0.00	0.00	0.00	0.00	0.00	0.0%
Other Transfers of Apportionments	All Other	7221-7223	0.00	0.00	0.00	0.00	0.00	0.0%
All Other Transfers		7281-7283	0.00	0.00	0.00	0.00	0.00	0.0%
All Other Transfers Out to All Others		7299	0.00	0.00	0.00	0.00	0.00	0.0%
Debt Service								
Debt Service - Interest		7438	0.00	0.00	0.00	0.00	0.00	0.0%
Other Debt Service - Principal		7439	13,010.00	13,010.00	13,005.28	13,010.00	0.00	0.0%
TOTAL, OTHER OUTGO (excluding Transfers of Indirect Costs)			229,010.00	229,010.00	13,005.28	229,010.00	0.00	0.0%
OTHER OUTGO - TRANSFERS OF INDIRECT COSTS								
Transfers of Indirect Costs		7310	49,106.00	51,875.00	0.00	51,875.00	0.00	0.0%
Transfers of Indirect Costs - Interfund		7350	0.00	0.00	0.00	0.00	0.00	0.0%
TOTAL, OTHER OUTGO - TRANSFERS OF INDIRECT COSTS			49,106.00	51,875.00	0.00	51,875.00	0.00	0.0%
TOTAL, EXPENDITURES			10,017,178.00	11,194,169.27	5,484,979.42	11,194,169.27	0.00	0.0%

Description	Resource Codes	Object Codes	Original Budget (A)	Board Approved Operating Budget (B)	Actuals To Date (C)	Projected Year Totals (D)	Difference (Col B & D) (E)	% Diff (E/B) (F)
INTERFUND TRANSFERS								
INTERFUND TRANSFERS IN								
From: Special Reserve Fund		8912	0.00	0.00	0.00	0.00	0.00	0.0%
From: Bond Interest and Redemption Fund		8914	0.00	0.00	0.00	0.00		
Other Authorized Interfund Transfers In		8919	0.00	0.00	0.00	0.00	0.00	0.0%
(a) TOTAL, INTERFUND TRANSFERS IN			0.00	0.00	0.00	0.00	0.00	0.0%
INTERFUND TRANSFERS OUT								
To: Child Development Fund		7611	0.00	0.00	0.00	0.00	0.00	0.0%
To: Special Reserve Fund		7612	0.00	0.00	0.00	0.00	0.00	0.0%
To: State School Building Fund/ County School Facilities Fund		7613	0.00	0.00	0.00	0.00	0.00	0.0%
To: Cafeteria Fund		7616	0.00	0.00	0.00	0.00	0.00	0.0%
Other Authorized Interfund Transfers Out		7619	0.00	0.00	0.00	0.00	0.00	0.0%
(b) TOTAL, INTERFUND TRANSFERS OUT			0.00	0.00	0.00	0.00	0.00	0.0%
OTHER SOURCES/USES								
SOURCES								
State Apportionments Emergency Apportionments		8931	0.00	0.00	0.00	0.00		
Proceeds								
Proceeds from Sale/Lease- Purchase of Land/Buildings		8953	0.00	0.00	0.00	0.00	0.00	0.0%
Other Sources								
Transfers from Funds of Lapsed/Reorganized LEAs		8965	0.00	0.00	0.00	0.00	0.00	0.0%
Long-Term Debt Proceeds								
Proceeds from Certificates of Participation		8971	0.00	0.00	0.00	0.00	0.00	0.0%
Proceeds from Capital Leases		8972	0.00	0.00	0.00	0.00	0.00	0.0%
Proceeds from Lease Revenue Bonds		8973	0.00	0.00	0.00	0.00	0.00	0.0%
All Other Financing Sources		8979	0.00	0.00	0.00	0.00	0.00	0.0%
(c) TOTAL, SOURCES			0.00	0.00	0.00	0.00	0.00	0.0%
USES								
Transfers of Funds from Lapsed/Reorganized LEAs		7651	0.00	0.00	0.00	0.00	0.00	0.0%
All Other Financing Uses		7699	0.00	0.00	0.00	0.00	0.00	0.0%
(d) TOTAL, USES			0.00	0.00	0.00	0.00	0.00	0.0%
CONTRIBUTIONS								
Contributions from Unrestricted Revenues		8980	5,129,769.00	5,146,712.00	1,020,291.00	5,146,712.00	0.00	0.0%
Contributions from Restricted Revenues		8990	0.00	0.00	0.00	0.00	0.00	0.0%
(e) TOTAL, CONTRIBUTIONS			5,129,769.00	5,146,712.00	1,020,291.00	5,146,712.00	0.00	0.0%
TOTAL, OTHER FINANCING SOURCES/USES								
(a - b + c - d + e)			5,129,769.00	5,146,712.00	1,020,291.00	5,146,712.00	0.00	0.0%

2014-15 Second Interim
General Fund
Summary - Unrestricted/Restricted
Revenues, Expenditures, and Changes in Fund Balance34 73973 0000000
Form 011

Description	Resource Codes	Object Codes	Original Budget (A)	Board Approved Operating Budget (B)	Actuals To Date (C)	Projected Year Totals (D)	Difference (Col B & D) (E)	% Diff (E/B) (F)
A. REVENUES								
1) LCFF Sources		8010-8099	31,333,881.00	31,502,739.00	18,045,281.19	31,502,739.00	0.00	0.0%
2) Federal Revenue		8100-8299	2,429,718.00	2,762,729.00	681,824.57	2,762,729.00	0.00	0.0%
3) Other State Revenue		8300-8599	1,465,090.00	1,718,762.00	715,351.59	1,718,762.00	0.00	0.0%
4) Other Local Revenue		8600-8799	2,002,604.00	2,166,715.00	1,160,199.59	2,166,715.00	0.00	0.0%
5) TOTAL, REVENUES			37,231,273.00	38,150,945.00	20,602,656.94	38,150,945.00		
B. EXPENDITURES								
1) Certificated Salaries		1000-1999	18,031,734.00	18,541,166.00	10,541,599.42	18,541,166.00	0.00	0.0%
2) Classified Salaries		2000-2999	6,110,438.00	6,326,817.00	3,710,146.82	6,326,817.00	0.00	0.0%
3) Employee Benefits		3000-3999	7,307,766.57	7,178,668.57	4,066,281.01	7,178,668.57	0.00	0.0%
4) Books and Supplies		4000-4999	1,420,406.00	1,993,587.27	725,915.93	1,993,587.27	0.00	0.0%
5) Services and Other Operating Expenditures		5000-5999	4,510,444.00	4,748,603.00	1,876,159.32	4,748,603.00	0.00	0.0%
6) Capital Outlay		6000-6999	0.00	229,300.00	216,404.73	229,300.00	0.00	0.0%
7) Other Outgo (excluding Transfers of Indirect Costs)		7100-7299						
		7400-7499	234,060.00	234,060.00	225,627.25	234,060.00	0.00	0.0%
8) Other Outgo - Transfers of Indirect Costs		7300-7399	(53,619.00)	(53,619.00)	0.00	(53,619.00)	0.00	0.0%
9) TOTAL, EXPENDITURES			37,561,229.57	39,196,382.84	21,362,134.48	39,196,382.84		
C. EXCESS (DEFICIENCY) OF REVENUES OVER EXPENDITURES BEFORE OTHER FINANCING SOURCES AND USES (A5 - B9)								
			(329,956.57)	(1,045,437.84)	(759,477.54)	(1,045,437.84)		
D. OTHER FINANCING SOURCES/USES								
1) Interfund Transfers								
a) Transfers In		8900-8929	0.00	0.00	0.00	0.00	0.00	0.0%
b) Transfers Out		7600-7629	193,051.00	193,051.00	176,051.00	193,051.00	0.00	0.0%
2) Other Sources/Uses								
a) Sources		8930-8979	0.00	0.00	0.00	0.00	0.00	0.0%
b) Uses		7630-7699	0.00	0.00	0.00	0.00	0.00	0.0%
3) Contributions		8980-8999	0.00	0.00	0.00	0.00	0.00	0.0%
4) TOTAL, OTHER FINANCING SOURCES/USES			(193,051.00)	(193,051.00)	(176,051.00)	(193,051.00)		

2014-15 Second Interim
General Fund
Summary - Unrestricted/Restricted
Revenues, Expenditures, and Changes in Fund Balance

Description	Resource Codes	Object Codes	Original Budget (A)	Board Approved Operating Budget (B)	Actuals To Date (C)	Projected Year Totals (D)	Difference (Col B & D) (E)	% Diff (E/B) (F)
E. NET INCREASE (DECREASE) IN FUND BALANCE (C + D4)			(523,007.57)	(1,238,488.84)	(935,528.54)	(1,238,488.84)		
F. FUND BALANCE, RESERVES								
1) Beginning Fund Balance								
a) As of July 1 - Unaudited		9791	3,352,988.79	3,352,988.79		3,352,988.79	0.00	0.0%
b) Audit Adjustments		9793	0.00	0.00		0.00	0.00	0.0%
c) As of July 1 - Audited (F1a + F1b)			3,352,988.79	3,352,988.79		3,352,988.79		
d) Other Restatements		9795	0.00	0.00		0.00	0.00	0.0%
e) Adjusted Beginning Balance (F1c + F1d)			3,352,988.79	3,352,988.79		3,352,988.79		
2) Ending Balance, June 30 (E + F1e)			2,829,981.22	2,114,499.95		2,114,499.95		
Components of Ending Fund Balance								
a) Nonspendable								
Revolving Cash		9711	10,000.00	10,000.00		10,000.00		
Stores		9712	123,657.09	54,749.00		54,749.00		
Prepaid Expenditures		9713	0.00	0.00		0.00		
All Others		9719	0.00	0.00		0.00		
b) Restricted		9740	1,552,315.48	823,401.21		823,401.21		
c) Committed								
Stabilization Arrangements		9750	0.00	0.00		0.00		
Other Commitments		9760	0.00	0.00		0.00		
d) Assigned								
Other Assignments		9780	0.00	0.00		0.00		
e) Unassigned/Unappropriated								
Reserve for Economic Uncertainties		9789	1,133,000.00	1,182,800.00		1,182,800.00		
Unassigned/Unappropriated Amount		9790	11,008.65	43,549.74		43,549.74		

2014-15 Second Interim
General Fund
Summary - Unrestricted/Restricted
Revenues, Expenditures, and Changes in Fund Balance

Description	Resource Codes	Object Codes	Original Budget (A)	Board Approved Operating Budget (B)	Actuals To Date (C)	Projected Year Totals (D)	Difference (Col B & D) (E)	% Diff (E/B) (F)
LCFF SOURCES								
Principal Apportionment								
State Aid - Current Year		8011	22,223,356.00	21,820,275.00	12,217,107.00	21,820,275.00	0.00	0.0%
Education Protection Account State Aid - Current Year		8012	4,133,215.00	4,988,258.00	2,560,276.00	4,988,258.00	0.00	0.0%
State Aid - Prior Years		8019	0.00	0.00	0.00	0.00	0.00	0.0%
Tax Relief Subventions								
Homeowners' Exemptions		8021	57,472.00	51,244.00	26,328.72	51,244.00	0.00	0.0%
Timber Yield Tax		8022	0.00	0.00	0.00	0.00	0.00	0.0%
Other Subventions/In-Lieu Taxes		8029	0.00	0.00	0.00	0.00	0.00	0.0%
County & District Taxes								
Secured Roll Taxes		8041	3,997,074.00	4,268,998.00	2,362,452.40	4,268,998.00	0.00	0.0%
Unsecured Roll Taxes		8042	127,944.00	126,068.00	33,368.97	126,068.00	0.00	0.0%
Prior Years' Taxes		8043	32,819.00	43,973.00	507,012.90	43,973.00	0.00	0.0%
Supplemental Taxes		8044	71,979.00	80,581.00	0.00	80,581.00	0.00	0.0%
Education Revenue Augmentation Fund (ERAF)		8045	845,379.00	437,761.00	338,473.83	437,761.00	0.00	0.0%
Community Redevelopment Funds (SB 617/699/1992)		8047	0.00	0.00	0.00	0.00	0.00	0.0%
Penalties and Interest from Delinquent Taxes		8048	0.00	0.00	0.00	0.00	0.00	0.0%
Miscellaneous Funds (EC 41604)								
Royalties and Bonuses		8081	0.00	0.00	0.00	0.00	0.00	0.0%
Other In-Lieu Taxes		8082	654.00	654.00	265.37	654.00	0.00	0.0%
Less: Non-LCFF (50%) Adjustment		8089	0.00	0.00	0.00	0.00	0.00	0.0%
Subtotal, LCFF Sources			31,489,692.00	31,617,810.00	18,045,281.19	31,617,810.00	0.00	0.0%
LCFF Transfers								
Unrestricted LCFF								
Transfers - Current Year	0000	8091	0.00	0.00	0.00	0.00	0.00	0.0%
All Other LCFF								
Transfers - Current Year	All Other	8091	0.00	0.00	0.00	0.00	0.00	0.0%
Transfers to Charter Schools in Lieu of Property Taxes		8098	(155,831.00)	(115,071.00)	0.00	(115,071.00)	0.00	0.0%
Property Taxes Transfers		8097	0.00	0.00	0.00	0.00	0.00	0.0%
LCFF/Revenue Limit Transfers - Prior Years		8099	0.00	0.00	0.00	0.00	0.00	0.0%
TOTAL, LCFF SOURCES			31,333,861.00	31,502,739.00	18,045,281.19	31,502,739.00	0.00	0.0%
FEDERAL REVENUE								
Maintenance and Operations		8110	0.00	0.00	0.00	0.00	0.00	0.0%
Special Education Entitlement		8181	846,820.00	853,018.00	0.00	853,018.00	0.00	0.0%
Special Education Discretionary Grants		8182	111,698.00	114,388.00	0.00	114,388.00	0.00	0.0%
Child Nutrition Programs		8220	0.00	0.00	0.00	0.00	0.00	0.0%
Forest Reserve Funds		8260	0.00	0.00	0.00	0.00	0.00	0.0%
Flood Control Funds		8270	0.00	0.00	0.00	0.00	0.00	0.0%
Wildlife Reserve Funds		8280	0.00	0.00	0.00	0.00	0.00	0.0%
FEMA		8281	0.00	0.00	0.00	0.00	0.00	0.0%
Interagency Contracts Between LEAs		8285	0.00	0.00	0.00	0.00	0.00	0.0%
Pass-Through Revenues from Federal Sources		8287	0.00	0.00	0.00	0.00	0.00	0.0%
NCLB: Title I, Part A, Basic Grants								
Low-Income and Neglected	3010	8290	1,014,317.00	1,187,088.00	545,434.68	1,187,088.00	0.00	0.0%
NCLB: Title I, Part D, Local Delinquent Program	3025	8290	0.00	0.00	0.00	0.00	0.00	0.0%
NCLB: Title II, Part A, Teacher Quality	4035	8290	120,366.00	120,366.00	30,260.00	120,366.00	0.00	0.0%

2014-15 Second Interim
General Fund
Summary - Unrestricted/Restricted
Revenues, Expenditures, and Changes in Fund Balance34 73973 0000000
Form 011

Description	Resource Codes	Object Codes	Original Budget (A)	Board Approved Operating Budget (B)	Actuals To Date (C)	Projected Year Totals (D)	Difference (Col B & D) (E)	% Diff (E/B) (F)
NCLB: Title III, Immigration Education Program	4201	8290	0.00	0.00	0.00	0.00	0.00	0.0%
NCLB: Title III, Limited English Proficient (LEP) Student Program	4203	8290	52,632.00	64,640.00	16,160.00	64,640.00	0.00	0.0%
NCLB: Title V, Part B, Public Charter Schools Grant Program (PCSGP)	4610	8290	0.00	0.00	0.00	0.00	0.00	0.0%
	3011-3020, 3026-3205, 4036-4126, 5510	8290	0.00	130,000.00	0.00	130,000.00	0.00	0.0%
Other No Child Left Behind		8290	0.00	130,000.00	0.00	130,000.00	0.00	0.0%
Vocational and Applied Technology Education	3500-3699	8290	36,971.00	46,315.00	5,129.49	46,315.00	0.00	0.0%
Safe and Drug Free Schools	3700-3799	8290	0.00	0.00	0.00	0.00	0.00	0.0%
All Other Federal Revenue	All Other	8290	246,914.00	246,914.00	84,840.40	246,914.00	0.00	0.0%
TOTAL, FEDERAL REVENUE			2,429,718.00	2,762,729.00	681,824.57	2,762,729.00	0.00	0.0%
OTHER STATE REVENUE								
Other State Apportionments								
ROC/P Entitlement Current Year	6355-6360	8311	0.00	0.00	0.00	0.00	0.00	0.0%
Prior Years	6355-6360	8319	0.00	0.00	0.00	0.00	0.00	0.0%
Special Education Master Plan Current Year	6500	8311	0.00	0.00	0.00	0.00	0.00	0.0%
Prior Years	6500	8319	0.00	0.00	0.00	0.00	0.00	0.0%
All Other State Apportionments - Current Year	All Other	8311	0.00	0.00	0.00	0.00	0.00	0.0%
All Other State Apportionments - Prior Years	All Other	8319	0.00	0.00	0.00	0.00	0.00	0.0%
Child Nutrition Programs		8520	0.00	0.00	0.00	0.00	0.00	0.0%
Mandated Costs Reimbursements		8550	200,000.00	441,672.00	413,092.00	441,672.00	0.00	0.0%
Lottery - Unrestricted and Instructional Materials		8560	684,583.00	684,583.00	170,418.66	684,583.00	0.00	0.0%
Tax Relief Subventions								
Restricted Levies - Other								
Homeowners' Exemptions		8575	0.00	0.00	0.00	0.00	0.00	0.0%
Other Subventions/In-Lieu Taxes		8576	0.00	0.00	0.00	0.00	0.00	0.0%
Pass-Through Revenues from State Sources		8587	0.00	0.00	0.00	0.00	0.00	0.0%
School Based Coordination Program	7250	8590	0.00	0.00	0.00	0.00	0.00	0.0%
After School Education and Safety (ASES)	6010	8590	0.00	0.00	0.00	0.00	0.00	0.0%
Charter School Facility Grant	6030	8590	0.00	0.00	0.00	0.00	0.00	0.0%
Drug/Alcohol/Tobacco Funds	6650, 6690	8590	0.00	0.00	0.00	0.00	0.00	0.0%
California Clean Energy Jobs Act	6230	8590	130,000.00	130,000.00	0.00	130,000.00	0.00	0.0%
Healthy Start	6240	8590	0.00	0.00	0.00	0.00	0.00	0.0%
Specialized Secondary	7370	8590	0.00	0.00	0.00	0.00	0.00	0.0%
American Indian Early Childhood Education	7210	8590	0.00	0.00	0.00	0.00	0.00	0.0%
School Community Violence Prevention Grant	7391	8590	0.00	0.00	0.00	0.00	0.00	0.0%
Quality Education Investment Act	7400	8590	0.00	0.00	0.00	0.00	0.00	0.0%
Common Core State Standards Implementation	7405	8590	0.00	0.00	0.00	0.00	0.00	0.0%
All Other State Revenue	All Other	8590	450,507.00	462,507.00	131,840.93	462,507.00	0.00	0.0%
TOTAL, OTHER STATE REVENUE			1,465,090.00	1,718,762.00	715,351.59	1,718,762.00	0.00	0.0%

2014-15 Second Interim
General Fund
Summary - Unrestricted/Restricted
Revenues, Expenditures, and Changes in Fund Balance

Description	Resource Codes	Object Codes	Original Budget (A)	Board Approved Operating Budget (B)	Actuals To Date (C)	Projected Year Totals (D)	Difference (Col B & D) (E)	% Diff (E/B) (F)
OTHER LOCAL REVENUE								
Other Local Revenue								
County and District Taxes								
Other Restricted Levies								
Secured Roll		8615	0.00	0.00	0.00	0.00	0.00	0.0%
Unsecured Roll		8616	0.00	0.00	0.00	0.00	0.00	0.0%
Prior Years' Taxes		8617	0.00	0.00	0.00	0.00	0.00	0.0%
Supplemental Taxes		8618	0.00	0.00	0.00	0.00	0.00	0.0%
Non-Ad Valorem Taxes								
Parcel Taxes		8621	0.00	0.00	0.00	0.00	0.00	0.0%
Other		8622	0.00	0.00	0.00	0.00	0.00	0.0%
Community Redevelopment Funds								
Not Subject to LCFF Deduction		8625	0.00	0.00	0.00	0.00	0.00	0.0%
Penalties and Interest from Delinquent Non-LCFF Taxes		8629	0.00	0.00	0.00	0.00	0.00	0.0%
Sales								
Sale of Equipment/Supplies		8631	0.00	0.00	0.00	0.00	0.00	0.0%
Sale of Publications		8632	0.00	0.00	0.00	0.00	0.00	0.0%
Food Service Sales		8634	0.00	0.00	0.00	0.00	0.00	0.0%
All Other Sales		8639	0.00	0.00	0.00	0.00	0.00	0.0%
Leases and Rentals		8650	145,000.00	168,100.00	119,486.41	168,100.00	0.00	0.0%
Interest		8660	10,000.00	10,000.00	(57,750.40)	10,000.00	0.00	0.0%
Net Increase (Decrease) in the Fair Value of Investments		8662	0.00	0.00	0.00	0.00	0.00	0.0%
Fees and Contracts								
Adult Education Fees		8671	0.00	0.00	0.00	0.00	0.00	0.0%
Non-Resident Students		8672	0.00	0.00	0.00	0.00	0.00	0.0%
Transportation Fees From Individuals		8675	10,000.00	10,000.00	5,968.16	10,000.00	0.00	0.0%
Interagency Services		8677	23,000.00	23,000.00	0.00	23,000.00	0.00	0.0%
Mitigation/Developer Fees		8681	0.00	0.00	0.00	0.00	0.00	0.0%
All Other Fees and Contracts		8689	0.00	0.00	0.00	0.00	0.00	0.0%
Other Local Revenue								
Plus: Misc Funds Non-LCFF (50%) Adjustment		8691	0.00	0.00	0.00	0.00	0.00	0.0%
Pass-Through Revenues From Local Sources		8697	0.00	0.00	0.00	0.00	0.00	0.0%
All Other Local Revenue		8699	255,209.00	339,332.00	48,016.42	339,332.00	0.00	0.0%
Tuition		8710	0.00	0.00	0.00	0.00	0.00	0.0%
All Other Transfers In		8781-8783	0.00	56,888.00	41,888.00	56,888.00	0.00	0.0%
Transfers Of Apportionments								
Special Education SELPA Transfers								
From Districts or Charter Schools	6500	8791	0.00	0.00	0.00	0.00	0.00	0.0%
From County Offices	6500	8792	1,559,395.00	1,559,395.00	1,002,591.00	1,559,395.00	0.00	0.0%
From JPAs	6500	8793	0.00	0.00	0.00	0.00	0.00	0.0%
ROC/P Transfers								
From Districts or Charter Schools	6360	8791	0.00	0.00	0.00	0.00	0.00	0.0%
From County Offices	6360	8792	0.00	0.00	0.00	0.00	0.00	0.0%
From JPAs	6360	8793	0.00	0.00	0.00	0.00	0.00	0.0%
Other Transfers of Apportionments								
From Districts or Charter Schools	All Other	8791	0.00	0.00	0.00	0.00	0.00	0.0%
From County Offices	All Other	8792	0.00	0.00	0.00	0.00	0.00	0.0%
From JPAs	All Other	8793	0.00	0.00	0.00	0.00	0.00	0.0%
All Other Transfers In from All Others		8799	0.00	0.00	0.00	0.00	0.00	0.0%
TOTAL, OTHER LOCAL REVENUE			2,002,604.00	2,168,715.00	1,160,199.59	2,168,715.00	0.00	0.0%
TOTAL, REVENUES			37,231,273.00	38,150,945.00	20,602,656.94	38,150,945.00	0.00	0.0%

2014-15 Second Interim
General Fund
Summary - Unrestricted/Restricted
Revenues, Expenditures, and Changes in Fund Balance34 73973 0000000
Form 011

Description	Resource Codes	Object Codes	Original Budget (A)	Board Approved Operating Budget (B)	Actuals To Date (C)	Projected Year Totals (D)	Difference (Col B & D) (E)	% Diff (E/B) (F)
CERTIFICATED SALARIES								
Certificated Teachers' Salaries		1100	15,590,832.00	15,922,264.00	9,133,436.50	15,922,264.00	0.00	0.0%
Certificated Pupil Support Salaries		1200	864,916.00	888,841.00	463,828.38	888,841.00	0.00	0.0%
Certificated Supervisors' and Administrators' Salaries		1300	1,267,786.00	1,295,130.00	735,736.18	1,295,130.00	0.00	0.0%
Other Certificated Salaries		1900	308,200.00	433,931.00	208,798.36	433,931.00	0.00	0.0%
TOTAL, CERTIFICATED SALARIES			18,031,734.00	18,541,166.00	10,541,599.42	18,541,166.00	0.00	0.0%
CLASSIFIED SALARIES								
Classified Instructional Salaries		2100	1,659,421.00	1,628,196.00	974,452.54	1,628,196.00	0.00	0.0%
Classified Support Salaries		2200	2,281,342.00	2,392,733.00	1,414,042.00	2,392,733.00	0.00	0.0%
Classified Supervisors' and Administrators' Salaries		2300	407,782.00	423,882.00	238,264.83	423,882.00	0.00	0.0%
Clerical, Technical and Office Salaries		2400	1,618,297.00	1,737,957.00	964,064.45	1,737,957.00	0.00	0.0%
Other Classified Salaries		2900	143,596.00	143,849.00	119,323.00	143,849.00	0.00	0.0%
TOTAL, CLASSIFIED SALARIES			6,110,438.00	6,328,817.00	3,710,146.82	6,328,817.00	0.00	0.0%
EMPLOYEE BENEFITS								
STRS		3101-3102	1,731,672.00	1,644,594.00	937,719.93	1,644,594.00	0.00	0.0%
PERS		3201-3202	692,977.57	705,674.57	390,945.40	705,674.57	0.00	0.0%
OASDI/Medicare/Alternative		3301-3302	719,085.00	749,285.00	417,571.38	749,285.00	0.00	0.0%
Health and Welfare Benefits		3401-3402	3,597,925.00	3,498,896.00	1,996,830.43	3,498,896.00	0.00	0.0%
Unemployment Insurance		3501-3502	16,573.00	20,237.00	7,187.79	20,237.00	0.00	0.0%
Workers' Compensation		3601-3602	382,916.00	378,890.00	216,871.70	378,890.00	0.00	0.0%
OPEB, Allocated		3701-3702	17,000.00	17,050.00	12,306.55	17,050.00	0.00	0.0%
OPEB, Active Employees		3751-3752	0.00	0.00	0.00	0.00	0.00	0.0%
Other Employee Benefits		3901-3902	169,618.00	162,042.00	86,847.83	162,042.00	0.00	0.0%
TOTAL, EMPLOYEE BENEFITS			7,307,766.57	7,176,668.57	4,066,281.01	7,176,668.57	0.00	0.0%
BOOKS AND SUPPLIES								
Approved Textbooks and Core Curricula Materials		4100	75,000.00	224,512.27	40,865.98	224,512.27	0.00	0.0%
Books and Other Reference Materials		4200	20,488.00	41,569.00	12,056.69	41,569.00	0.00	0.0%
Materials and Supplies		4300	945,746.00	1,254,723.00	425,568.38	1,254,723.00	0.00	0.0%
Noncapitalized Equipment		4400	379,172.00	472,783.00	247,424.88	472,783.00	0.00	0.0%
Food		4700	0.00	0.00	0.00	0.00	0.00	0.0%
TOTAL, BOOKS AND SUPPLIES			1,420,406.00	1,993,587.27	725,915.93	1,993,587.27	0.00	0.0%
SERVICES AND OTHER OPERATING EXPENDITURES								
Subagreements for Services		5100	0.00	0.00	0.00	0.00	0.00	0.0%
Travel and Conferences		5200	70,137.00	124,573.00	36,018.33	124,573.00	0.00	0.0%
Dues and Memberships		5300	23,910.00	27,979.00	14,815.13	27,979.00	0.00	0.0%
Insurance		5400-5450	315,000.00	315,000.00	164,278.00	315,000.00	0.00	0.0%
Operations and Housekeeping Services		5500	1,150,000.00	1,145,999.00	619,031.84	1,145,999.00	0.00	0.0%
Rentals, Leases, Repairs, and Noncapitalized Improvements		5600	237,250.00	314,149.00	79,397.52	314,149.00	0.00	0.0%
Transfers of Direct Costs		5710	0.00	0.00	0.00	0.00	0.00	0.0%
Transfers of Direct Costs - Interfund		5750	(6,000.00)	(6,000.00)	(1,008.65)	(6,000.00)	0.00	0.0%
Professional/Consulting Services and Operating Expenditures		5800	2,597,047.00	2,702,608.00	946,412.27	2,702,608.00	0.00	0.0%
Communications		5900	123,100.00	124,295.00	17,214.88	124,295.00	0.00	0.0%
TOTAL, SERVICES AND OTHER OPERATING EXPENDITURES			4,510,444.00	4,748,603.00	1,876,159.32	4,748,603.00	0.00	0.0%

2014-15 Second Interim
General Fund
Summary - Unrestricted/Restricted
Revenues, Expenditures, and Changes in Fund Balance

Description	Resource Codes	Object Codes	Original Budget (A)	Board Approved Operating Budget (B)	Actuals To Date (C)	Projected Year Totals (D)	Difference (Col B & D) (E)	% Diff (E/B) (F)
CAPITAL OUTLAY								
Land		6100	0.00	0.00	0.00	0.00	0.00	0.0%
Land Improvements		6170	0.00	0.00	0.00	0.00	0.00	0.0%
Buildings and Improvements of Buildings		6200	0.00	0.00	0.00	0.00	0.00	0.0%
Books and Media for New School Libraries or Major Expansion of School Libraries		6300	0.00	0.00	0.00	0.00	0.00	0.0%
Equipment		6400	0.00	229,300.00	216,404.73	229,300.00	0.00	0.0%
Equipment Replacement		6500	0.00	0.00	0.00	0.00	0.00	0.0%
TOTAL, CAPITAL OUTLAY			0.00	229,300.00	216,404.73	229,300.00	0.00	0.0%
OTHER OUTGO (excluding Transfers of Indirect Costs)								
Tuition								
Tuition for Instruction Under Interdistrict Attendance Agreements		7110	0.00	0.00	0.00	0.00	0.00	0.0%
State Special Schools		7130	16,000.00	16,000.00	0.00	16,000.00	0.00	0.0%
Tuition, Excess Costs, and/or Deficit Payments								
Payments to Districts or Charter Schools		7141	0.00	0.00	0.00	0.00	0.00	0.0%
Payments to County Offices		7142	200,000.00	200,000.00	208,869.00	200,000.00	0.00	0.0%
Payments to JPAs		7143	0.00	0.00	0.00	0.00	0.00	0.0%
Transfers of Pass-Through Revenues								
To Districts or Charter Schools		7211	0.00	0.00	0.00	0.00	0.00	0.0%
To County Offices		7212	0.00	0.00	0.00	0.00	0.00	0.0%
To JPAs		7213	0.00	0.00	0.00	0.00	0.00	0.0%
Special Education SELPA Transfers of Apportionments								
To Districts or Charter Schools	6500	7221	0.00	0.00	0.00	0.00	0.00	0.0%
To County Offices	6500	7222	0.00	0.00	0.00	0.00	0.00	0.0%
To JPAs	6500	7223	0.00	0.00	0.00	0.00	0.00	0.0%
ROC/P Transfers of Apportionments								
To Districts or Charter Schools	6360	7221	0.00	0.00	0.00	0.00	0.00	0.0%
To County Offices	6360	7222	0.00	0.00	0.00	0.00	0.00	0.0%
To JPAs	6360	7223	0.00	0.00	0.00	0.00	0.00	0.0%
Other Transfers of Apportionments	All Other	7221-7223	0.00	0.00	0.00	0.00	0.00	0.0%
All Other Transfers		7281-7283	0.00	0.00	0.00	0.00	0.00	0.0%
All Other Transfers Out to All Others		7299	0.00	0.00	0.00	0.00	0.00	0.0%
Debt Service								
Debt Service - Interest		7438	0.00	0.00	0.00	0.00	0.00	0.0%
Other Debt Service - Principal		7439	18,060.00	18,060.00	16,758.25	18,060.00	0.00	0.0%
TOTAL, OTHER OUTGO (excluding Transfers of Indirect Costs)			234,060.00	234,060.00	225,627.25	234,060.00	0.00	0.0%
OTHER OUTGO - TRANSFERS OF INDIRECT COSTS								
Transfers of Indirect Costs		7310	0.00	0.00	0.00	0.00		
Transfers of Indirect Costs - Interfund		7350	(53,619.00)	(53,619.00)	0.00	(53,619.00)	0.00	0.0%
TOTAL, OTHER OUTGO - TRANSFERS OF INDIRECT COSTS			(53,619.00)	(53,619.00)	0.00	(53,619.00)	0.00	0.0%
TOTAL, EXPENDITURES			37,561,229.57	39,196,382.84	21,362,134.48	39,196,382.84	0.00	0.0%

2014-15 Second Interim
General Fund
Summary - Unrestricted/Restricted
Revenues, Expenditures, and Changes in Fund Balance

Description	Resource Codes	Object Codes	Original Budget (A)	Board Approved Operating Budget (B)	Actuals To Date (C)	Projected Year Totals (D)	Difference (Col B & D) (E)	% Diff (E/B) (F)
INTERFUND TRANSFERS								
INTERFUND TRANSFERS IN								
From: Special Reserve Fund		8912	0.00	0.00	0.00	0.00	0.00	0.0%
From: Bond Interest and Redemption Fund		8914	0.00	0.00	0.00	0.00	0.00	0.0%
Other Authorized Interfund Transfers In		8919	0.00	0.00	0.00	0.00	0.00	0.0%
(a) TOTAL, INTERFUND TRANSFERS IN			0.00	0.00	0.00	0.00	0.00	0.0%
INTERFUND TRANSFERS OUT								
To: Child Development Fund		7611	0.00	0.00	0.00	0.00	0.00	0.0%
To: Special Reserve Fund		7612	0.00	0.00	0.00	0.00	0.00	0.0%
To: State School Building Fund/ County School Facilities Fund		7613	0.00	0.00	0.00	0.00	0.00	0.0%
To: Cafeteria Fund		7616	0.00	0.00	0.00	0.00	0.00	0.0%
Other Authorized Interfund Transfers Out		7619	193,051.00	193,051.00	176,051.00	193,051.00	0.00	0.0%
(b) TOTAL, INTERFUND TRANSFERS OUT			193,051.00	193,051.00	176,051.00	193,051.00	0.00	0.0%
OTHER SOURCES/USES								
SOURCES								
State Apportionments Emergency Apportionments		8931	0.00	0.00	0.00	0.00	0.00	0.0%
Proceeds								
Proceeds from Sale/Lease- Purchase of Land/Buildings		8953	0.00	0.00	0.00	0.00	0.00	0.0%
Other Sources								
Transfers from Funds of Lapsed/Reorganized LEAs		8965	0.00	0.00	0.00	0.00	0.00	0.0%
Long-Term Debt Proceeds								
Proceeds from Certificates of Participation		8971	0.00	0.00	0.00	0.00	0.00	0.0%
Proceeds from Capital Leases		8972	0.00	0.00	0.00	0.00	0.00	0.0%
Proceeds from Lease Revenue Bonds		8973	0.00	0.00	0.00	0.00	0.00	0.0%
All Other Financing Sources		8979	0.00	0.00	0.00	0.00	0.00	0.0%
(c) TOTAL, SOURCES			0.00	0.00	0.00	0.00	0.00	0.0%
USES								
Transfers of Funds from Lapsed/Reorganized LEAs		7651	0.00	0.00	0.00	0.00	0.00	0.0%
All Other Financing Uses		7699	0.00	0.00	0.00	0.00	0.00	0.0%
(d) TOTAL, USES			0.00	0.00	0.00	0.00	0.00	0.0%
CONTRIBUTIONS								
Contributions from Unrestricted Revenues		8980	0.00	0.00	0.00	0.00		
Contributions from Restricted Revenues		8990	0.00	0.00	0.00	0.00		
(e) TOTAL, CONTRIBUTIONS			0.00	0.00	0.00	0.00	0.00	0.0%
TOTAL, OTHER FINANCING SOURCES/USES								
(a - b + c - d + e)			(193,051.00)	(193,051.00)	(176,051.00)	(193,051.00)	0.00	0.0%

2014-15 Second Interim
Charter Schools Special Revenue Fund
Revenues, Expenditures, and Changes in Fund Balance

34 73973 0000000
Form 091

Description	Resource Codes	Object Codes	Original Budget (A)	Board Approved Operating Budget (B)	Actuals To Date (C)	Projected Year Totals (D)	Difference (Col B & D) (E)	% Diff Column B & D (F)
A. REVENUES								
1) LCFF Sources		8010-8099	877,082.00	870,162.00	451,663.00	870,162.00	0.00	0.0%
2) Federal Revenue		8100-8299	0.00	0.00	0.00	0.00	0.00	0.0%
3) Other State Revenue		8300-8599	21,560.00	24,748.00	23,941.38	24,748.00	0.00	0.0%
4) Other Local Revenue		8600-8799	1,100.00	1,100.00	408.00	1,100.00	0.00	0.0%
5) TOTAL REVENUES			899,742.00	896,010.00	478,012.38	896,010.00		
B. EXPENDITURES								
1) Certificated Salaries		1000-1999	511,181.00	466,620.00	280,480.85	466,620.00	0.00	0.0%
2) Classified Salaries		2000-2999	126,895.00	95,074.00	55,341.05	95,074.00	0.00	0.0%
3) Employee Benefits		3000-3999	198,718.00	178,781.00	97,364.97	178,781.00	0.00	0.0%
4) Books and Supplies		4000-4999	11,325.00	5,872.00	538.83	5,872.00	0.00	0.0%
5) Services and Other Operating Expenditures		5000-5999	14,855.00	9,885.00	3,071.00	9,885.00	0.00	0.0%
6) Capital Outlay		6000-6999	0.00	0.00	0.00	0.00	0.00	0.0%
7) Other Outgo (excluding Transfers of Indirect Costs)		7100-7299, 7400-7499	0.00	0.00	0.00	0.00	0.00	0.0%
8) Other Outgo - Transfers of Indirect Costs		7300-7399	24,838.00	24,838.00	0.00	24,838.00	0.00	0.0%
9) TOTAL EXPENDITURES			887,590.00	780,648.00	438,796.70	780,648.00		
C. EXCESS (DEFICIENCY) OF REVENUES OVER EXPENDITURES BEFORE OTHER FINANCING SOURCES AND USES (A5 - B9)								
			12,152.00	115,362.00	39,215.68	115,362.00		
D. OTHER FINANCING SOURCES/USES								
1) Interfund Transfers								
a) Transfers In		8900-8929	0.00	0.00	0.00	0.00	0.00	0.0%
b) Transfers Out		7800-7829	0.00	0.00	0.00	0.00	0.00	0.0%
2) Other Sources/Uses								
a) Sources		8930-8979	0.00	0.00	0.00	0.00	0.00	0.0%
b) Uses		7830-7899	0.00	0.00	0.00	0.00	0.00	0.0%
3) Contributions		8980-8999	0.00	0.00	0.00	0.00	0.00	0.0%
4) TOTAL OTHER FINANCING SOURCES/USES			0.00	0.00	0.00	0.00		

Description	Resource Codes	Object Codes	Original Budget (A)	Board Approved Operating Budget (B)	Actuals To Date (C)	Projected Year Totals (D)	Difference (Col B & D) (E)	% Diff Column B & D (F)
E. NET INCREASE (DECREASE) IN FUND BALANCE (C + D4)			12,152.00	115,382.00	39,215.89	115,382.00		
F. FUND BALANCE, RESERVES								
1) Beginning Fund Balance								
a) As of July 1 - Unaudited		9781	498,290.19	498,290.19		498,290.19	0.00	0.0%
b) Audit Adjustments		9793	0.00	0.00		0.00	0.00	0.0%
c) As of July 1 - Audited (F1a + F1b)			498,290.19	498,290.19		498,290.19		
d) Other Restatements		9795	0.00	0.00		0.00	0.00	0.0%
e) Adjusted Beginning Balance (F1c + F1d)			498,290.19	498,290.19		498,290.19		
2) Ending Balance, June 30 (E + F1e)			510,442.19	613,652.19		613,652.19		
Components of Ending Fund Balance								
a) Nonspendable								
Revolving Cash		9711	0.00	0.00		0.00		
Stores		9712	0.00	0.00		0.00		
Prepaid Expenditures		9713	0.00	0.00		0.00		
All Others		9719	0.00	0.00		0.00		
b) Restricted		9740	85,309.23	85,309.23		85,309.23		
c) Committed								
Stabilization Arrangements		9750	0.00	0.00		0.00		
Other Commitments		9780	0.00	0.00		0.00		
d) Assigned								
Other Assignments		9780	425,132.96	528,342.96		528,342.96		
e) Unassigned/Unappropriated								
Reserve for Economic Uncertainties		9789	0.00	0.00		0.00		
Unassigned/Unappropriated Amount		9790	0.00	0.00		0.00		

Description	Resource Codes	Object Codes	Original Budget (A)	Board Approved Operating Budget (B)	Actuals To Date (C)	Projected Year Totals (D)	Difference (Col B & D) (E)	% Diff Column B & D (F)
LCFF SOURCES								
Principal Apportionment								
State Aid - Current Year		8011	516,184.00	521,002.00	359,805.00	521,002.00	0.00	0.0%
Education Protection Account State Aid - Current Year		8012	205,087.00	197,909.00	91,858.00	197,909.00	0.00	0.0%
State Aid - Prior Years		8019	0.00	0.00	0.00	0.00	0.00	0.0%
LCFF Transfers								
Unrestricted LCFF Transfers - Current Year	0000	8091	0.00	0.00	0.00	0.00	0.00	0.0%
All Other LCFF Transfers - Current Year	All Other	8091	0.00	0.00	0.00	0.00	0.00	0.0%
Transfers to Charter Schools in Lieu of Property Taxes		8096	155,831.00	151,251.00	0.00	151,251.00	0.00	0.0%
Property Taxes Transfers		8097	0.00	0.00	0.00	0.00	0.00	0.0%
LCFF/Revenue Limit Transfers - Prior Years		8099	0.00	0.00	0.00	0.00	0.00	0.0%
TOTAL LCFF SOURCES			977,082.00	870,162.00	451,663.00	870,162.00	0.00	0.0%
FEDERAL REVENUE								
Maintenance and Operations		8110	0.00	0.00	0.00	0.00	0.00	0.0%
Special Education Entitlement		8181	0.00	0.00	0.00	0.00	0.00	0.0%
Special Education Discretionary Grants		8182	0.00	0.00	0.00	0.00	0.00	0.0%
Child Nutrition Programs		8220	0.00	0.00	0.00	0.00	0.00	0.0%
Interagency Contracts Between LEAs		8285	0.00	0.00	0.00	0.00	0.00	0.0%
NCLB: Title I, Part A, Basic Grants Low-Income and Neglected	3010	8290	0.00	0.00	0.00	0.00	0.00	0.0%
NCLB: Title I, Part D, Local Delinquent Program	3025	8290	0.00	0.00	0.00	0.00	0.00	0.0%
NCLB: Title II, Part A, Teacher Quality	4035	8290	0.00	0.00	0.00	0.00	0.00	0.0%
NCLB: Title III, Immigrant Education Program	4201	8290	0.00	0.00	0.00	0.00	0.00	0.0%
NCLB: Title III, Limited English Proficient (LEP) Student Program	4203	8290	0.00	0.00	0.00	0.00	0.00	0.0%
NCLB: Title V, Part B, Public Charter Schools Grant Program (PCSGP)	4610	8290	0.00	0.00	0.00	0.00	0.00	0.0%
Other No Child Left Behind	3011-3020, 3026-3205, 4036-4126, 5510	8290	0.00	0.00	0.00	0.00	0.00	0.0%
Vocational and Applied Technology Education	3500-3699	8290	0.00	0.00	0.00	0.00	0.00	0.0%
Safe and Drug Free Schools	3700-3799	8290	0.00	0.00	0.00	0.00	0.00	0.0%
All Other Federal Revenue	All Other	8290	0.00	0.00	0.00	0.00	0.00	0.0%
TOTAL FEDERAL REVENUE			0.00	0.00	0.00	0.00	0.00	0.0%
OTHER STATE REVENUE								
Other State Apportionments								
Special Education Master Plan Current Year	6500	8311	0.00	0.00	0.00	0.00	0.00	0.0%
Prior Years	6500	8319	0.00	0.00	0.00	0.00	0.00	0.0%
All Other State Apportionments - Current Year	All Other	8311	0.00	0.00	0.00	0.00	0.00	0.0%
All Other State Apportionments - Prior Years	All Other	8319	0.00	0.00	0.00	0.00	0.00	0.0%
Child Nutrition Programs		8520	0.00	0.00	0.00	0.00	0.00	0.0%
Mandated Costs Reimbursements		8550	0.00	3,188.00	13,155.00	3,188.00	0.00	0.0%
Lottery - Unrestricted and Instructional Materials		8580	21,560.00	21,560.00	10,786.39	21,560.00	0.00	0.0%
School Based Coordination Program	7250	8590	0.00	0.00	0.00	0.00	0.00	0.0%
After School Education and Safety (ASES)	8010	8590	0.00	0.00	0.00	0.00	0.00	0.0%

2014-15 Second Interim
Charter Schools Special Revenue Fund
Revenues, Expenditures, and Changes in Fund Balance

34 73973 000000C
Form 091

Description	Resource Codes	Object Codes	Original Budget (A)	Board Approved Operating Budget (B)	Actuals To Date (C)	Projected Year Totals (D)	Difference (Col B & D) (E)	% Diff Column B & D (F)
Charter School Facility Grant	8030	8590	0.00	0.00	0.00	0.00	0.00	0.0%
Drug/Alcohol/Tobacco Funds	8850, 8890	8590	0.00	0.00	0.00	0.00	0.00	0.0%
California Clean Energy Jobs Act	8230	8590	0.00	0.00	0.00	0.00	0.00	0.0%
Healthy Start	8240	8590	0.00	0.00	0.00	0.00	0.00	0.0%
Specialized Secondary	7370	8590	0.00	0.00	0.00	0.00	0.00	0.0%
School Community Violence Prevention Grant	7391	8590	0.00	0.00	0.00	0.00	0.00	0.0%
Quality Education Investment Act	7400	8590	0.00	0.00	0.00	0.00	0.00	0.0%
Common Core State Standards Implementation	7405	8590	0.00	0.00	0.00	0.00	0.00	0.0%
All Other State Revenue	All Other	8590	0.00	0.00	0.00	0.00	0.00	0.0%
TOTAL, OTHER STATE REVENUE			21,580.00	24,748.00	23,941.39	24,748.00	0.00	0.0%
OTHER LOCAL REVENUE								
Sales								
Sale of Equipment/Supplies		8831	0.00	0.00	0.00	0.00	0.00	0.0%
Sale of Publications		8832	0.00	0.00	0.00	0.00	0.00	0.0%
Food Service Sales		8834	0.00	0.00	0.00	0.00	0.00	0.0%
All Other Sales		8839	0.00	0.00	0.00	0.00	0.00	0.0%
Leases and Rentals		8850	0.00	0.00	0.00	0.00	0.00	0.0%
Interest		8860	750.00	750.00	408.00	750.00	0.00	0.0%
Net Increase (Decrease) in the Fair Value of Investments		8862	0.00	0.00	0.00	0.00	0.00	0.0%
Fees and Contracts								
Child Development Parent Fees		8873	0.00	0.00	0.00	0.00	0.00	0.0%
Transportation Fees From Individuals		8875	0.00	0.00	0.00	0.00	0.00	0.0%
Interagency Services		8877	0.00	0.00	0.00	0.00	0.00	0.0%
All Other Fees and Contracts		8889	0.00	0.00	0.00	0.00	0.00	0.0%
Other Local Revenue								
All Other Local Revenue		8899	350.00	350.00	0.00	350.00	0.00	0.0%
Tuition		8710	0.00	0.00	0.00	0.00	0.00	0.0%
All Other Transfers In		9781-9783	0.00	0.00	0.00	0.00	0.00	0.0%
Transfers of Apportionments								
Special Education SELPA Transfers								
From Districts or Charter Schools	6500	8791	0.00	0.00	0.00	0.00	0.00	0.0%
From County Offices	6500	8792	0.00	0.00	0.00	0.00	0.00	0.0%
From JPAs	6500	8793	0.00	0.00	0.00	0.00	0.00	0.0%
Other Transfers of Apportionments								
From Districts or Charter Schools	All Other	8791	0.00	0.00	0.00	0.00	0.00	0.0%
From County Offices	All Other	8792	0.00	0.00	0.00	0.00	0.00	0.0%
From JPAs	All Other	8793	0.00	0.00	0.00	0.00	0.00	0.0%
All Other Transfers In from All Others		8799	0.00	0.00	0.00	0.00	0.00	0.0%
TOTAL, OTHER LOCAL REVENUE			1,100.00	1,100.00	408.00	1,100.00	0.00	0.0%
TOTAL REVENUES			899,742.00	898,010.00	478,012.39	898,010.00		

Description	Resource Codes	Object Codes	Original Budget (A)	Board Approved Operating Budget (B)	Actuals To Date (C)	Projected Year Totals (D)	Difference (Col B & D) (E)	% Diff Column B & D (F)
CERTIFICATED SALARIES								
Certificated Teachers' Salaries		1100	412,183.00	387,822.00	222,732.60	387,822.00	0.00	0.0%
Certificated Pupil Support Salaries		1200	0.00	0.00	0.00	0.00	0.00	0.0%
Certificated Supervisors' and Administrators' Salaries		1300	98,998.00	98,998.00	57,748.25	98,998.00	0.00	0.0%
Other Certificated Salaries		1900	0.00	0.00	0.00	0.00	0.00	0.0%
TOTAL, CERTIFICATED SALARIES			511,181.00	486,820.00	280,480.85	486,820.00	0.00	0.0%
CLASSIFIED SALARIES								
Classified Instructional Salaries		2100	34,994.00	34,994.00	20,438.72	34,994.00	0.00	0.0%
Classified Support Salaries		2200	14,104.00	10,302.00	3,105.68	10,302.00	0.00	0.0%
Classified Supervisors' and Administrators' Salaries		2300	0.00	0.00	0.00	0.00	0.00	0.0%
Clerical, Technical and Office Salaries		2400	77,597.00	49,778.00	31,788.87	49,778.00	0.00	0.0%
Other Classified Salaries		2800	0.00	0.00	0.00	0.00	0.00	0.0%
TOTAL, CLASSIFIED SALARIES			126,695.00	95,074.00	55,341.05	95,074.00	0.00	0.0%
EMPLOYEE BENEFITS								
STRS		3101-3102	42,185.00	41,280.00	24,938.08	41,280.00	0.00	0.0%
PERS		3201-3202	14,360.00	10,948.00	8,181.58	10,948.00	0.00	0.0%
OASDI/Medicare/Alternative		3301-3302	17,229.00	14,458.00	7,301.09	14,458.00	0.00	0.0%
Health and Welfare Benefits		3401-3402	111,971.00	103,295.00	53,701.68	103,295.00	0.00	0.0%
Unemployment Insurance		3501-3502	328.00	289.00	188.05	289.00	0.00	0.0%
Workers' Compensation		3801-3802	8,584.00	8,533.00	5,078.51	8,533.00	0.00	0.0%
OPEB, Allocated		3701-3702	0.00	0.00	0.00	0.00	0.00	0.0%
OPEB, Active Employees		3751-3752	0.00	0.00	0.00	0.00	0.00	0.0%
Other Employee Benefits		3901-3902	3,103.00	0.00	0.00	0.00	0.00	0.0%
TOTAL, EMPLOYEE BENEFITS			188,718.00	178,781.00	97,384.97	178,781.00	0.00	0.0%
BOOKS AND SUPPLIES								
Approved Textbooks and Core Curricula Materials		4100	0.00	0.00	0.00	0.00	0.00	0.0%
Books and Other Reference Materials		4200	0.00	0.00	0.00	0.00	0.00	0.0%
Materials and Supplies		4300	10,200.00	5,872.00	820.42	5,872.00	0.00	0.0%
Noncapitalized Equipment		4400	1,125.00	0.00	(81.59)	0.00	0.00	0.0%
Food		4700	0.00	0.00	0.00	0.00	0.00	0.0%
TOTAL, BOOKS AND SUPPLIES			11,325.00	5,872.00	538.83	5,872.00	0.00	0.0%
SERVICES AND OTHER OPERATING EXPENDITURES								
Subagreements for Services		5100	0.00	0.00	0.00	0.00	0.00	0.0%
Travel and Conferences		5200	605.00	605.00	385.00	605.00	0.00	0.0%
Dues and Memberships		5300	500.00	500.00	393.70	500.00	0.00	0.0%
Insurance		5400-5450	0.00	0.00	0.00	0.00	0.00	0.0%
Operations and Housekeeping Services		5500	0.00	0.00	0.00	0.00	0.00	0.0%
Rentals, Leases, Repairs, and Noncapitalized Improvements		5600	1,200.00	1,120.00	(1,000.00)	1,120.00	0.00	0.0%
Transfers of Direct Costs		5710	0.00	0.00	0.00	0.00	0.00	0.0%
Transfers of Direct Costs - Interfund		5750	3,000.00	3,000.00	1,008.85	3,000.00	0.00	0.0%
Professional/Consulting Services and Operating Expenditures		5800	9,550.00	4,440.00	2,283.65	4,440.00	0.00	0.0%
Communications		5900	0.00	0.00	0.00	0.00	0.00	0.0%
TOTAL, SERVICES AND OTHER OPERATING EXPENDITURES			14,855.00	9,665.00	3,071.00	9,665.00	0.00	0.0%

2014-15 Second Interim
Charter Schools Special Revenue Fund
Revenues, Expenditures, and Changes in Fund Balance

34 73973 000000C
Form 091

Description	Resource Codes	Object Codes	Original Budget (A)	Board Approved Operating Budget (B)	Actuals To Date (C)	Projected Year Totals (D)	Difference (Col B & D) (E)	% Diff Column B & D (F)
CAPITAL OUTLAY								
Land		6100	0.00	0.00	0.00	0.00	0.00	0.0%
Land Improvements		6170	0.00	0.00	0.00	0.00	0.00	0.0%
Buildings and Improvements of Buildings		6200	0.00	0.00	0.00	0.00	0.00	0.0%
Books and Media for New School Libraries or Major Expansion of School Libraries		6300	0.00	0.00	0.00	0.00	0.00	0.0%
Equipment		6400	0.00	0.00	0.00	0.00	0.00	0.0%
Equipment Replacement		6500	0.00	0.00	0.00	0.00	0.00	0.0%
TOTAL, CAPITAL OUTLAY			0.00	0.00	0.00	0.00	0.00	0.0%
OTHER OUTGO (excluding Transfers of Indirect Costs)								
Tuition								
Tuition for Instruction Under Interdistrict Attendance Agreements		7110	0.00	0.00	0.00	0.00	0.00	0.0%
Tuition, Excess Costs, and/or Deficit Payments Payments to Districts or Charter Schools		7141	0.00	0.00	0.00	0.00	0.00	0.0%
Payments to County Offices		7142	0.00	0.00	0.00	0.00	0.00	0.0%
Payments to JPAs		7143	0.00	0.00	0.00	0.00	0.00	0.0%
Other Transfers Out								
All Other Transfers		7281-7283	0.00	0.00	0.00	0.00	0.00	0.0%
All Other Transfers Out to All Others		7299	0.00	0.00	0.00	0.00	0.00	0.0%
Debt Service								
Debt Service - Interest		7436	0.00	0.00	0.00	0.00	0.00	0.0%
Other Debt Service - Principal		7439	0.00	0.00	0.00	0.00	0.00	0.0%
TOTAL, OTHER OUTGO (excluding Transfers of Indirect Costs)			0.00	0.00	0.00	0.00	0.00	0.0%
OTHER OUTGO - TRANSFERS OF INDIRECT COSTS								
Transfers of Indirect Costs		7310	0.00	0.00	0.00	0.00	0.00	0.0%
Transfers of Indirect Costs - Interfund		7350	24,836.00	24,836.00	0.00	24,836.00	0.00	0.0%
TOTAL, OTHER OUTGO - TRANSFERS OF INDIRECT COSTS			24,836.00	24,836.00	0.00	24,836.00	0.00	0.0%
TOTAL EXPENDITURES			887,590.00	780,648.00	438,796.70	780,648.00		

Description	Resource Codes	Object Codes	Original Budget (A)	Board Approved Operating Budget (B)	Actuals To Date (C)	Projected Year Totals (D)	Difference (Col B & D) (E)	% Diff Column B & D (F)
INTERFUND TRANSFERS								
INTERFUND TRANSFERS IN								
Other Authorized Interfund Transfers In		8919	0.00	0.00	0.00	0.00	0.00	0.0%
(a) TOTAL, INTERFUND TRANSFERS IN			0.00	0.00	0.00	0.00	0.00	0.0%
INTERFUND TRANSFERS OUT								
Other Authorized Interfund Transfers Out		7619	0.00	0.00	0.00	0.00	0.00	0.0%
(b) TOTAL, INTERFUND TRANSFERS OUT			0.00	0.00	0.00	0.00	0.00	0.0%
OTHER SOURCES/USES								
SOURCES								
Other Sources								
Transfers from Funds of Lapsed/Reorganized LEAs		8965	0.00	0.00	0.00	0.00	0.00	0.0%
Long-Term Debt Proceeds								
Proceeds from Capital Leases		8972	0.00	0.00	0.00	0.00	0.00	0.0%
All Other Financing Sources		8979	0.00	0.00	0.00	0.00	0.00	0.0%
(c) TOTAL, SOURCES			0.00	0.00	0.00	0.00	0.00	0.0%
USES								
Transfers of Funds from Lapsed/Reorganized LEAs		7851	0.00	0.00	0.00	0.00	0.00	0.0%
All Other Financing Uses		7899	0.00	0.00	0.00	0.00	0.00	0.0%
(d) TOTAL, USES			0.00	0.00	0.00	0.00	0.00	0.0%
CONTRIBUTIONS								
Contributions from Unrestricted Revenues		8980	0.00	0.00	0.00	0.00	0.00	0.0%
Contributions from Restricted Revenues		8990	0.00	0.00	0.00	0.00	0.00	0.0%
(e) TOTAL, CONTRIBUTIONS			0.00	0.00	0.00	0.00	0.00	0.0%
TOTAL, OTHER FINANCING SOURCES/USES (a - b + c - d + e)			0.00	0.00	0.00	0.00	0.00	0.0%

Description	Resource Codes	Object Codes	Original Budget (A)	Board Approved Operating Budget (B)	Actuals To Date (C)	Projected Year Totals (D)	Difference (Col B & D) (E)	% Diff Column B & D (F)
A. REVENUES								
1) LCFF Sources		8010-8099	0.00	0.00	0.00	0.00	0.00	0.0%
2) Federal Revenue		8100-8299	0.00	22,974.00	0.00	22,974.00	0.00	0.0%
3) Other State Revenue		8300-8599	0.00	0.00	0.00	0.00	0.00	0.0%
4) Other Local Revenue		8600-8799	55,250.00	55,250.00	20,196.75	55,250.00	0.00	0.0%
5) TOTAL REVENUES			55,250.00	78,224.00	20,196.75	78,224.00		
B. EXPENDITURES								
1) Certificated Salaries		1000-1999	78,653.00	116,490.00	56,743.30	116,490.00	0.00	0.0%
2) Classified Salaries		2000-2999	10,836.00	24,093.00	7,384.76	24,093.00	0.00	0.0%
3) Employee Benefits		3000-3999	17,854.00	34,826.00	12,818.18	34,826.00	0.00	0.0%
4) Books and Supplies		4000-4999	39,858.00	25,164.00	2,520.29	25,164.00	0.00	0.0%
5) Services and Other Operating Expenditures		5000-5999	3,700.00	9,632.00	189.13	9,632.00	0.00	0.0%
6) Capital Outlay		6000-6999	0.00	0.00	0.00	0.00	0.00	0.0%
7) Other Outgo (excluding Transfers of Indirect Costs)		7100-7299, 7400-7499	0.00	0.00	0.00	0.00	0.00	0.0%
8) Other Outgo - Transfers of Indirect Costs		7300-7399	0.00	0.00	0.00	0.00	0.00	0.0%
9) TOTAL EXPENDITURES			148,301.00	210,205.00	79,455.66	210,205.00		
C. EXCESS (DEFICIENCY) OF REVENUES OVER EXPENDITURES BEFORE OTHER FINANCING SOURCES AND USES (A5 - B9)			(93,051.00)	(131,981.00)	(59,258.91)	(131,981.00)		
D. OTHER FINANCING SOURCES/USES								
1) Interfund Transfers								
a) Transfers In		8900-8929	93,051.00	93,051.00	76,051.00	93,051.00	0.00	0.0%
b) Transfers Out		7800-7829	0.00	0.00	0.00	0.00	0.00	0.0%
2) Other Sources/Uses								
a) Sources		8930-8979	0.00	0.00	0.00	0.00	0.00	0.0%
b) Uses		7830-7899	0.00	0.00	0.00	0.00	0.00	0.0%
3) Contributions		8980-8999	0.00	0.00	0.00	0.00	0.00	0.0%
4) TOTAL OTHER FINANCING SOURCES/USES			93,051.00	93,051.00	76,051.00	93,051.00		

Description	Resource Codes	Object Codes	Original Budget (A)	Board Approved Operating Budget (B)	Actuals To Date (C)	Projected Year Totals (D)	Difference (Col B & D) (E)	% Diff Column B & D (F)
E. NET INCREASE (DECREASE) IN FUND BALANCE (C + D4)			0.00	(38,930.00)	18,792.09	(38,930.00)		
F. FUND BALANCE, RESERVES								
1) Beginning Fund Balance								
a) As of July 1 - Unaudited		9791	38,930.62	38,930.62		38,930.62	0.00	0.0%
b) Audit Adjustments		9793	0.00	0.00		0.00	0.00	0.0%
c) As of July 1 - Audited (F1a + F1b)			38,930.62	38,930.62		38,930.62		
d) Other Restatements		9795	0.00	0.00		0.00	0.00	0.0%
e) Adjusted Beginning Balance (F1c + F1d)			38,930.62	38,930.62		38,930.62		
2) Ending Balance, June 30 (E + F1e)			38,930.62	0.62		0.62		
Components of Ending Fund Balance								
a) Nonspendable								
Revolving Cash		9711	0.00	0.00		0.00		
Stores		9712	0.00	0.00		0.00		
Prepaid Expenditures		9713	0.00	0.00		0.00		
All Others		9718	0.00	0.00		0.00		
b) Restricted		9740	0.00	0.00		0.00		
c) Committed								
Stabilization Arrangements		9750	0.00	0.00		0.00		
Other Commitments		9760	0.00	0.00		0.00		
d) Assigned								
Other Assignments		9780	38,930.62	0.62		0.62		
e) Unassigned/Unappropriated								
Reserve for Economic Uncertainties		9789	0.00	0.00		0.00		
Unassigned/Unappropriated Amount		9790	0.00	0.00		0.00		

2014-15 Second Interim
Adult Education Fund
Revenues, Expenditures, and Changes in Fund Balance

34 73973 0000000
Form 111

Description	Resource Codes	Object Codes	Original Budget (A)	Board Approved Operating Budget (B)	Actuals To Date (C)	Projected Year Totals (D)	Difference (Col B & D) (E)	% Diff Column B & D (F)
LCFF SOURCES								
LCFF Transfers								
LCFF Transfers - Current Year		8091	0.00	0.00	0.00	0.00	0.00	0.0%
LCFF/Revenue Limit Transfers - Prior Years		8099	0.00	0.00	0.00	0.00	0.00	0.0%
TOTAL LCFF SOURCES			0.00	0.00	0.00	0.00	0.00	0.0%
FEDERAL REVENUE								
Interagency Contracts Between LEAs		8285	0.00	0.00	0.00	0.00	0.00	0.0%
No Child Left Behind	3105, 3200, 4045	8290	0.00	0.00	0.00	0.00	0.00	0.0%
Vocational and Applied Technology Education	3500-3699	8290	0.00	0.00	0.00	0.00	0.00	0.0%
Safe and Drug Free Schools	3700-3799	8290	0.00	0.00	0.00	0.00	0.00	0.0%
All Other Federal Revenue	All Other	8290	0.00	22,974.00	0.00	22,974.00	0.00	0.0%
TOTAL FEDERAL REVENUE			0.00	22,974.00	0.00	22,974.00	0.00	0.0%
OTHER STATE REVENUE								
Other State Apportionments								
All Other State Apportionments - Current Year		8311	0.00	0.00	0.00	0.00	0.00	0.0%
All Other State Apportionments - Prior Years		8319	0.00	0.00	0.00	0.00	0.00	0.0%
All Other State Revenue		8590	0.00	0.00	0.00	0.00	0.00	0.0%
TOTAL OTHER STATE REVENUE			0.00	0.00	0.00	0.00	0.00	0.0%
OTHER LOCAL REVENUE								
Sales								
Sale of Equipment/Supplies		8631	0.00	0.00	0.00	0.00	0.00	0.0%
Leases and Rentals		8650	0.00	0.00	0.00	0.00	0.00	0.0%
Interest		8680	250.00	250.00	0.00	250.00	0.00	0.0%
Net Increase (Decrease) in the Fair Value of Investments		8682	0.00	0.00	0.00	0.00	0.00	0.0%
Fees and Contracts								
Adult Education Fees		8671	0.00	0.00	0.00	0.00	0.00	0.0%
Interagency Services		8677	0.00	0.00	0.00	0.00	0.00	0.0%
Other Local Revenue								
All Other Local Revenue		8699	55,000.00	55,000.00	20,198.75	55,000.00	0.00	0.0%
Tuition		8710	0.00	0.00	0.00	0.00	0.00	0.0%
TOTAL OTHER LOCAL REVENUE			55,250.00	55,250.00	20,198.75	55,250.00	0.00	0.0%
TOTAL REVENUES			55,250.00	78,224.00	20,198.75	78,224.00		

Description	Resource Codes	Object Codes	Original Budget (A)	Board Approved Operating Budget (B)	Actuals To Date (C)	Projected Year Totals (D)	Difference (Col B & D) (E)	% Diff Column B & D (F)
CERTIFICATED SALARIES								
Certificated Teachers' Salaries		1100	76,853.00	116,490.00	56,743.30	116,490.00	0.00	0.0%
Certificated Pupil Support Salaries		1200	0.00	0.00	0.00	0.00	0.00	0.0%
Certificated Supervisors' and Administrators' Salaries		1300	0.00	0.00	0.00	0.00	0.00	0.0%
Other Certificated Salaries		1900	0.00	0.00	0.00	0.00	0.00	0.0%
TOTAL, CERTIFICATED SALARIES			76,853.00	116,490.00	56,743.30	116,490.00	0.00	0.0%
CLASSIFIED SALARIES								
Classified Instructional Salaries		2100	0.00	10,497.00	2,062.46	10,497.00	0.00	0.0%
Classified Support Salaries		2200	0.00	0.00	0.00	0.00	0.00	0.0%
Classified Supervisors' and Administrators' Salaries		2300	0.00	0.00	0.00	0.00	0.00	0.0%
Cloncal, Technical and Office Salaries		2400	10,136.00	11,096.00	5,322.30	11,096.00	0.00	0.0%
Other Classified Salaries		2900	500.00	2,500.00	0.00	2,500.00	0.00	0.0%
TOTAL, CLASSIFIED SALARIES			10,636.00	24,093.00	7,384.76	24,093.00	0.00	0.0%
EMPLOYEE BENEFITS								
STRS		3101-3102	6,326.00	8,692.00	3,116.42	8,692.00	0.00	0.0%
PERS		3201-3202	1,194.00	7,917.00	3,256.05	7,917.00	0.00	0.0%
OASDI/Medicare/Alternative		3301-3302	1,929.00	7,567.00	2,712.13	7,567.00	0.00	0.0%
Health and Welfare Benefits		3401-3402	8,826.00	7,932.00	2,526.25	7,932.00	0.00	0.0%
Unemployment Insurance		3501-3502	54.00	101.00	32.01	101.00	0.00	0.0%
Workers' Compensation		3601-3602	1,525.00	2,617.00	966.32	2,617.00	0.00	0.0%
OPEB, Allocated		3701-3702	0.00	0.00	0.00	0.00	0.00	0.0%
OPEB, Active Employees		3751-3752	0.00	0.00	0.00	0.00	0.00	0.0%
Other Employee Benefits		3901-3902	0.00	0.00	0.00	0.00	0.00	0.0%
TOTAL, EMPLOYEE BENEFITS			17,654.00	34,826.00	12,616.16	34,826.00	0.00	0.0%
BOOKS AND SUPPLIES								
Approved Textbooks and Core Curricula Materials		4100	0.00	0.00	0.00	0.00	0.00	0.0%
Books and Other Reference Materials		4200	2,500.00	5,371.00	0.00	5,371.00	0.00	0.0%
Materials and Supplies		4300	27,658.00	8,321.00	1,494.30	8,321.00	0.00	0.0%
Noncapitalized Equipment		4400	9,500.00	11,472.00	1,025.99	11,472.00	0.00	0.0%
TOTAL, BOOKS AND SUPPLIES			39,658.00	25,164.00	2,520.29	25,164.00	0.00	0.0%

Description	Resource Codes	Object Codes	Original Budget (A)	Board Approved Operating Budget (B)	Actuals To Date (C)	Projected Year Totals (D)	Difference (Col B & D) (E)	% Diff Column B & D (F)
SERVICES AND OTHER OPERATING EXPENDITURES								
Subagreements for Services		5100	0.00	0.00	0.00	0.00	0.00	0.0%
Travel and Conferences		5200	1,000.00	5,972.00	(55.00)	5,972.00	0.00	0.0%
Dues and Memberships		5300	0.00	0.00	0.00	0.00	0.00	0.0%
Insurance		5400-5450	0.00	0.00	0.00	0.00	0.00	0.0%
Operations and Housekeeping Services		5500	0.00	0.00	0.00	0.00	0.00	0.0%
Rentals, Leases, Repairs, and Noncapitalized Improvements		5600	300.00	300.00	0.00	300.00	0.00	0.0%
Transfers of Direct Costs		5710	0.00	0.00	0.00	0.00	0.00	0.0%
Transfers of Direct Costs - Interfund		5750	1,000.00	1,000.00	0.00	1,000.00	0.00	0.0%
Professional/Consulting Services and Operating Expenditures		5800	1,250.00	2,010.00	244.13	2,010.00	0.00	0.0%
Communications		5900	150.00	350.00	0.00	350.00	0.00	0.0%
TOTAL, SERVICES AND OTHER OPERATING EXPENDITURES			3,700.00	9,832.00	189.13	9,832.00	0.00	0.0%
CAPITAL OUTLAY								
Land		6100	0.00	0.00	0.00	0.00	0.00	0.0%
Land Improvements		6170	0.00	0.00	0.00	0.00	0.00	0.0%
Buildings and Improvements of Buildings		6200	0.00	0.00	0.00	0.00	0.00	0.0%
Equipment		6400	0.00	0.00	0.00	0.00	0.00	0.0%
Equipment Replacement		6500	0.00	0.00	0.00	0.00	0.00	0.0%
TOTAL, CAPITAL OUTLAY			0.00	0.00	0.00	0.00	0.00	0.0%
OTHER OUTGO (excluding Transfers of Indirect Costs)								
Tuition								
Tuition, Excess Costs, and/or Deficit Payments Payments to Districts or Charter Schools		7141	0.00	0.00	0.00	0.00	0.00	0.0%
Payments to County Offices		7142	0.00	0.00	0.00	0.00	0.00	0.0%
Payments to JPAs		7143	0.00	0.00	0.00	0.00	0.00	0.0%
Debt Service								
Debt Service - Interest		7438	0.00	0.00	0.00	0.00	0.00	0.0%
Other Debt Service - Principal		7439	0.00	0.00	0.00	0.00	0.00	0.0%
TOTAL, OTHER OUTGO (excluding Transfers of Indirect Costs)			0.00	0.00	0.00	0.00	0.00	0.0%
OTHER OUTGO - TRANSFERS OF INDIRECT COSTS								
Transfers of Indirect Costs - Interfund		7350	0.00	0.00	0.00	0.00	0.00	0.0%
TOTAL, OTHER OUTGO - TRANSFERS OF INDIRECT COSTS			0.00	0.00	0.00	0.00	0.00	0.0%
TOTAL EXPENDITURES			148,301.00	210,205.00	79,455.66	210,205.00		

Description	Resource Codes	Object Codes	Original Budget (A)	Board Approved Operating Budget (B)	Actuals To Date (C)	Projected Year Totals (D)	Difference (Col B & D) (E)	% Diff Column B & D (F)
INTERFUND TRANSFERS								
INTERFUND TRANSFERS IN								
Other Authorized Interfund Transfers In		8919	93,051.00	93,051.00	78,051.00	93,051.00	0.00	0.0%
(a) TOTAL, INTERFUND TRANSFERS IN			93,051.00	93,051.00	78,051.00	93,051.00	0.00	0.0%
INTERFUND TRANSFERS OUT								
To State School Building Fund/ County School Facilities Fund		7813	0.00	0.00	0.00	0.00	0.00	0.0%
Other Authorized Interfund Transfers Out		7819	0.00	0.00	0.00	0.00	0.00	0.0%
(b) TOTAL, INTERFUND TRANSFERS OUT			0.00	0.00	0.00	0.00	0.00	0.0%
OTHER SOURCES/USES								
SOURCES								
Other Sources								
Transfers from Funds of Lapsed/Reorganized LEAs		8985	0.00	0.00	0.00	0.00	0.00	0.0%
Long-Term Debt Proceeds								
Proceeds from Certificates of Participation		8971	0.00	0.00	0.00	0.00	0.00	0.0%
Proceeds from Capital Leases		8972	0.00	0.00	0.00	0.00	0.00	0.0%
All Other Financing Sources		8979	0.00	0.00	0.00	0.00	0.00	0.0%
(c) TOTAL, SOURCES			0.00	0.00	0.00	0.00	0.00	0.0%
USES								
Transfers of Funds from Lapsed/Reorganized LEAs		7851	0.00	0.00	0.00	0.00	0.00	0.0%
All Other Financing Uses		7899	0.00	0.00	0.00	0.00	0.00	0.0%
(d) TOTAL, USES			0.00	0.00	0.00	0.00	0.00	0.0%
CONTRIBUTIONS								
Contributions from Unrestricted Revenues		8980	0.00	0.00	0.00	0.00	0.00	0.0%
Contributions from Restricted Revenues		8990	0.00	0.00	0.00	0.00	0.00	0.0%
(e) TOTAL, CONTRIBUTIONS			0.00	0.00	0.00	0.00	0.00	0.0%
TOTAL, OTHER FINANCING SOURCES/USES (a - b + c - d + e)			93,051.00	93,051.00	78,051.00	93,051.00		

Description	Resource Codes	Object Codes	Original Budget (A)	Board Approved Operating Budget (B)	Actuals To Date (C)	Projected Year Totals (D)	Difference (Col B & D) (E)	% Diff Column B & D (F)
A. REVENUES								
1) LCFF Sources		8010-8099	0.00	0.00	0.00	0.00	0.00	0.0%
2) Federal Revenue		8100-8299	273,258.00	281,821.00	180,274.00	281,821.00	0.00	0.0%
3) Other State Revenue		8300-8599	302,402.00	304,575.00	189,089.54	304,575.00	0.00	0.0%
4) Other Local Revenue		8600-8799	0.00	0.00	0.00	0.00	0.00	0.0%
5) TOTAL REVENUES			575,658.00	586,396.00	349,343.54	586,396.00		
B. EXPENDITURES								
1) Certificated Salaries		1000-1999	0.00	0.00	0.00	0.00	0.00	0.0%
2) Classified Salaries		2000-2999	0.00	0.00	0.00	0.00	0.00	0.0%
3) Employee Benefits		3000-3999	0.00	0.00	0.00	0.00	0.00	0.0%
4) Books and Supplies		4000-4999	0.00	0.00	0.00	0.00	0.00	0.0%
5) Services and Other Operating Expenditures		5000-5999	548,875.00	557,413.00	283,838.83	557,413.00	0.00	0.0%
6) Capital Outlay		6000-6999	0.00	0.00	0.00	0.00	0.00	0.0%
7) Other Outgo (excluding Transfers of Indirect Costs)		7100-7299, 7400-7499	0.00	0.00	0.00	0.00	0.00	0.0%
8) Other Outgo - Transfers of Indirect Costs		7300-7399	28,783.00	28,783.00	0.00	28,783.00	0.00	0.0%
9) TOTAL EXPENDITURES			575,658.00	586,196.00	283,838.83	586,196.00		
C. EXCESS (DEFICIENCY) OF REVENUES OVER EXPENDITURES BEFORE OTHER FINANCING SOURCES AND USES (A5 - B9)								
			0.00	0.00	85,704.71	0.00		
D. OTHER FINANCING SOURCES/USES								
1) Interfund Transfers								
a) Transfers In		8900-8929	0.00	0.00	0.00	0.00	0.00	0.0%
b) Transfers Out		7800-7829	0.00	0.00	0.00	0.00	0.00	0.0%
2) Other Sources/Uses								
a) Sources		8930-8979	0.00	0.00	0.00	0.00	0.00	0.0%
b) Uses		7830-7899	0.00	0.00	0.00	0.00	0.00	0.0%
3) Contributions		8980-8999	0.00	0.00	0.00	0.00	0.00	0.0%
4) TOTAL OTHER FINANCING SOURCES/USES			0.00	0.00	0.00	0.00		

2014-15 Second Interim
Child Development Fund
Revenues, Expenditures, and Changes in Fund Balance

34 73973 0000000
Form 121

Description	Resource Codes	Object Codes	Original Budget (A)	Board Approved Operating Budget (B)	Actuals To Date (C)	Projected Year Totals (D)	Difference (Col B & D) (E)	% Diff Column B & D (F)
E. NET INCREASE (DECREASE) IN FUND BALANCE (C + D4)			0.00	0.00	85,704.71	0.00		
F. FUND BALANCE, RESERVES								
1) Beginning Fund Balance								
a) As of July 1 - Unaudited		9791	0.00	0.00		0.00	0.00	0.0%
b) Audit Adjustments		9793	0.00	0.00		0.00	0.00	0.0%
c) As of July 1 - Audited (F1a + F1b)			0.00	0.00		0.00		
d) Other Restatements		9795	0.00	0.00		0.00	0.00	0.0%
e) Adjusted Beginning Balance (F1c + F1d)			0.00	0.00		0.00		
2) Ending Balance, June 30 (E + F1e)			0.00	0.00		0.00		
Components of Ending Fund Balance								
a) Nonspendable								
Revolving Cash		9711	0.00	0.00		0.00		
Stores		9712	0.00	0.00		0.00		
Prepaid Expenditures		9713	0.00	0.00		0.00		
All Others		9719	0.00	0.00		0.00		
b) Restricted		9740	0.00	0.00		0.00		
c) Committed								
Stabilization Arrangements		9750	0.00	0.00		0.00		
Other Commitments		9780	0.00	0.00		0.00		
d) Assigned								
Other Assignments		9780	0.00	0.00		0.00		
e) Unassigned/Unappropriated								
Reserve for Economic Uncertainties		9789	0.00	0.00		0.00		
Unassigned/Unappropriated Amount		9790	0.00	0.00		0.00		

Description	Resource Codes	Object Codes	Original Budget (A)	Board Approved Operating Budget (B)	Actuals To Date (C)	Projected Year Totals (D)	Difference (Col B & D) (E)	% Diff Column B & D (F)
FEDERAL REVENUE								
Child Nutrition Programs		8220	0.00	0.00	0.00	0.00	0.00	0.0%
Interagency Contracts Between LEAs		8285	0.00	0.00	0.00	0.00	0.00	0.0%
NCLB: Title I, Part A, Basic Grants Low-income and Neglected	3010	8290	0.00	0.00	0.00	0.00	0.00	0.0%
All Other Federal Revenue	All Other	8290	273,258.00	281,821.00	180,274.00	281,821.00	0.00	0.0%
TOTAL, FEDERAL REVENUE			273,258.00	281,821.00	180,274.00	281,821.00	0.00	0.0%
OTHER STATE REVENUE								
Child Nutrition Programs		8520	0.00	0.00	0.00	0.00	0.00	0.0%
Child Development Apportionments		8530	0.00	0.00	0.00	0.00	0.00	0.0%
Pass-Through Revenues from State Sources		8587	0.00	0.00	0.00	0.00	0.00	0.0%
State Preschool	8105	8590	302,402.00	304,575.00	189,089.54	304,575.00	0.00	0.0%
All Other State Revenue	All Other	8590	0.00	0.00	0.00	0.00	0.00	0.0%
TOTAL, OTHER STATE REVENUE			302,402.00	304,575.00	189,089.54	304,575.00	0.00	0.0%
OTHER LOCAL REVENUE								
Sales								
Sale of Equipment/Supplies		8831	0.00	0.00	0.00	0.00	0.00	0.0%
Food Service Sales		8834	0.00	0.00	0.00	0.00	0.00	0.0%
Interest		8860	0.00	0.00	0.00	0.00	0.00	0.0%
Net Increase (Decrease) in the Fair Value of Investments		8882	0.00	0.00	0.00	0.00	0.00	0.0%
Fees and Contracts								
Child Development Parent Fees		8873	0.00	0.00	0.00	0.00	0.00	0.0%
Interagency Services		8877	0.00	0.00	0.00	0.00	0.00	0.0%
All Other Fees and Contracts		8889	0.00	0.00	0.00	0.00	0.00	0.0%
Other Local Revenue								
All Other Local Revenue		8899	0.00	0.00	0.00	0.00	0.00	0.0%
All Other Transfers In from All Others		8799	0.00	0.00	0.00	0.00	0.00	0.0%
TOTAL, OTHER LOCAL REVENUE			0.00	0.00	0.00	0.00	0.00	0.0%
TOTAL REVENUES			575,658.00	586,396.00	349,343.54	586,396.00		

Description	Resource Codes	Object Codes	Original Budget (A)	Board Approved Operating Budget (B)	Actuals To Date (C)	Projected Year Totals (D)	Difference (Col B & D) (E)	% Diff Column B & D (F)
CERTIFICATED SALARIES								
Certificated Teachers' Salaries		1100	0.00	0.00	0.00	0.00	0.00	0.0%
Certificated Pupil Support Salaries		1200	0.00	0.00	0.00	0.00	0.00	0.0%
Certificated Supervisors' and Administrators' Salaries		1300	0.00	0.00	0.00	0.00	0.00	0.0%
Other Certificated Salaries		1900	0.00	0.00	0.00	0.00	0.00	0.0%
TOTAL, CERTIFICATED SALARIES			0.00	0.00	0.00	0.00	0.00	0.0%
CLASSIFIED SALARIES								
Classified Instructional Salaries		2100	0.00	0.00	0.00	0.00	0.00	0.0%
Classified Support Salaries		2200	0.00	0.00	0.00	0.00	0.00	0.0%
Classified Supervisors' and Administrators' Salaries		2300	0.00	0.00	0.00	0.00	0.00	0.0%
Clerical, Technical and Office Salaries		2400	0.00	0.00	0.00	0.00	0.00	0.0%
Other Classified Salaries		2900	0.00	0.00	0.00	0.00	0.00	0.0%
TOTAL, CLASSIFIED SALARIES			0.00	0.00	0.00	0.00	0.00	0.0%
EMPLOYEE BENEFITS								
STRS		3101-3102	0.00	0.00	0.00	0.00	0.00	0.0%
PERS		3201-3202	0.00	0.00	0.00	0.00	0.00	0.0%
OASDI/Medicare/Alternative		3301-3302	0.00	0.00	0.00	0.00	0.00	0.0%
Health and Welfare Benefits		3401-3402	0.00	0.00	0.00	0.00	0.00	0.0%
Unemployment Insurance		3501-3502	0.00	0.00	0.00	0.00	0.00	0.0%
Workers' Compensation		3601-3602	0.00	0.00	0.00	0.00	0.00	0.0%
OPEB, Allocated		3701-3702	0.00	0.00	0.00	0.00	0.00	0.0%
OPEB, Active Employees		3751-3752	0.00	0.00	0.00	0.00	0.00	0.0%
Other Employee Benefits		3901-3902	0.00	0.00	0.00	0.00	0.00	0.0%
TOTAL, EMPLOYEE BENEFITS			0.00	0.00	0.00	0.00	0.00	0.0%
BOOKS AND SUPPLIES								
Approved Textbooks and Core Curricula Materials		4100	0.00	0.00	0.00	0.00	0.00	0.0%
Books and Other Reference Materials		4200	0.00	0.00	0.00	0.00	0.00	0.0%
Materials and Supplies		4300	0.00	0.00	0.00	0.00	0.00	0.0%
Noncapitalized Equipment		4400	0.00	0.00	0.00	0.00	0.00	0.0%
Food		4700	0.00	0.00	0.00	0.00	0.00	0.0%
TOTAL, BOOKS AND SUPPLIES			0.00	0.00	0.00	0.00	0.00	0.0%

Description	Resource Codes	Object Codes	Original Budget (A)	Board Approved Operating Budget (B)	Actuals To Date (C)	Projected Year Totals (D)	Difference (Col B & D) (E)	% Diff Column B & D (F)
SERVICES AND OTHER OPERATING EXPENDITURES								
Subagreements for Services		5100	0.00	0.00	0.00	0.00	0.00	0.0%
Travel and Conferences		5200	0.00	0.00	0.00	0.00	0.00	0.0%
Dues and Memberships		5300	0.00	0.00	0.00	0.00	0.00	0.0%
Insurance		5400-5450	0.00	0.00	0.00	0.00	0.00	0.0%
Operations and Housekeeping Services		5500	0.00	0.00	0.00	0.00	0.00	0.0%
Rentals, Leases, Repairs, and Noncapitalized Improvements		5600	0.00	0.00	0.00	0.00	0.00	0.0%
Transfers of Direct Costs		5710	0.00	0.00	0.00	0.00	0.00	0.0%
Transfers of Direct Costs - Interfund		5750	0.00	0.00	0.00	0.00	0.00	0.0%
Professional/Consulting Services and Operating Expenditures		5800	546,875.00	557,413.00	263,838.83	557,413.00	0.00	0.0%
Communications		5900	0.00	0.00	0.00	0.00	0.00	0.0%
TOTAL, SERVICES AND OTHER OPERATING EXPENDITURES			546,875.00	557,413.00	263,838.83	557,413.00	0.00	0.0%
CAPITAL OUTLAY								
Land		6100	0.00	0.00	0.00	0.00	0.00	0.0%
Land Improvements		6170	0.00	0.00	0.00	0.00	0.00	0.0%
Buildings and Improvements of Buildings		6200	0.00	0.00	0.00	0.00	0.00	0.0%
Equipment		6400	0.00	0.00	0.00	0.00	0.00	0.0%
Equipment Replacement		6500	0.00	0.00	0.00	0.00	0.00	0.0%
TOTAL, CAPITAL OUTLAY			0.00	0.00	0.00	0.00	0.00	0.0%
OTHER OUTGO (excluding Transfers of Indirect Costs)								
Other Transfers Out								
All Other Transfers Out to All Others		7299	0.00	0.00	0.00	0.00	0.00	0.0%
Debt Service								
Debt Service - Interest		7438	0.00	0.00	0.00	0.00	0.00	0.0%
Other Debt Service - Principal		7439	0.00	0.00	0.00	0.00	0.00	0.0%
TOTAL, OTHER OUTGO (excluding Transfers of Indirect Costs)			0.00	0.00	0.00	0.00	0.00	0.0%
OTHER OUTGO - TRANSFERS OF INDIRECT COSTS								
Transfers of Indirect Costs - Interfund		7350	28,783.00	28,783.00	0.00	28,783.00	0.00	0.0%
TOTAL, OTHER OUTGO - TRANSFERS OF INDIRECT COSTS			28,783.00	28,783.00	0.00	28,783.00	0.00	0.0%
TOTAL, EXPENDITURES			575,658.00	586,196.00	263,838.83	586,196.00		

Description	Resource Codes	Object Codes	Original Budget (A)	Board Approved Operating Budget (B)	Actuals To Date (C)	Projected Year Totals (D)	Difference (Col B & D) (E)	% Diff Column B & D (F)
INTERFUND TRANSFERS								
INTERFUND TRANSFERS IN								
From General Fund		8911	0.00	0.00	0.00	0.00	0.00	0.0%
Other Authorized Interfund Transfers In		8919	0.00	0.00	0.00	0.00	0.00	0.0%
(a) TOTAL, INTERFUND TRANSFERS IN			0.00	0.00	0.00	0.00	0.00	0.0%
INTERFUND TRANSFERS OUT								
Other Authorized Interfund Transfers Out		7819	0.00	0.00	0.00	0.00	0.00	0.0%
(b) TOTAL, INTERFUND TRANSFERS OUT			0.00	0.00	0.00	0.00	0.00	0.0%
OTHER SOURCES/USES								
SOURCES								
Other Sources								
Transfers from Funds of Lapsed/Reorganized LEAs		8965	0.00	0.00	0.00	0.00	0.00	0.0%
Long-Term Debt Proceeds								
Proceeds from Certificates of Participation		8971	0.00	0.00	0.00	0.00	0.00	0.0%
Proceeds from Capital Leases		8972	0.00	0.00	0.00	0.00	0.00	0.0%
All Other Financing Sources		8979	0.00	0.00	0.00	0.00	0.00	0.0%
(c) TOTAL, SOURCES			0.00	0.00	0.00	0.00	0.00	0.0%
USES								
Transfers of Funds from Lapsed/Reorganized LEAs		7851	0.00	0.00	0.00	0.00	0.00	0.0%
All Other Financing Uses		7899	0.00	0.00	0.00	0.00	0.00	0.0%
(d) TOTAL, USES			0.00	0.00	0.00	0.00	0.00	0.0%
CONTRIBUTIONS								
Contributions from Unrestricted Revenues		8980	0.00	0.00	0.00	0.00	0.00	0.0%
Contributions from Restricted Revenues		8990	0.00	0.00	0.00	0.00	0.00	0.0%
(e) TOTAL, CONTRIBUTIONS			0.00	0.00	0.00	0.00	0.00	0.0%
TOTAL, OTHER FINANCING SOURCES/USES (a + b + c + d + e)								
			0.00	0.00	0.00	0.00		

2014-15 Second Interim
Cafeteria Special Revenue Fund
Revenues, Expenditures, and Changes in Fund Balance

34 73973 0000000
Form 131

Description	Resource Codes	Object Codes	Original Budget (A)	Board Approved Operating Budget (B)	Actuals To Date (C)	Projected Year Totals (D)	Difference (Col B & D) (E)	% Diff Column B & D (F)
A. REVENUES								
1) LCFF Sources		8010-8099	0.00	0.00	0.00	0.00	0.00	0.0%
2) Federal Revenue		8100-8299	1,554,387.00	1,554,387.00	527,144.24	1,554,387.00	0.00	0.0%
3) Other State Revenue		8300-8599	110,000.00	110,000.00	45,513.80	110,000.00	0.00	0.0%
4) Other Local Revenue		8600-8799	255,550.00	269,097.00	127,875.88	269,097.00	0.00	0.0%
5) TOTAL REVENUES			1,919,937.00	1,933,484.00	700,533.92	1,933,484.00		
B. EXPENDITURES								
1) Certificated Salaries		1000-1999	0.00	0.00	0.00	0.00	0.00	0.0%
2) Classified Salaries		2000-2999	600,595.00	618,687.00	382,974.53	618,687.00	0.00	0.0%
3) Employee Benefits		3000-3999	301,682.00	304,088.00	187,999.19	304,088.00	0.00	0.0%
4) Books and Supplies		4000-4999	942,500.00	958,175.00	468,164.07	958,175.00	0.00	0.0%
5) Services and Other Operating Expenditures		5000-5999	74,980.00	74,980.00	28,188.75	74,980.00	0.00	0.0%
6) Capital Outlay		6000-6999	0.00	0.00	0.00	0.00	0.00	0.0%
7) Other Outgo (excluding Transfers of Indirect Costs)		7100-7299, 7400-7499	0.00	0.00	0.00	0.00	0.00	0.0%
8) Other Outgo - Transfers of Indirect Costs		7300-7399	0.00	0.00	0.00	0.00	0.00	0.0%
9) TOTAL EXPENDITURES			1,919,937.00	1,951,890.00	1,025,326.54	1,951,890.00		
C. EXCESS (DEFICIENCY) OF REVENUES OVER EXPENDITURES BEFORE OTHER FINANCING SOURCES AND USES (A5 - B9)			0.00	(18,428.00)	(324,793.04)	(18,428.00)		
D. OTHER FINANCING SOURCES/USES								
1) Interfund Transfers								
a) Transfers In		8900-8929	0.00	0.00	0.00	0.00	0.00	0.0%
b) Transfers Out		7600-7629	0.00	0.00	0.00	0.00	0.00	0.0%
2) Other Sources/Uses								
a) Sources		8930-8979	0.00	0.00	0.00	0.00	0.00	0.0%
b) Uses		7630-7699	0.00	0.00	0.00	0.00	0.00	0.0%
3) Contributions		8980-8999	0.00	0.00	0.00	0.00	0.00	0.0%
4) TOTAL OTHER FINANCING SOURCES/USES			0.00	0.00	0.00	0.00		

2014-15 Second Interim
Cafeteria Special Revenue Fund
Revenues, Expenditures, and Changes in Fund Balance

34 73973 0000000
Form 13f

Description	Resource Codes	Object Codes	Original Budget (A)	Board Approved Operating Budget (B)	Actuals To Date (C)	Projected Year Totals (D)	Difference (Col B & D) (E)	% Diff Column B & D (F)
E. NET INCREASE (DECREASE) IN FUND BALANCE (C + D4)			0.00	(18,428.00)	(324,793.04)	(18,428.00)		
F. FUND BALANCE, RESERVES								
1) Beginning Fund Balance								
a) As of July 1 - Unaudited		9791	88,588.80	88,588.80		88,588.80	0.00	0.0%
b) Audit Adjustments		9793	0.00	0.00		0.00	0.00	0.0%
c) As of July 1 - Audited (F1a + F1b)			88,588.80	88,588.80		88,588.80		
d) Other Restatements		9795	0.00	0.00		0.00	0.00	0.0%
e) Adjusted Beginning Balance (F1c + F1d)			88,588.80	88,588.80		88,588.80		
2) Ending Balance, June 30 (E + F1e)			88,588.80	70,162.80		70,162.80		
Components of Ending Fund Balance								
a) Nonspendable								
Revolving Cash		9711	0.00	0.00		0.00		
Stores		9712	0.00	0.00		0.00		
Prepaid Expenditures		9713	0.00	0.00		0.00		
All Others		9719	0.00	0.00		0.00		
b) Restricted		9740	88,588.80	70,162.80		70,162.80		
c) Committed								
Stabilization Arrangements		9750	0.00	0.00		0.00		
Other Commitments		9780	0.00	0.00		0.00		
d) Assigned								
Other Assignments		9780	0.00	0.00		0.00		
e) Unassigned/Unappropriated								
Reserve for Economic Uncertainties		9789	0.00	0.00		0.00		
Unassigned/Unappropriated Amount		9790	0.00	0.00		0.00		

Description	Resource Codes	Object Codes	Original Budget (A)	Board Approved Operating Budget (B)	Actuals To Date (C)	Projected Year Totals (D)	Difference (Col B & D) (E)	% Diff Column B & D (F)
FEDERAL REVENUE								
Child Nutrition Programs		8220	1,554,387.00	1,554,387.00	527,144.24	1,554,387.00	0.00	0.0%
All Other Federal Revenue		8290	0.00	0.00	0.00	0.00	0.00	0.0%
TOTAL, FEDERAL REVENUE			1,554,387.00	1,554,387.00	527,144.24	1,554,387.00	0.00	0.0%
OTHER STATE REVENUE								
Child Nutrition Programs		8520	110,000.00	110,000.00	45,513.80	110,000.00	0.00	0.0%
All Other State Revenue		8590	0.00	0.00	0.00	0.00	0.00	0.0%
TOTAL, OTHER STATE REVENUE			110,000.00	110,000.00	45,513.80	110,000.00	0.00	0.0%
OTHER LOCAL REVENUE								
Sales								
Sale of Equipment/Supplies		8831	0.00	0.00	0.00	0.00	0.00	0.0%
Food Service Sales		8834	250,000.00	283,547.00	127,858.86	283,547.00	0.00	0.0%
Leases and Rentals		8850	0.00	0.00	0.00	0.00	0.00	0.0%
Interest		8860	50.00	50.00	0.00	50.00	0.00	0.0%
Net Increase (Decrease) in the Fair Value of Investments		8882	0.00	0.00	0.00	0.00	0.00	0.0%
Fees and Contracts								
Interagency Services		8877	0.00	0.00	0.00	0.00	0.00	0.0%
Other Local Revenue								
All Other Local Revenue		8899	5,500.00	5,500.00	17.00	5,500.00	0.00	0.0%
TOTAL, OTHER LOCAL REVENUE			255,550.00	289,097.00	127,875.86	289,097.00	0.00	0.0%
TOTAL REVENUES			1,919,917.00	1,933,484.00	700,533.50	1,933,484.00		

Description	Resource Codes	Object Codes	Original Budget (A)	Board Approved Operating Budget (B)	Actuals To Date (C)	Projected Year Totals (D)	Difference (Col B & D) (E)	% Diff Column B & D (F)
CERTIFICATED SALARIES								
Certificated Supervisors' and Administrators' Salaries		1300	0.00	0.00	0.00	0.00	0.00	0.0%
Other Certificated Salaries		1900	0.00	0.00	0.00	0.00	0.00	0.0%
TOTAL, CERTIFICATED SALARIES			0.00	0.00	0.00	0.00	0.00	0.0%
CLASSIFIED SALARIES								
Classified Support Salaries		2200	498,108.00	508,748.00	297,811.84	508,748.00	0.00	0.0%
Classified Supervisors' and Administrators' Salaries		2300	69,273.00	69,273.00	40,409.25	69,273.00	0.00	0.0%
Concl. Technical and Office Salaries		2400	33,214.00	38,848.00	24,953.84	38,848.00	0.00	0.0%
Other Classified Salaries		2900	0.00	0.00	0.00	0.00	0.00	0.0%
TOTAL, CLASSIFIED SALARIES			600,595.00	616,869.00	362,974.53	616,869.00	0.00	0.0%
EMPLOYEE BENEFITS								
STRS		3101-3102	0.00	0.00	0.00	0.00	0.00	0.0%
PERS		3201-3202	70,899.00	71,439.00	34,871.12	71,439.00	0.00	0.0%
OASDI/Medicare/Alternative		3301-3302	45,958.00	47,184.00	28,221.41	47,184.00	0.00	0.0%
Health and Welfare Benefits		3401-3402	181,854.00	181,854.00	92,730.14	181,854.00	0.00	0.0%
Unemployment Insurance		3501-3502	307.00	314.00	188.58	314.00	0.00	0.0%
Workers' Compensation		3601-3602	8,985.00	9,258.00	5,814.28	9,258.00	0.00	0.0%
OPEB, Allocated		3701-3702	0.00	0.00	0.00	0.00	0.00	0.0%
OPEB, Active Employees		3751-3752	0.00	0.00	0.00	0.00	0.00	0.0%
Other Employee Benefits		3901-3902	14,081.00	14,081.00	8,375.70	14,081.00	0.00	0.0%
TOTAL, EMPLOYEE BENEFITS			301,882.00	304,088.00	187,999.18	304,088.00	0.00	0.0%
BOOKS AND SUPPLIES								
Books and Other Reference Materials		4200	0.00	0.00	0.00	0.00	0.00	0.0%
Materials and Supplies		4300	100,000.00	100,000.00	48,077.85	100,000.00	0.00	0.0%
Noncapitalized Equipment		4400	30,000.00	30,000.00	11,828.08	30,000.00	0.00	0.0%
Food		4700	812,500.00	828,175.00	408,258.14	828,175.00	0.00	0.0%
TOTAL, BOOKS AND SUPPLIES			942,500.00	958,175.00	468,164.07	958,175.00	0.00	0.0%

Description	Resource Codes	Object Codes	Original Budget (A)	Board Approved Operating Budget (B)	Actuals To Date (C)	Projected Year Totals (D)	Difference (Col B & D) (E)	% Diff Column B & D (F)
SERVICES AND OTHER OPERATING EXPENDITURES								
Subagreements for Services		5100	0.00	0.00	0.00	0.00	0.00	0.0%
Travel and Conferences		5200	5,560.00	5,560.00	2,853.20	5,560.00	0.00	0.0%
Dues and Memberships		5300	4,100.00	4,100.00	1,189.70	4,100.00	0.00	0.0%
Insurance		5400-5450	0.00	0.00	0.00	0.00	0.00	0.0%
Operations and Housekeeping Services		5500	0.00	0.00	0.00	0.00	0.00	0.0%
Rentals, Leases, Repairs, and Noncapitalized Improvements		5800	24,500.00	24,500.00	8,158.88	24,500.00	0.00	0.0%
Transfers of Direct Costs		5710	0.00	0.00	0.00	0.00	0.00	0.0%
Transfers of Direct Costs - Interfund		5750	2,000.00	2,000.00	0.00	2,000.00	0.00	0.0%
Professional/Consulting Services and Operating Expenditures		5800	38,500.00	38,500.00	18,188.88	38,500.00	0.00	0.0%
Communications		5900	300.00	300.00	0.00	300.00	0.00	0.0%
TOTAL, SERVICES AND OTHER OPERATING EXPENDITURES			74,960.00	74,960.00	28,188.75	74,960.00	0.00	0.0%
CAPITAL OUTLAY								
Buildings and Improvements of Buildings		6200	0.00	0.00	0.00	0.00	0.00	0.0%
Equipment		6400	0.00	0.00	0.00	0.00	0.00	0.0%
Equipment Replacement		6500	0.00	0.00	0.00	0.00	0.00	0.0%
TOTAL, CAPITAL OUTLAY			0.00	0.00	0.00	0.00	0.00	0.0%
OTHER OUTGO (excluding Transfers of Indirect Costs)								
Debt Service								
Debt Service - Interest		7438	0.00	0.00	0.00	0.00	0.00	0.0%
Other Debt Service - Principal		7439	0.00	0.00	0.00	0.00	0.00	0.0%
TOTAL, OTHER OUTGO (excluding Transfers of Indirect Costs)			0.00	0.00	0.00	0.00	0.00	0.0%
OTHER OUTGO - TRANSFERS OF INDIRECT COSTS								
Transfers of Indirect Costs - Interfund		7350	0.00	0.00	0.00	0.00	0.00	0.0%
TOTAL, OTHER OUTGO - TRANSFERS OF INDIRECT COSTS			0.00	0.00	0.00	0.00	0.00	0.0%
TOTAL EXPENDITURES			1,919,917.00	1,951,890.00	1,025,328.54	1,951,890.00		

Description	Resource Codes	Object Codes	Original Budget (A)	Board Approved Operating Budget (B)	Actuals To Date (C)	Projected Year Totals (D)	Difference (Col B & D) (E)	% Diff Column B & D (F)
INTERFUND TRANSFERS								
INTERFUND TRANSFERS IN								
From General Fund		8918	0.00	0.00	0.00	0.00	0.00	0.0%
Other Authorized Interfund Transfers In		8919	0.00	0.00	0.00	0.00	0.00	0.0%
(a) TOTAL, INTERFUND TRANSFERS IN			0.00	0.00	0.00	0.00	0.00	0.0%
INTERFUND TRANSFERS OUT								
Other Authorized Interfund Transfers Out		7819	0.00	0.00	0.00	0.00	0.00	0.0%
(b) TOTAL, INTERFUND TRANSFERS OUT			0.00	0.00	0.00	0.00	0.00	0.0%
OTHER SOURCES/USES								
SOURCES								
Other Sources								
Transfers from Funds of Lapsed/Reorganized LEAs		8985	0.00	0.00	0.00	0.00	0.00	0.0%
Long-Term Debt Proceeds								
Proceeds from Capital Leases		8972	0.00	0.00	0.00	0.00	0.00	0.0%
All Other Financing Sources		8979	0.00	0.00	0.00	0.00	0.00	0.0%
(c) TOTAL, SOURCES			0.00	0.00	0.00	0.00	0.00	0.0%
USES								
Transfers of Funds from Lapsed/Reorganized LEAs		7851	0.00	0.00	0.00	0.00	0.00	0.0%
All Other Financing Uses		7899	0.00	0.00	0.00	0.00	0.00	0.0%
(d) TOTAL, USES			0.00	0.00	0.00	0.00	0.00	0.0%
CONTRIBUTIONS								
Contributions from Unrestricted Revenues		8980	0.00	0.00	0.00	0.00	0.00	0.0%
Contributions from Restricted Revenues		8990	0.00	0.00	0.00	0.00	0.00	0.0%
(e) TOTAL, CONTRIBUTIONS			0.00	0.00	0.00	0.00	0.00	0.0%
TOTAL, OTHER FINANCING SOURCES/USES								
(a - b + c - d + e)			0.00	0.00	0.00	0.00		

2014-15 Second Interim
Deferred Maintenance Fund
Revenues, Expenditures, and Changes in Fund Balance

34 73973 0000000
Form 141

Description	Resource Codes	Object Codes	Original Budget (A)	Board Approved Operating Budget (B)	Actuals To Date (C)	Projected Year Totals (D)	Difference (Col B & D) (E)	% Diff Column B & D (F)
A. REVENUES								
1) LCFF Sources		8010-8099	0.00	0.00	0.00	0.00	0.00	0.0%
2) Federal Revenue		8100-8299	0.00	0.00	0.00	0.00	0.00	0.0%
3) Other State Revenue		8300-8599	0.00	0.00	0.00	0.00	0.00	0.0%
4) Other Local Revenue		8600-8799	372.00	372.00	0.00	372.00	0.00	0.0%
5) TOTAL REVENUES			372.00	372.00	0.00	372.00		
B. EXPENDITURES								
1) Certificated Salaries		1000-1999	0.00	0.00	0.00	0.00	0.00	0.0%
2) Classified Salaries		2000-2999	0.00	1,418.00	1,417.08	1,418.00	0.00	0.0%
3) Employee Benefits		3000-3999	0.00	132.00	130.47	132.00	0.00	0.0%
4) Books and Supplies		4000-4999	22,500.00	54,980.00	27,521.94	54,980.00	0.00	0.0%
5) Services and Other Operating Expenditures		5000-5999	77,872.00	133,882.00	83,404.84	133,882.00	0.00	0.0%
6) Capital Outlay		6000-6999	0.00	0.00	0.00	0.00	0.00	0.0%
7) Other Outgo (excluding Transfers of Indirect Costs)		7100-7299, 7400-7499	0.00	0.00	0.00	0.00	0.00	0.0%
8) Other Outgo - Transfers of Indirect Costs		7300-7399	0.00	0.00	0.00	0.00	0.00	0.0%
9) TOTAL EXPENDITURES			100,372.00	190,372.00	112,474.33	190,372.00		
C. EXCESS (DEFICIENCY) OF REVENUES OVER EXPENDITURES BEFORE OTHER FINANCING SOURCES AND USES (A5 - B9)			(100,000.00)	(190,000.00)	(112,474.33)	(190,000.00)		
D. OTHER FINANCING SOURCES/USES								
1) Interfund Transfers								
a) Transfers In		8900-8929	100,000.00	100,000.00	100,000.00	100,000.00	0.00	0.0%
b) Transfers Out		7600-7629	0.00	0.00	0.00	0.00	0.00	0.0%
2) Other Sources/Uses								
a) Sources		8930-8979	0.00	0.00	0.00	0.00	0.00	0.0%
b) Uses		7630-7699	0.00	0.00	0.00	0.00	0.00	0.0%
3) Contributions		8980-8999	0.00	0.00	0.00	0.00	0.00	0.0%
4) TOTAL OTHER FINANCING SOURCES/USES			100,000.00	100,000.00	100,000.00	100,000.00		

Description	Resource Codes	Object Codes	Original Budget (A)	Board Approved Operating Budget (B)	Actuals To Date (C)	Projected Year Totals (D)	Difference (Col B & D) (E)	% Diff Column B & D (F)
E. NET INCREASE (DECREASE) IN FUND BALANCE (C + D4)			0.00	(90,000.00)	(12,474.33)	(90,000.00)		
F. FUND BALANCE, RESERVES								
1) Beginning Fund Balance								
a) As of July 1 - Unaudited		9791	90,101.79	90,101.79		90,101.79	0.00	0.0%
b) Audit Adjustments		9793	0.00	0.00		0.00	0.00	0.0%
c) As of July 1 - Audited (F1a + F1b)			90,101.79	90,101.79		90,101.79		
d) Other Restatements		9795	0.00	0.00		0.00	0.00	0.0%
e) Adjusted Beginning Balance (F1c + F1d)			90,101.79	90,101.79		90,101.79		
2) Ending Balance, June 30 (E + F1e)			90,101.79	101.79		101.79		
Components of Ending Fund Balance								
a) Nonspendable								
Revolving Cash		9711	0.00	0.00		0.00		
Stores		9712	0.00	0.00		0.00		
Prepaid Expenditures		9713	0.00	0.00		0.00		
All Others		9719	0.00	0.00		0.00		
b) Restricted		9740	0.00	0.00		0.00		
c) Committed								
Stabilization Arrangements		9750	0.00	0.00		0.00		
Other Commitments		9760	0.00	0.00		0.00		
d) Assigned								
Other Assignments		9780	90,101.79	101.79		101.79		
e) Unassigned/Unappropriated								
Reserve for Economic Uncertainties		9789	0.00	0.00		0.00		
Unassigned/Unappropriated Amount		9790	0.00	0.00		0.00		

2014-15 Second Interim
Deferred Maintenance Fund
Revenues, Expenditures, and Changes in Fund Balance

34 73973 0000000
Form 141

Description	Resource Codes	Object Codes	Original Budget (A)	Board Approved Operating Budget (B)	Actuals To Date (C)	Projected Year Totals (D)	Difference (Col B & D) (E)	% Diff Column B & D (F)
LCFF SOURCES								
LCFF Transfers								
LCFF Transfers - Current Year		8091	0.00	0.00	0.00	0.00	0.00	0.0%
LCFF/Revenue Limit Transfers - Prior Years		8099	0.00	0.00	0.00	0.00	0.00	0.0%
TOTAL, LCFF SOURCES			0.00	0.00	0.00	0.00	0.00	0.0%
OTHER STATE REVENUE								
All Other State Revenue		8590	0.00	0.00	0.00	0.00	0.00	0.0%
TOTAL, OTHER STATE REVENUE			0.00	0.00	0.00	0.00	0.00	0.0%
OTHER LOCAL REVENUE								
Sales								
Sale of Equipment/Supplies		8631	0.00	0.00	0.00	0.00	0.00	0.0%
Interest		8680	372.00	372.00	0.00	372.00	0.00	0.0%
Net Increase (Decrease) in the Fair Value of Investments		8682	0.00	0.00	0.00	0.00	0.00	0.0%
Other Local Revenue								
All Other Local Revenue		8689	0.00	0.00	0.00	0.00	0.00	0.0%
All Other Transfers In from All Others		8799	0.00	0.00	0.00	0.00	0.00	0.0%
TOTAL, OTHER LOCAL REVENUE			372.00	372.00	0.00	372.00	0.00	0.0%
TOTAL REVENUES			372.00	372.00	0.00	372.00		

Description	Resource Codes	Object Codes	Original Budget (A)	Board Approved Operating Budget (B)	Actuals To Date (C)	Projected Year Totals (D)	Difference (Col B & D) (E)	% Diff Column B & D (F)
CLASSIFIED SALARIES								
Classified Support Salaries		2200	0.00	1,418.00	1,417.08	1,418.00	0.00	0.0%
Other Classified Salaries		2900	0.00	0.00	0.00	0.00	0.00	0.0%
TOTAL, CLASSIFIED SALARIES			0.00	1,418.00	1,417.08	1,418.00	0.00	0.0%
EMPLOYEE BENEFITS								
STRS		3101-3102	0.00	0.00	0.00	0.00	0.00	0.0%
PERS		3201-3202	0.00	0.00	0.00	0.00	0.00	0.0%
OASDI/Medicare/Alternative		3301-3302	0.00	109.00	108.40	109.00	0.00	0.0%
Health and Welfare Benefits		3401-3402	0.00	0.00	0.00	0.00	0.00	0.0%
Unemployment Insurance		3501-3502	0.00	1.00	0.70	1.00	0.00	0.0%
Workers' Compensation		3601-3602	0.00	22.00	21.37	22.00	0.00	0.0%
OPEB, Allocated		3701-3702	0.00	0.00	0.00	0.00	0.00	0.0%
OPEB, Active Employees		3751-3752	0.00	0.00	0.00	0.00	0.00	0.0%
Other Employee Benefits		3901-3902	0.00	0.00	0.00	0.00	0.00	0.0%
TOTAL, EMPLOYEE BENEFITS			0.00	132.00	130.47	132.00	0.00	0.0%
BOOKS AND SUPPLIES								
Books and Other Reference Materials		4200	0.00	0.00	0.00	0.00	0.00	0.0%
Materials and Supplies		4300	12,500.00	35,800.00	12,038.33	35,800.00	0.00	0.0%
Noncapitalized Equipment		4400	10,000.00	19,380.00	15,485.81	19,380.00	0.00	0.0%
TOTAL, BOOKS AND SUPPLIES			22,500.00	54,980.00	27,521.94	54,980.00	0.00	0.0%
SERVICES AND OTHER OPERATING EXPENDITURES								
Subagreements for Services		5100	0.00	0.00	0.00	0.00	0.00	0.0%
Travel and Conferences		5200	0.00	0.00	0.00	0.00	0.00	0.0%
Rentals, Leases, Repairs, and Noncapitalized Improvements		5800	72,872.00	125,882.00	83,404.84	125,882.00	0.00	0.0%
Transfers of Direct Costs		5710	0.00	0.00	0.00	0.00	0.00	0.0%
Transfers of Direct Costs - Interfund		5750	0.00	0.00	0.00	0.00	0.00	0.0%
Professional/Consulting Services and Operating Expenditures		5800	5,000.00	8,000.00	0.00	8,000.00	0.00	0.0%
TOTAL, SERVICES AND OTHER OPERATING EXPENDITURES			77,872.00	133,882.00	83,404.84	133,882.00	0.00	0.0%
CAPITAL OUTLAY								
Land Improvements		6170	0.00	0.00	0.00	0.00	0.00	0.0%
Buildings and Improvements of Buildings		6200	0.00	0.00	0.00	0.00	0.00	0.0%
Equipment		6400	0.00	0.00	0.00	0.00	0.00	0.0%
Equipment Replacement		6500	0.00	0.00	0.00	0.00	0.00	0.0%
TOTAL, CAPITAL OUTLAY			0.00	0.00	0.00	0.00	0.00	0.0%
OTHER OUTGO (excluding Transfers of Indirect Costs)								
Debt Service								
Debt Service - Interest		7438	0.00	0.00	0.00	0.00	0.00	0.0%
Other Debt Service - Principal		7439	0.00	0.00	0.00	0.00	0.00	0.0%
TOTAL, OTHER OUTGO (excluding Transfers of Indirect Costs)			0.00	0.00	0.00	0.00	0.00	0.0%
TOTAL EXPENDITURES			100,372.00	190,372.00	112,474.33	190,372.00		

2014-15 Second Interim
Deferred Maintenance Fund
Revenues, Expenditures, and Changes in Fund Balance

34 73973 0000000
Form 141

Description	Resource Codes	Object Codes	Original Budget (A)	Board Approved Operating Budget (B)	Actuals To Date (C)	Projected Year Totals (D)	Difference (Col B & D) (E)	% Diff Column B & D (F)
INTERFUND TRANSFERS								
INTERFUND TRANSFERS IN								
Other Authorized Interfund Transfers In		8919	100,000.00	100,000.00	100,000.00	100,000.00	0.00	0.0%
(a) TOTAL, INTERFUND TRANSFERS IN			100,000.00	100,000.00	100,000.00	100,000.00	0.00	0.0%
INTERFUND TRANSFERS OUT								
Other Authorized Interfund Transfers Out		7819	0.00	0.00	0.00	0.00	0.00	0.0%
(b) TOTAL, INTERFUND TRANSFERS OUT			0.00	0.00	0.00	0.00	0.00	0.0%
OTHER SOURCES/USES								
SOURCES								
Other Sources								
Transfers from Funds of Lapsed/Reorganized LEAs		8965	0.00	0.00	0.00	0.00	0.00	0.0%
Long-Term Debt Proceeds								
Proceeds from Capital Leases		8972	0.00	0.00	0.00	0.00	0.00	0.0%
All Other Financing Sources		8979	0.00	0.00	0.00	0.00	0.00	0.0%
(c) TOTAL, SOURCES			0.00	0.00	0.00	0.00	0.00	0.0%
USES								
Transfers of Funds from Lapsed/Reorganized LEAs		7851	0.00	0.00	0.00	0.00	0.00	0.0%
All Other Financing Uses		7899	0.00	0.00	0.00	0.00	0.00	0.0%
(d) TOTAL, USES			0.00	0.00	0.00	0.00	0.00	0.0%
CONTRIBUTIONS								
Contributions from Unrestricted Revenues		8980	0.00	0.00	0.00	0.00	0.00	0.0%
Contributions from Restricted Revenues		8990	0.00	0.00	0.00	0.00	0.00	0.0%
(e) TOTAL, CONTRIBUTIONS			0.00	0.00	0.00	0.00	0.00	0.0%
TOTAL, OTHER FINANCING SOURCES/USES (a - b + c - d + e)			100,000.00	100,000.00	100,000.00	100,000.00		

Description	Resource Codes	Object Codes	Original Budget (A)	Board Approved Operating Budget (B)	Actuals To Date (C)	Projected Year Totals (D)	Difference (Col B & D) (E)	% Diff Column B & D (F)
A. REVENUES								
1) LCFF Sources		8010-8099	0.00	0.00	0.00	0.00	0.00	0.0%
2) Federal Revenue		8100-8299	0.00	0.00	0.00	0.00	0.00	0.0%
3) Other State Revenue		8300-8599	0.00	0.00	0.00	0.00	0.00	0.0%
4) Other Local Revenue		8600-8799	10,000.00	10,000.00	0.00	10,000.00	0.00	0.0%
5) TOTAL REVENUES			10,000.00	10,000.00	0.00	10,000.00		
B. EXPENDITURES								
1) Certificated Salaries		1000-1999	0.00	0.00	0.00	0.00	0.00	0.0%
2) Classified Salaries		2000-2999	0.00	0.00	0.00	0.00	0.00	0.0%
3) Employee Benefits		3000-3999	0.00	0.00	0.00	0.00	0.00	0.0%
4) Books and Supplies		4000-4999	0.00	0.00	0.00	0.00	0.00	0.0%
5) Services and Other Operating Expenditures		5000-5999	0.00	0.00	0.00	0.00	0.00	0.0%
6) Capital Outlay		6000-6999	0.00	0.00	0.00	0.00	0.00	0.0%
7) Other Outgo (excluding Transfers of Indirect Costs)		7100-7299, 7400-7499	0.00	0.00	0.00	0.00	0.00	0.0%
8) Other Outgo - Transfers of Indirect Costs		7300-7399	0.00	0.00	0.00	0.00	0.00	0.0%
9) TOTAL EXPENDITURES			0.00	0.00	0.00	0.00		
C. EXCESS (DEFICIENCY) OF REVENUES OVER EXPENDITURES BEFORE OTHER FINANCING SOURCES AND USES (A5 - B9)			10,000.00	10,000.00	0.00	10,000.00		
D. OTHER FINANCING SOURCES/USES								
1) Interfund Transfers								
a) Transfers In		8900-8929	0.00	0.00	0.00	0.00	0.00	0.0%
b) Transfers Out		7600-7629	0.00	0.00	0.00	0.00	0.00	0.0%
2) Other Sources/Uses								
a) Sources		8930-8979	0.00	0.00	0.00	0.00	0.00	0.0%
b) Uses		7630-7699	0.00	0.00	0.00	0.00	0.00	0.0%
3) Contributions		8980-8999	0.00	0.00	0.00	0.00	0.00	0.0%
4) TOTAL OTHER FINANCING SOURCES/USES			0.00	0.00	0.00	0.00		

Description	Resource Codes	Object Codes	Original Budget (A)	Board Approved Operating Budget (B)	Actuals To Date (C)	Projected Year Totals (D)	Difference (Col B & D) (E)	% Diff Column B & D (F)
E. NET INCREASE (DECREASE) IN FUND BALANCE (C + D4)			10,000.00	10,000.00	0.00	10,000.00		
F. FUND BALANCE, RESERVES								
1) Beginning Fund Balance								
a) As of July 1 - Unaudited		9791	2,353,982.81	2,353,982.81		2,353,982.81	0.00	0.0%
b) Audit Adjustments		9793	0.00	0.00		0.00	0.00	0.0%
c) As of July 1 - Audited (F1a + F1b)			2,353,982.81	2,353,982.81		2,353,982.81		
d) Other Restatements		9795	0.00	0.00		0.00	0.00	0.0%
e) Adjusted Beginning Balance (F1c + F1d)			2,353,982.81	2,353,982.81		2,353,982.81		
2) Ending Balance, June 30 (E + F1e)			2,353,982.81	2,353,982.81		2,353,982.81		
Components of Ending Fund Balance								
a) Nonspendable								
Revolving Cash		9711	0.00	0.00		0.00		
Stores		9712	0.00	0.00		0.00		
Prepaid Expenditures		9713	0.00	0.00		0.00		
All Others		9719	0.00	0.00		0.00		
b) Restricted		9740	0.00	0.00		0.00		
c) Committed								
Stabilization Arrangements		9750	1,317,660.04	1,305,660.04		1,305,660.04		
Other Commitments		9760	0.00	0.00		0.00		
d) Assigned								
Other Assignments		9780	1,046,322.77	1,056,322.77		1,056,322.77		
e) Unassigned/Unappropriated								
Reserve for Economic Uncertainties		9789	0.00	0.00		0.00		
Unassigned/Unappropriated Amount		9790	0.00	0.00		0.00		

Description	Resource Codes	Object Codes	Original Budget (A)	Board Approved Operating Budget (B)	Actuals To Date (C)	Projected Year Totals (D)	Difference (Col B & D) (E)	% Diff Column B & D (F)
OTHER LOCAL REVENUE								
Sales								
Sale of Equipment/Supplies		8831	0.00	0.00	0.00	0.00	0.00	0.0%
Interest		8860	10,000.00	10,000.00	0.00	10,000.00	0.00	0.0%
Net Increase (Decrease) in the Fair Value of Investments		8862	0.00	0.00	0.00	0.00	0.00	0.0%
TOTAL, OTHER LOCAL REVENUE			10,000.00	10,000.00	0.00	10,000.00	0.00	0.0%
TOTAL, REVENUES			10,000.00	10,000.00	0.00	10,000.00		
INTERFUND TRANSFERS								
INTERFUND TRANSFERS IN								
From General Fund/CSSF		8812	0.00	0.00	0.00	0.00	0.00	0.0%
Other Authorized Interfund Transfers In		8819	0.00	0.00	0.00	0.00	0.00	0.0%
(a) TOTAL, INTERFUND TRANSFERS IN			0.00	0.00	0.00	0.00	0.00	0.0%
INTERFUND TRANSFERS OUT								
To General Fund/CSSF		7812	0.00	0.00	0.00	0.00	0.00	0.0%
To State School Building Fund/ County School Facilities Fund		7813	0.00	0.00	0.00	0.00	0.00	0.0%
Other Authorized Interfund Transfers Out		7819	0.00	0.00	0.00	0.00	0.00	0.0%
(b) TOTAL, INTERFUND TRANSFERS OUT			0.00	0.00	0.00	0.00	0.00	0.0%
OTHER SOURCES/USES								
SOURCES								
Other Sources								
Transfers from Funds of Lapsed/Reorganized LEAs		8985	0.00	0.00	0.00	0.00	0.00	0.0%
(c) TOTAL, SOURCES			0.00	0.00	0.00	0.00	0.00	0.0%
USES								
Transfers of Funds from Lapsed/Reorganized LEAs		7851	0.00	0.00	0.00	0.00	0.00	0.0%
(d) TOTAL, USES			0.00	0.00	0.00	0.00	0.00	0.0%
CONTRIBUTIONS								
Contributions from Restricted Revenues		8990	0.00	0.00	0.00	0.00	0.00	0.0%
(e) TOTAL, CONTRIBUTIONS			0.00	0.00	0.00	0.00	0.00	0.0%
TOTAL, OTHER FINANCING SOURCES/USES (a - b + c - d + e)			0.00	0.00	0.00	0.00		

2014-15 Second Interim
Building Fund
Revenues, Expenditures, and Changes in Fund Balance

34 73973 0000000
Form 211

Description	Resource Codes	Object Codes	Original Budget (A)	Board Approved Operating Budget (B)	Actuals To Date (C)	Projected Year Totals (D)	Difference (Col B & D) (E)	% Diff Column B & D (F)
A. REVENUES								
1) LCFF Sources		8010-8099	0.00	0.00	0.00	0.00	0.00	0.0%
2) Federal Revenue		8100-8299	0.00	0.00	0.00	0.00	0.00	0.0%
3) Other State Revenue		8300-8599	0.00	0.00	0.00	0.00	0.00	0.0%
4) Other Local Revenue		8800-8799	1.00	207.00	0.00	207.00	0.00	0.0%
5) TOTAL REVENUES			1.00	207.00	0.00	207.00		
B. EXPENDITURES								
1) Certificated Salaries		1000-1999	0.00	0.00	0.00	0.00	0.00	0.0%
2) Classified Salaries		2000-2999	0.00	0.00	0.00	0.00	0.00	0.0%
3) Employee Benefits		3000-3999	0.00	0.00	0.00	0.00	0.00	0.0%
4) Books and Supplies		4000-4999	0.00	0.00	(4,945.43)	0.00	0.00	0.0%
5) Services and Other Operating Expenditures		5000-5999	0.00	3,875.00	3,875.00	3,875.00	0.00	0.0%
6) Capital Outlay		6000-6999	0.00	0.00	0.00	0.00	0.00	0.0%
7) Other Outgo (excluding Transfers of Indirect Costs)		7100-7299, 7400-7499	0.00	0.00	0.00	0.00	0.00	0.0%
8) Other Outgo - Transfers of Indirect Costs		7300-7399	0.00	0.00	0.00	0.00	0.00	0.0%
9) TOTAL EXPENDITURES			0.00	3,875.00	(1,270.43)	3,875.00		
C. EXCESS (DEFICIENCY) OF REVENUES OVER EXPENDITURES BEFORE OTHER FINANCING SOURCES AND USES (A5 - B9)			1.00	(3,468.00)	1,270.43	(3,468.00)		
D. OTHER FINANCING SOURCES/USES								
1) Interfund Transfers								
a) Transfers In		8900-8929	0.00	0.00	0.00	0.00	0.00	0.0%
b) Transfers Out		7800-7829	0.00	0.00	0.00	0.00	0.00	0.0%
2) Other Sources/Uses								
a) Sources		8930-8979	0.00	0.00	0.00	0.00	0.00	0.0%
b) Uses		7830-7899	0.00	0.00	0.00	0.00	0.00	0.0%
3) Contributions		8980-8999	0.00	0.00	0.00	0.00	0.00	0.0%
4) TOTAL OTHER FINANCING SOURCES/USES			0.00	0.00	0.00	0.00		

2014-15 Second Interim
Building Fund
Revenues, Expenditures, and Changes in Fund Balance

Description	Resource Codes	Object Codes	Original Budget (A)	Board Approved Operating Budget (B)	Actuals To Date (C)	Projected Year Totals (D)	Difference (Col B & D) (E)	% Diff Column B & D (F)
E. NET INCREASE (DECREASE) IN FUND BALANCE (C + D4)			1 00	(3,488 00)	1,270 43	(3,488 00)		
F. FUND BALANCE, RESERVES								
1) Beginning Fund Balance								
a) As of July 1 - Unaudited		9791	3,488 22	3,488 22		3,488 22	0 00	0 0%
b) Audit Adjustments		9793	0 00	0 00		0 00	0 00	0 0%
c) As of July 1 - Audited (F1a + F1b)			3,488 22	3,488 22		3,488 22		
d) Other Restatements		9795	0 00	0 00		0 00	0 00	0 0%
e) Adjusted Beginning Balance (F1c + F1d)			3,488 22	3,488 22		3,488 22		
2) Ending Balance, June 30 (E + F1e)			3,489 22	0 22		0 22		
Components of Ending Fund Balance								
a) Nonspendable								
Revolving Cash		9711	0 00	0 00		0 00		
Stores		9712	0 00	0 00		0 00		
Prepaid Expenditures		9713	0 00	0 00		0 00		
All Others		9719	0 00	0 00		0 00		
b) Legally Restricted Balance		9740	0 00	0 00		0 00		
c) Committed								
Stabilization Arrangements		9750	0 00	0 00		0 00		
Other Commitments		9760	0 00	0 00		0 00		
d) Assigned								
Other Assignments		9780	3,489 22	0 22		0 22		
e) Unassigned/Unappropriated								
Reserve for Economic Uncertainties		9789	0 00	0 00		0 00		
Unassigned/Unappropriated Amount		9790	0 00	0 00		0 00		

2014-15 Second Interim
Building Fund
Revenues, Expenditures, and Changes in Fund Balance

34 73973 0000000
Form 211

Description	Resource Codes	Object Codes	Original Budget (A)	Board Approved Operating Budget (B)	Actuals To Date (C)	Projected Year Totals (D)	Difference (Col B & D) (E)	% Diff Column B & D (F)
FEDERAL REVENUE								
FEMA		8281	0.00	0.00	0.00	0.00	0.00	0.0%
All Other Federal Revenue		8290	0.00	0.00	0.00	0.00	0.00	0.0%
TOTAL, FEDERAL REVENUE			0.00	0.00	0.00	0.00	0.00	0.0%
OTHER STATE REVENUE								
Tax Relief Subventions Restricted Levies - Other								
Homesteaders' Exemptions		8575	0.00	0.00	0.00	0.00	0.00	0.0%
Other Subventions/In-Lieu Taxes		8576	0.00	0.00	0.00	0.00	0.00	0.0%
All Other State Revenue		8590	0.00	0.00	0.00	0.00	0.00	0.0%
TOTAL, OTHER STATE REVENUE			0.00	0.00	0.00	0.00	0.00	0.0%
OTHER LOCAL REVENUE								
County and District Taxes								
Other Restricted Levies Secured Roll		8615	0.00	0.00	0.00	0.00	0.00	0.0%
Unsecured Roll		8616	0.00	0.00	0.00	0.00	0.00	0.0%
Prior Years' Taxes		8617	0.00	0.00	0.00	0.00	0.00	0.0%
Supplemental Taxes		8618	0.00	0.00	0.00	0.00	0.00	0.0%
Non-Ad Valorem Taxes Parcel Taxes		8621	0.00	0.00	0.00	0.00	0.00	0.0%
Other		8622	0.00	0.00	0.00	0.00	0.00	0.0%
Community Redevelopment Funds Not Subject to LCFF Deduction		8625	0.00	0.00	0.00	0.00	0.00	0.0%
Penalties and Interest from Delinquent Non-LCFF Taxes		8629	0.00	0.00	0.00	0.00	0.00	0.0%
Sales								
Sale of Equipment/Supplies		8631	0.00	0.00	0.00	0.00	0.00	0.0%
Leases and Rentals		8650	0.00	0.00	0.00	0.00	0.00	0.0%
Interest		8660	1.00	207.00	0.00	207.00	0.00	0.0%
Net Increase (Decrease) in the Fair Value of Investments		8662	0.00	0.00	0.00	0.00	0.00	0.0%
Other Local Revenue								
All Other Local Revenue		8699	0.00	0.00	0.00	0.00	0.00	0.0%
All Other Transfers In from All Others		8799	0.00	0.00	0.00	0.00	0.00	0.0%
TOTAL, OTHER LOCAL REVENUE			1.00	207.00	0.00	207.00	0.00	0.0%
TOTAL REVENUES			1.00	207.00	0.00	207.00		

2014-15 Second Interim
Building Fund
Revenues, Expenditures, and Changes in Fund Balance

34 73973 0000000
Form 211

Description	Resource Codes	Object Codes	Original Budget (A)	Board Approved Operating Budget (B)	Actuals To Date (C)	Projected Year Totals (D)	Difference (Col B & D) (E)	% Diff Column B & D (F)
CLASSIFIED SALARIES								
Classified Support Salaries		2200	0.00	0.00	0.00	0.00	0.00	0.0%
Classified Supervisors' and Administrators' Salaries		2300	0.00	0.00	0.00	0.00	0.00	0.0%
Cloncal, Technical and Office Salaries		2400	0.00	0.00	0.00	0.00	0.00	0.0%
Other Classified Salaries		2600	0.00	0.00	0.00	0.00	0.00	0.0%
TOTAL, CLASSIFIED SALARIES			0.00	0.00	0.00	0.00	0.00	0.0%
EMPLOYEE BENEFITS								
STRS		3101-3102	0.00	0.00	0.00	0.00	0.00	0.0%
PERS		3201-3202	0.00	0.00	0.00	0.00	0.00	0.0%
OASDI/Medicare/Alternative		3301-3302	0.00	0.00	0.00	0.00	0.00	0.0%
Health and Welfare Benefits		3401-3402	0.00	0.00	0.00	0.00	0.00	0.0%
Unemployment Insurance		3501-3502	0.00	0.00	0.00	0.00	0.00	0.0%
Workers' Compensation		3601-3602	0.00	0.00	0.00	0.00	0.00	0.0%
OPEB, Allocated		3701-3702	0.00	0.00	0.00	0.00	0.00	0.0%
OPEB, Active Employees		3751-3752	0.00	0.00	0.00	0.00	0.00	0.0%
Other Employee Benefits		3901-3902	0.00	0.00	0.00	0.00	0.00	0.0%
TOTAL, EMPLOYEE BENEFITS			0.00	0.00	0.00	0.00	0.00	0.0%
BOOKS AND SUPPLIES								
Books and Other Reference Materials		4200	0.00	0.00	0.00	0.00	0.00	0.0%
Materials and Supplies		4300	0.00	0.00	(4,945.43)	0.00	0.00	0.0%
Noncapitalized Equipment		4400	0.00	0.00	0.00	0.00	0.00	0.0%
TOTAL, BOOKS AND SUPPLIES			0.00	0.00	(4,945.43)	0.00	0.00	0.0%
SERVICES AND OTHER OPERATING EXPENDITURES								
Subagreements for Services		5100	0.00	0.00	0.00	0.00	0.00	0.0%
Travel and Conferences		5200	0.00	0.00	0.00	0.00	0.00	0.0%
Insurance		5400-5450	0.00	0.00	0.00	0.00	0.00	0.0%
Operations and Housekeeping Services		5500	0.00	0.00	0.00	0.00	0.00	0.0%
Rentals, Leases, Repairs, and Noncapitalized Improvements		5600	0.00	0.00	0.00	0.00	0.00	0.0%
Transfers of Direct Costs		5710	0.00	0.00	0.00	0.00	0.00	0.0%
Transfers of Direct Costs - Interfund		5750	0.00	0.00	0.00	0.00	0.00	0.0%
Professional/Consulting Services and Operating Expenditures		5800	0.00	3,675.00	3,675.00	3,675.00	0.00	0.0%
Communications		5900	0.00	0.00	0.00	0.00	0.00	0.0%
TOTAL, SERVICES AND OTHER OPERATING EXPENDITURES			0.00	3,675.00	3,675.00	3,675.00	0.00	0.0%

2014-15 Second Interim
Building Fund
Revenues, Expenditures, and Changes in Fund Balance

34 73973 0000000
Form 211

Description	Resource Codes	Object Codes	Original Budget (A)	Board Approved Operating Budget (B)	Actuals To Date (C)	Projected Year Totals (D)	Difference (Col B & D) (E)	% Diff Column B & D (F)
CAPITAL OUTLAY								
Land		6100	0.00	0.00	0.00	0.00	0.00	0.0%
Land Improvements		6170	0.00	0.00	0.00	0.00	0.00	0.0%
Buildings and Improvements of Buildings		6200	0.00	0.00	0.00	0.00	0.00	0.0%
Books and Media for New School Libraries or Major Expansion of School Libraries		6300	0.00	0.00	0.00	0.00	0.00	0.0%
Equipment		6400	0.00	0.00	0.00	0.00	0.00	0.0%
Equipment Replacement		6500	0.00	0.00	0.00	0.00	0.00	0.0%
TOTAL, CAPITAL OUTLAY			0.00	0.00	0.00	0.00	0.00	0.0%
OTHER OUTGO (excluding Transfers of Indirect Costs)								
Other Transfers Out								
All Other Transfers Out to All Others		7299	0.00	0.00	0.00	0.00	0.00	0.0%
Debt Service								
Repayment of State School Building Fund Aid - Proceeds from Bonds		7435	0.00	0.00	0.00	0.00	0.00	0.0%
Debt Service - Interest		7439	0.00	0.00	0.00	0.00	0.00	0.0%
Other Debt Service - Principal		7439	0.00	0.00	0.00	0.00	0.00	0.0%
TOTAL, OTHER OUTGO (excluding Transfers of Indirect Costs)			0.00	0.00	0.00	0.00	0.00	0.0%
TOTAL EXPENDITURES			0.00	3,875.00	(1,270.43)	3,875.00		

2014-15 Second Interim
Building Fund
Revenues, Expenditures, and Changes in Fund Balance

34 73973 0000000
Form 211

Description	Resource Codes	Object Codes	Original Budget (A)	Board Approved Operating Budget (B)	Actuals To Date (C)	Projected Year Totals (D)	Difference (Col B & D) (E)	% Diff Column B & D (F)
INTERFUND TRANSFERS								
INTERFUND TRANSFERS IN								
Other Authorized Interfund Transfers In		8919	0.00	0.00	0.00	0.00	0.00	0.0%
(a) TOTAL, INTERFUND TRANSFERS IN			0.00	0.00	0.00	0.00	0.00	0.0%
INTERFUND TRANSFERS OUT								
To State School Building Fund/ County School Facilities Fund		7813	0.00	0.00	0.00	0.00	0.00	0.0%
Other Authorized Interfund Transfers Out		7819	0.00	0.00	0.00	0.00	0.00	0.0%
(b) TOTAL, INTERFUND TRANSFERS OUT			0.00	0.00	0.00	0.00	0.00	0.0%
OTHER SOURCES/USES								
SOURCES								
Proceeds								
Proceeds from Sale of Bonds		8951	0.00	0.00	0.00	0.00	0.00	0.0%
Proceeds from Sale/Lease- Purchase of Land/Buildings		8953	0.00	0.00	0.00	0.00	0.00	0.0%
Other Sources								
County School Building Aid		8961	0.00	0.00	0.00	0.00	0.00	0.0%
Transfers from Funds of Lapsed/Reorganized LEAs		8965	0.00	0.00	0.00	0.00	0.00	0.0%
Long-Term Debt Proceeds								
Proceeds from Certificates of Participation		8971	0.00	0.00	0.00	0.00	0.00	0.0%
Proceeds from Capital Leases		8972	0.00	0.00	0.00	0.00	0.00	0.0%
Proceeds from Lease Revenue Bonds		8973	0.00	0.00	0.00	0.00	0.00	0.0%
All Other Financing Sources		8979	0.00	0.00	0.00	0.00	0.00	0.0%
(c) TOTAL, SOURCES			0.00	0.00	0.00	0.00	0.00	0.0%
USES								
Transfers of Funds from Lapsed/Reorganized LEAs		7851	0.00	0.00	0.00	0.00	0.00	0.0%
All Other Financing Uses		7899	0.00	0.00	0.00	0.00	0.00	0.0%
(d) TOTAL, USES			0.00	0.00	0.00	0.00	0.00	0.0%
CONTRIBUTIONS								
Contributions from Unrestricted Revenues		8980	0.00	0.00	0.00	0.00	0.00	0.0%
Contributions from Restricted Revenues		8990	0.00	0.00	0.00	0.00	0.00	0.0%
(e) TOTAL, CONTRIBUTIONS			0.00	0.00	0.00	0.00	0.00	0.0%
TOTAL, OTHER FINANCING SOURCES/USES (a - b + c - d + e)			0.00	0.00	0.00	0.00		

2014-15 Second Interim
Capital Facilities Fund
Revenues, Expenditures, and Changes in Fund Balance

34 73973 0000000
Form 251

Description	Resource Codes	Object Codes	Original Budget (A)	Board Approved Operating Budget (B)	Actuals To Date (C)	Projected Year Totals (D)	Difference (Col B & D) (E)	% Diff Column B & D (F)
A. REVENUES								
1) LCFF Sources		8010-8099	0.00	0.00	0.00	0.00	0.00	0.0%
2) Federal Revenue		8100-8299	0.00	0.00	0.00	0.00	0.00	0.0%
3) Other State Revenue		8300-8599	0.00	0.00	0.00	0.00	0.00	0.0%
4) Other Local Revenue		8600-8799	0.00	12,000.00	17,105.78	12,000.00	0.00	0.0%
5) TOTAL, REVENUES			0.00	12,000.00	17,105.78	12,000.00		
B. EXPENDITURES								
1) Certificated Salaries		1000-1999	0.00	0.00	0.00	0.00	0.00	0.0%
2) Classified Salaries		2000-2999	0.00	0.00	0.00	0.00	0.00	0.0%
3) Employee Benefits		3000-3999	0.00	0.00	0.00	0.00	0.00	0.0%
4) Books and Supplies		4000-4999	0.00	0.00	0.00	0.00	0.00	0.0%
5) Services and Other Operating Expenditures		5000-5999	0.00	0.00	0.00	0.00	0.00	0.0%
6) Capital Outlay		6000-6999	0.00	0.00	0.00	0.00	0.00	0.0%
7) Other Outgo (excluding Transfers of Indirect Costs)		7100-7299, 7400-7499	0.00	0.00	0.00	0.00	0.00	0.0%
8) Other Outgo - Transfers of Indirect Costs		7300-7399	0.00	0.00	0.00	0.00	0.00	0.0%
9) TOTAL, EXPENDITURES			0.00	0.00	0.00	0.00		
C. EXCESS (DEFICIENCY) OF REVENUES OVER EXPENDITURES BEFORE OTHER FINANCING SOURCES AND USES (A5 - B9)			0.00	12,000.00	17,105.78	12,000.00		
D. OTHER FINANCING SOURCES/USES								
1) Interfund Transfers								
a) Transfers In		8900-8929	0.00	0.00	0.00	0.00	0.00	0.0%
b) Transfers Out		7600-7629	0.00	0.00	0.00	0.00	0.00	0.0%
2) Other Sources/Uses								
a) Sources		8930-8979	0.00	0.00	0.00	0.00	0.00	0.0%
b) Uses		7830-7899	0.00	0.00	0.00	0.00	0.00	0.0%
3) Contributions		8980-8999	0.00	0.00	0.00	0.00	0.00	0.0%
4) TOTAL, OTHER FINANCING SOURCES/USES			0.00	0.00	0.00	0.00		

2014-15 Second Interim
Capital Facilities Fund
Revenues, Expenditures, and Changes in Fund Balance

Description	Resource Codes	Object Codes	Original Budget (A)	Board Approved Operating Budget (B)	Actuals To Date (C)	Projected Year Totals (D)	Difference (Col B & D) (E)	% Diff Column B & D (F)
E. NET INCREASE (DECREASE) IN FUND BALANCE (C + D4)			0.00	12,000.00	17,105.78	12,000.00		
F. FUND BALANCE, RESERVES								
1) Beginning Fund Balance								
a) As of July 1 - Unaudited		9791	(1,317,680.04)	(1,317,680.04)		(1,317,680.04)	0.00	0.0%
b) Audit Adjustments		9793	0.00	0.00		0.00	0.00	0.0%
c) As of July 1 - Audited (F1a + F1b)			(1,317,680.04)	(1,317,680.04)		(1,317,680.04)		
d) Other Restatements		9795	0.00	0.00		0.00	0.00	0.0%
e) Adjusted Beginning Balance (F1c + F1d)			(1,317,680.04)	(1,317,680.04)		(1,317,680.04)		
2) Ending Balance, June 30 (E + F1e)			(1,317,680.04)	(1,305,680.04)		(1,305,680.04)		
Components of Ending Fund Balance								
a) Nonspendable								
Revolving Cash		9711	0.00	0.00		0.00		
Stores		9712	0.00	0.00		0.00		
Prepaid Expenditures		9713	0.00	0.00		0.00		
All Others		9719	0.00	0.00		0.00		
b) Legally Restricted Balance		9740	0.00	0.00		0.00		
c) Committed								
Stabilization Arrangements		9750	0.00	0.00		0.00		
Other Commitments		9760	0.00	0.00		0.00		
d) Assigned								
Other Assignments		9780	0.00	0.00		0.00		
e) Unassigned/Unappropriated								
Reserve for Economic Uncertainties		9789	0.00	0.00		0.00		
Unassigned/Unappropriated Amount		9790	(1,317,680.04)	(1,305,680.04)		(1,305,680.04)		

Description	Resource Codes	Object Codes	Original Budget (A)	Board Approved Operating Budget (B)	Actuals To Date (C)	Projected Year Totals (D)	Difference (Col B & D) (E)	% Diff Column B & D (F)
OTHER STATE REVENUE								
Tax Relief Subventions Restricted Levies - Other								
Homeowners' Exemptions		8575	0.00	0.00	0.00	0.00	0.00	0.0%
Other Subventions/In-Lieu Taxes		8576	0.00	0.00	0.00	0.00	0.00	0.0%
All Other State Revenue		8590	0.00	0.00	0.00	0.00	0.00	0.0%
TOTAL, OTHER STATE REVENUE			0.00	0.00	0.00	0.00	0.00	0.0%
OTHER LOCAL REVENUE								
County and District Taxes								
Other Restricted Levies Secured Roll		8815	0.00	0.00	0.00	0.00	0.00	0.0%
Unsecured Roll		8816	0.00	0.00	0.00	0.00	0.00	0.0%
Prior Years' Taxes		8817	0.00	0.00	0.00	0.00	0.00	0.0%
Supplemental Taxes		8818	0.00	0.00	0.00	0.00	0.00	0.0%
Non-Ad Valorem Taxes Parcel Taxes		8821	0.00	0.00	0.00	0.00	0.00	0.0%
Other		8822	0.00	0.00	0.00	0.00	0.00	0.0%
Community Redevelopment Funds Not Subject to LCFF Deduction		8825	0.00	0.00	0.00	0.00	0.00	0.0%
Penalties and Interest from Delinquent Non-LCFF Taxes		8829	0.00	0.00	0.00	0.00	0.00	0.0%
Sales Sale of Equipment/Supplies		8831	0.00	0.00	0.00	0.00	0.00	0.0%
Interest		8860	(5,108.00)	(5,108.00)	0.00	(5,108.00)	0.00	0.0%
Net Increase (Decrease) in the Fair Value of Investments		8862	0.00	0.00	0.00	0.00	0.00	0.0%
Fees and Contracts Mitigation/Developer Fees		8881	5,108.00	17,106.00	17,105.76	17,106.00	0.00	0.0%
Other Local Revenue								
All Other Local Revenue		8899	0.00	0.00	0.00	0.00	0.00	0.0%
All Other Transfers In from All Others		8799	0.00	0.00	0.00	0.00	0.00	0.0%
TOTAL, OTHER LOCAL REVENUE			0.00	12,000.00	17,105.76	12,000.00	0.00	0.0%
TOTAL REVENUES			0.00	12,000.00	17,105.76	12,000.00		

Description	Resource Codes	Object Codes	Original Budget (A)	Board Approved Operating Budget (B)	Actuals To Date (C)	Projected Year Totals (D)	Difference (Col B & D) (E)	% Diff Column B & D (F)
CERTIFICATED SALARIES								
Other Certificated Salaries		1900	0.00	0.00	0.00	0.00	0.00	0.0%
TOTAL, CERTIFICATED SALARIES			0.00	0.00	0.00	0.00	0.00	0.0%
CLASSIFIED SALARIES								
Classified Support Salaries		2200	0.00	0.00	0.00	0.00	0.00	0.0%
Classified Supervisors' and Administrators' Salaries		2300	0.00	0.00	0.00	0.00	0.00	0.0%
Clerical, Technical and Office Salaries		2400	0.00	0.00	0.00	0.00	0.00	0.0%
Other Classified Salaries		2900	0.00	0.00	0.00	0.00	0.00	0.0%
TOTAL, CLASSIFIED SALARIES			0.00	0.00	0.00	0.00	0.00	0.0%
EMPLOYEE BENEFITS								
STRS		3101-3102	0.00	0.00	0.00	0.00	0.00	0.0%
PERS		3201-3202	0.00	0.00	0.00	0.00	0.00	0.0%
OASDI/Medicare/Alternative		3301-3302	0.00	0.00	0.00	0.00	0.00	0.0%
Health and Welfare Benefits		3401-3402	0.00	0.00	0.00	0.00	0.00	0.0%
Unemployment Insurance		3501-3502	0.00	0.00	0.00	0.00	0.00	0.0%
Workers' Compensation		3601-3602	0.00	0.00	0.00	0.00	0.00	0.0%
OPEB, Allocated		3701-3702	0.00	0.00	0.00	0.00	0.00	0.0%
OPEB, Active Employees		3751-3752	0.00	0.00	0.00	0.00	0.00	0.0%
Other Employee Benefits		3901-3902	0.00	0.00	0.00	0.00	0.00	0.0%
TOTAL, EMPLOYEE BENEFITS			0.00	0.00	0.00	0.00	0.00	0.0%
BOOKS AND SUPPLIES								
Approved Textbooks and Core Curricula Materials		4100	0.00	0.00	0.00	0.00	0.00	0.0%
Books and Other Reference Materials		4200	0.00	0.00	0.00	0.00	0.00	0.0%
Materials and Supplies		4300	0.00	0.00	0.00	0.00	0.00	0.0%
Noncapitalized Equipment		4400	0.00	0.00	0.00	0.00	0.00	0.0%
TOTAL, BOOKS AND SUPPLIES			0.00	0.00	0.00	0.00	0.00	0.0%
SERVICES AND OTHER OPERATING EXPENDITURES								
Subagreements for Services		5100	0.00	0.00	0.00	0.00	0.00	0.0%
Travel and Conferences		5200	0.00	0.00	0.00	0.00	0.00	0.0%
Insurance		5400-5450	0.00	0.00	0.00	0.00	0.00	0.0%
Operations and Housekeeping Services		5500	0.00	0.00	0.00	0.00	0.00	0.0%
Rentals, Leases, Repairs, and Noncapitalized Improvements		5600	0.00	0.00	0.00	0.00	0.00	0.0%
Transfers of Direct Costs		5710	0.00	0.00	0.00	0.00	0.00	0.0%
Transfers of Direct Costs - Interfund		5750	0.00	0.00	0.00	0.00	0.00	0.0%
Professional/Consulting Services and Operating Expenditures		5800	0.00	0.00	0.00	0.00	0.00	0.0%
Communications		5900	0.00	0.00	0.00	0.00	0.00	0.0%
TOTAL, SERVICES AND OTHER OPERATING EXPENDITURES			0.00	0.00	0.00	0.00	0.00	0.0%

Description	Resource Codes	Object Codes	Original Budget (A)	Board Approved Operating Budget (B)	Actuals To Date (C)	Projected Year Totals (D)	Difference (Col B & D) (E)	% Diff Column B & D (F)
CAPITAL OUTLAY								
Land		6100	0.00	0.00	0.00	0.00	0.00	0.0%
Land Improvements		6170	0.00	0.00	0.00	0.00	0.00	0.0%
Buildings and Improvements of Buildings		6200	0.00	0.00	0.00	0.00	0.00	0.0%
Books and Media for New School Libraries or Major Expansion of School Libraries		6300	0.00	0.00	0.00	0.00	0.00	0.0%
Equipment		6400	0.00	0.00	0.00	0.00	0.00	0.0%
Equipment Replacement		6500	0.00	0.00	0.00	0.00	0.00	0.0%
TOTAL CAPITAL OUTLAY			0.00	0.00	0.00	0.00	0.00	0.0%
OTHER OUTGO (excluding Transfers of Indirect Costs)								
Other Transfers Out								
All Other Transfers Out to All Others		7299	0.00	0.00	0.00	0.00	0.00	0.0%
Debt Service								
Debt Service - Interest		7438	0.00	0.00	0.00	0.00	0.00	0.0%
Other Debt Service - Principal		7439	0.00	0.00	0.00	0.00	0.00	0.0%
TOTAL OTHER OUTGO (excluding Transfers of Indirect Costs)			0.00	0.00	0.00	0.00	0.00	0.0%
TOTAL EXPENDITURES			0.00	0.00	0.00	0.00		

Description	Resource Codes	Object Codes	Original Budget (A)	Board Approved Operating Budget (B)	Actuals To Date (C)	Projected Year Totals (D)	Difference (Col B & D) (E)	% Diff Column B & D (F)
INTERFUND TRANSFERS								
INTERFUND TRANSFERS IN								
Other Authorized Interfund Transfers In		8919	0.00	0.00	0.00	0.00	0.00	0.0%
(a) TOTAL, INTERFUND TRANSFERS IN			0.00	0.00	0.00	0.00	0.00	0.0%
INTERFUND TRANSFERS OUT								
To State School Building Fund/ County School Facilities Fund		7813	0.00	0.00	0.00	0.00	0.00	0.0%
Other Authorized Interfund Transfers Out		7819	0.00	0.00	0.00	0.00	0.00	0.0%
(b) TOTAL, INTERFUND TRANSFERS OUT			0.00	0.00	0.00	0.00	0.00	0.0%
OTHER SOURCES/USES								
SOURCES								
Proceeds								
Proceeds from Sale/Lease- Purchase of Land/Buildings		8953	0.00	0.00	0.00	0.00	0.00	0.0%
Other Sources								
Transfers from Funds of Lapsed/Reorganized LEAs		8985	0.00	0.00	0.00	0.00	0.00	0.0%
Long-Term Debt Proceeds								
Proceeds from Certificates of Participation		8971	0.00	0.00	0.00	0.00	0.00	0.0%
Proceeds from Capital Leases		8972	0.00	0.00	0.00	0.00	0.00	0.0%
Proceeds from Lease Revenue Bonds		8973	0.00	0.00	0.00	0.00	0.00	0.0%
All Other Financing Sources		8979	0.00	0.00	0.00	0.00	0.00	0.0%
(c) TOTAL, SOURCES			0.00	0.00	0.00	0.00	0.00	0.0%
USES								
Transfers of Funds from Lapsed/Reorganized LEAs		7851	0.00	0.00	0.00	0.00	0.00	0.0%
All Other Financing Uses		7899	0.00	0.00	0.00	0.00	0.00	0.0%
(d) TOTAL, USES			0.00	0.00	0.00	0.00	0.00	0.0%
CONTRIBUTIONS								
Contributions from Unrestricted Revenues		8980	0.00	0.00	0.00	0.00	0.00	0.0%
Contributions from Restricted Revenues		8990	0.00	0.00	0.00	0.00	0.00	0.0%
(e) TOTAL, CONTRIBUTIONS			0.00	0.00	0.00	0.00	0.00	0.0%
TOTAL, OTHER FINANCING SOURCES/USES (a - b + c - d + e)			0.00	0.00	0.00	0.00		

2014-15 Second Interim
County School Facilities Fund
Revenues, Expenditures, and Changes in Fund Balance

34 73973 0000000
Form 351

Description	Resource Codes	Object Codes	Original Budget (A)	Board Approved Operating Budget (B)	Actuals To Date (C)	Projected Year Totals (D)	Difference (Col B & D) (E)	% Diff Column B & D (F)
A. REVENUES								
1) LCFF Sources		8010-8099	0.00	0.00	0.00	0.00	0.00	0.0%
2) Federal Revenue		8100-8299	0.00	0.00	0.00	0.00	0.00	0.0%
3) Other State Revenue		8300-8599	0.00	0.00	0.00	0.00	0.00	0.0%
4) Other Local Revenue		8600-8799	4,048.00	4,048.00	0.00	4,048.00	0.00	0.0%
5) TOTAL, REVENUES			4,048.00	4,048.00	0.00	4,048.00		
B. EXPENDITURES								
1) Certificated Salaries		1000-1999	0.00	0.00	0.00	0.00	0.00	0.0%
2) Classified Salaries		2000-2999	0.00	0.00	0.00	0.00	0.00	0.0%
3) Employee Benefits		3000-3999	0.00	0.00	0.00	0.00	0.00	0.0%
4) Books and Supplies		4000-4999	0.00	0.00	0.00	0.00	0.00	0.0%
5) Services and Other Operating Expenditures		5000-5999	0.00	0.00	0.00	0.00	0.00	0.0%
6) Capital Outlay		6000-6999	0.00	0.00	0.00	0.00	0.00	0.0%
7) Other Outgo (excluding Transfers of Indirect Costs)		7100-7299, 7400-7499	0.00	0.00	0.00	0.00	0.00	0.0%
8) Other Outgo - Transfers of Indirect Costs		7300-7399	0.00	0.00	0.00	0.00	0.00	0.0%
9) TOTAL, EXPENDITURES			0.00	0.00	0.00	0.00		
C. EXCESS (DEFICIENCY) OF REVENUES OVER EXPENDITURES BEFORE OTHER FINANCING SOURCES AND USES (A5 - B9)								
			4,048.00	4,048.00	0.00	4,048.00		
D. OTHER FINANCING SOURCES/USES								
1) Interfund Transfers								
a) Transfers In		8900-8929	0.00	0.00	0.00	0.00	0.00	0.0%
b) Transfers Out		7600-7629	0.00	0.00	0.00	0.00	0.00	0.0%
2) Other Sources/Uses								
a) Sources		8930-8979	0.00	0.00	0.00	0.00	0.00	0.0%
b) Uses		7830-7899	0.00	0.00	0.00	0.00	0.00	0.0%
3) Contributions		8980-8999	0.00	0.00	0.00	0.00	0.00	0.0%
4) TOTAL, OTHER FINANCING SOURCES/USES			0.00	0.00	0.00	0.00		

Description	Resource Codes	Object Codes	Original Budget (A)	Board Approved Operating Budget (B)	Actuals To Date (C)	Projected Year Totals (D)	Difference (Col B & D) (E)	% Diff Column B & D (F)
E. NET INCREASE (DECREASE) IN FUND BALANCE (C + D4)			4,048.00	4,048.00	0.00	4,048.00		
F. FUND BALANCE, RESERVES								
1) Beginning Fund Balance								
a) As of July 1 - Unaudited		9791	1,054,204.87	1,054,204.87		1,054,204.87	0.00	0.0%
b) Audit Adjustments		9793	0.00	0.00		0.00	0.00	0.0%
c) As of July 1 - Audited (F1a + F1b)			1,054,204.87	1,054,204.87		1,054,204.87		
d) Other Restatements		9795	0.00	0.00		0.00	0.00	0.0%
e) Adjusted Beginning Balance (F1c + F1d)			1,054,204.87	1,054,204.87		1,054,204.87		
2) Ending Balance, June 30 (E + F1e)			1,058,250.87	1,058,250.87		1,058,250.87		
Components of Ending Fund Balance								
a) Nonspendable								
Revolving Cash		9711	0.00	0.00		0.00		
Stores		9712	0.00	0.00		0.00		
Prepaid Expenditures		9713	0.00	0.00		0.00		
All Others		9719	0.00	0.00		0.00		
b) Legally Restricted Balance		9740	1,058,250.87	1,058,250.87		1,058,250.87		
c) Committed								
Stabilization Arrangements		9750	0.00	0.00		0.00		
Other Commitments		9780	0.00	0.00		0.00		
d) Assigned								
Other Assignments		9780	0.00	0.00		0.00		
e) Unassigned/Unappropriated								
Reserve for Economic Uncertainties		9789	0.00	0.00		0.00		
Unassigned/Unappropriated Amount		9790	0.00	0.00		0.00		

2014-15 Second Interim
County School Facilities Fund
Revenues, Expenditures, and Changes in Fund Balance

Description	Resource Codes	Object Codes	Original Budget (A)	Board Approved Operating Budget (B)	Actuals To Date (C)	Projected Year Totals (D)	Difference (Col B & D) (E)	% Diff Column B & D (F)
FEDERAL REVENUE								
All Other Federal Revenue		8290	0.00	0.00	0.00	0.00	0.00	0.0%
TOTAL, FEDERAL REVENUE			0.00	0.00	0.00	0.00	0.00	0.0%
OTHER STATE REVENUE								
School Facilities Apportionments		8545	0.00	0.00	0.00	0.00	0.00	0.0%
Pass-Through Revenues from State Sources		8587	0.00	0.00	0.00	0.00	0.00	0.0%
All Other State Revenue		8590	0.00	0.00	0.00	0.00	0.00	0.0%
TOTAL, OTHER STATE REVENUE			0.00	0.00	0.00	0.00	0.00	0.0%
OTHER LOCAL REVENUE								
Sales								
Sale of Equipment/Supplies		8631	0.00	0.00	0.00	0.00	0.00	0.0%
Leases and Rentals		8650	0.00	0.00	0.00	0.00	0.00	0.0%
Interest		8660	4,048.00	4,048.00	0.00	4,048.00	0.00	0.0%
Net Increase (Decrease) in the Fair Value of Investments		8662	0.00	0.00	0.00	0.00	0.00	0.0%
Other Local Revenue								
All Other Local Revenue		8699	0.00	0.00	0.00	0.00	0.00	0.0%
All Other Transfers In from All Others		8799	0.00	0.00	0.00	0.00	0.00	0.0%
TOTAL, OTHER LOCAL REVENUE			4,048.00	4,048.00	0.00	4,048.00	0.00	0.0%
TOTAL, REVENUES			4,048.00	4,048.00	0.00	4,048.00	0.00	0.0%

Description	Resource Codes	Object Codes	Original Budget (A)	Board Approved Operating Budget (B)	Actuals To Date (C)	Projected Year Totals (D)	Difference (Col B & D) (E)	% Diff Column B & D (F)
CLASSIFIED SALARIES								
Classified Support Salaries		2200	0.00	0.00	0.00	0.00	0.00	0.0%
Classified Supervisors' and Administrators' Salaries		2300	0.00	0.00	0.00	0.00	0.00	0.0%
Clerical, Technical and Office Salaries		2400	0.00	0.00	0.00	0.00	0.00	0.0%
Other Classified Salaries		2900	0.00	0.00	0.00	0.00	0.00	0.0%
TOTAL, CLASSIFIED SALARIES			0.00	0.00	0.00	0.00	0.00	0.0%
EMPLOYEE BENEFITS								
STRS		3101-3102	0.00	0.00	0.00	0.00	0.00	0.0%
PERS		3201-3202	0.00	0.00	0.00	0.00	0.00	0.0%
OASDI/Medicare/Alternative		3301-3302	0.00	0.00	0.00	0.00	0.00	0.0%
Health and Welfare Benefits		3401-3402	0.00	0.00	0.00	0.00	0.00	0.0%
Unemployment Insurance		3501-3502	0.00	0.00	0.00	0.00	0.00	0.0%
Workers' Compensation		3601-3602	0.00	0.00	0.00	0.00	0.00	0.0%
OPEB, Allocated		3701-3702	0.00	0.00	0.00	0.00	0.00	0.0%
OPEB, Active Employees		3751-3752	0.00	0.00	0.00	0.00	0.00	0.0%
Other Employee Benefits		3901-3902	0.00	0.00	0.00	0.00	0.00	0.0%
TOTAL, EMPLOYEE BENEFITS			0.00	0.00	0.00	0.00	0.00	0.0%
BOOKS AND SUPPLIES								
Books and Other Reference Materials		4200	0.00	0.00	0.00	0.00	0.00	0.0%
Materials and Supplies		4300	0.00	0.00	0.00	0.00	0.00	0.0%
Noncapitalized Equipment		4400	0.00	0.00	0.00	0.00	0.00	0.0%
TOTAL, BOOKS AND SUPPLIES			0.00	0.00	0.00	0.00	0.00	0.0%
SERVICES AND OTHER OPERATING EXPENDITURES								
Subagreements for Services		5100	0.00	0.00	0.00	0.00	0.00	0.0%
Travel and Conferences		5200	0.00	0.00	0.00	0.00	0.00	0.0%
Insurance		5400-5450	0.00	0.00	0.00	0.00	0.00	0.0%
Operations and Housekeeping Services		5500	0.00	0.00	0.00	0.00	0.00	0.0%
Rentals, Leases, Repairs, and Noncapitalized Improvements		5600	0.00	0.00	0.00	0.00	0.00	0.0%
Transfers of Direct Costs		5710	0.00	0.00	0.00	0.00	0.00	0.0%
Transfers of Direct Costs - Interfund		5750	0.00	0.00	0.00	0.00	0.00	0.0%
Professional/Consulting Services and Operating Expenditures		5800	0.00	0.00	0.00	0.00	0.00	0.0%
Communications		5900	0.00	0.00	0.00	0.00	0.00	0.0%
TOTAL, SERVICES AND OTHER OPERATING EXPENDITURES			0.00	0.00	0.00	0.00	0.00	0.0%

2014-15 Second Interim
County School Facilities Fund
Revenues, Expenditures, and Changes in Fund Balance

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Form 351

Description	Resource Codes	Object Codes	Original Budget (A)	Board Approved Operating Budget (B)	Actuals To Date (C)	Projected Year Totals (D)	Difference (Col B & D) (E)	% Diff Column B & D (F)
CAPITAL OUTLAY								
Land		6100	0.00	0.00	0.00	0.00	0.00	0.0%
Land Improvements		6170	0.00	0.00	0.00	0.00	0.00	0.0%
Buildings and Improvements of Buildings		6200	0.00	0.00	0.00	0.00	0.00	0.0%
Books and Media for New School Libraries or Major Expansion of School Libraries		6300	0.00	0.00	0.00	0.00	0.00	0.0%
Equipment		6400	0.00	0.00	0.00	0.00	0.00	0.0%
Equipment Replacement		6500	0.00	0.00	0.00	0.00	0.00	0.0%
TOTAL, CAPITAL OUTLAY			0.00	0.00	0.00	0.00	0.00	0.0%
OTHER OUTGO (excluding Transfers of Indirect Costs)								
Other Transfers Out								
Transfers of Pass-Through Revenues To Districts or Charter Schools		7211	0.00	0.00	0.00	0.00	0.00	0.0%
To County Offices		7212	0.00	0.00	0.00	0.00	0.00	0.0%
To JPAs		7213	0.00	0.00	0.00	0.00	0.00	0.0%
All Other Transfers Out to All Others		7298	0.00	0.00	0.00	0.00	0.00	0.0%
Debt Service								
Debt Service - Interest		7438	0.00	0.00	0.00	0.00	0.00	0.0%
Other Debt Service - Principal		7439	0.00	0.00	0.00	0.00	0.00	0.0%
TOTAL, OTHER OUTGO (excluding Transfers of Indirect Costs)			0.00	0.00	0.00	0.00	0.00	0.0%
TOTAL EXPENDITURES			0.00	0.00	0.00	0.00		

2014-15 Second Interim
County School Facilities Fund
Revenues, Expenditures, and Changes in Fund Balance

Description	Resource Codes	Object Codes	Original Budget (A)	Board Approved Operating Budget (B)	Actuals To Date (C)	Projected Year Totals (D)	Difference (Col B & D) (E)	% Diff Column B & D (F)
INTERFUND TRANSFERS								
INTERFUND TRANSFERS IN								
To: State School Building Fund/ County School Facilities Fund From: All Other Funds		8913	0.00	0.00	0.00	0.00	0.00	0.0%
Other Authorized Interfund Transfers In		8919	0.00	0.00	0.00	0.00	0.00	0.0%
(a) TOTAL, INTERFUND TRANSFERS IN			0.00	0.00	0.00	0.00	0.00	0.0%
INTERFUND TRANSFERS OUT								
To: State School Building Fund/ County School Facilities Fund		7813	0.00	0.00	0.00	0.00	0.00	0.0%
Other Authorized Interfund Transfers Out		7819	0.00	0.00	0.00	0.00	0.00	0.0%
(b) TOTAL, INTERFUND TRANSFERS OUT			0.00	0.00	0.00	0.00	0.00	0.0%
OTHER SOURCES/USES								
SOURCES								
Proceeds								
Proceeds from Sale/Lease- Purchase of Land/Buildings		8953	0.00	0.00	0.00	0.00	0.00	0.0%
Other Sources								
Transfers from Funds of Lapsed/Reorganized LEAs		8965	0.00	0.00	0.00	0.00	0.00	0.0%
Long-Term Debt Proceeds								
Proceeds from Certificates of Participation		8971	0.00	0.00	0.00	0.00	0.00	0.0%
Proceeds from Capital Leases		8972	0.00	0.00	0.00	0.00	0.00	0.0%
Proceeds from Lease Revenue Bonds		8973	0.00	0.00	0.00	0.00	0.00	0.0%
All Other Financing Sources		8979	0.00	0.00	0.00	0.00	0.00	0.0%
(c) TOTAL, SOURCES			0.00	0.00	0.00	0.00	0.00	0.0%
USES								
Transfers of Funds from Lapsed/Reorganized LEAs		7851	0.00	0.00	0.00	0.00	0.00	0.0%
(d) TOTAL, USES			0.00	0.00	0.00	0.00	0.00	0.0%
CONTRIBUTIONS								
Contributions from Unrestricted Revenues		8980	0.00	0.00	0.00	0.00	0.00	0.0%
Contributions from Restricted Revenues		8990	0.00	0.00	0.00	0.00	0.00	0.0%
(e) TOTAL, CONTRIBUTIONS			0.00	0.00	0.00	0.00	0.00	0.0%
TOTAL, OTHER FINANCING SOURCES/USES (a - b + c - d + e)								
			0.00	0.00	0.00	0.00		

Description	ESTIMATED FUNDED ADA Original Budget (A)	ESTIMATED FUNDED ADA Board Approved Operating Budget (B)	ESTIMATED P-2 REPORT ADA Projected Year Totals (C)	ESTIMATED FUNDED ADA Projected Year Totals (D)	DIFFERENCE (Col. D - B) (E)	PERCENTAGE DIFFERENCE (Col. E / B) (F)
A. DISTRICT						
1. Total District Regular ADA per EC 42238.05(b) Includes Opportunity Classes, Home & Hospital, Special Day Class, Continuation Education, Special Education NPS/LCI and Extended Year, and Community Day School (includes Necessary Small School ADA)	4,283.03	4,281.17	4,218.84	4,271.52	(9.65)	0%
2. Total Basic Aid Choice/Court Ordered Voluntary Pupil Transfer Regular ADA per EC 42238.05(b) Includes Opportunity Classes, Home & Hospital, Special Day Class, Continuation Education, Special Education NPS/LCI and Extended Year, and Community Day School (ADA not included in Line A1 above)	0.00	0.00	0.00	0.00	0.00	0%
3. Total Basic Aid Open Enrollment Regular ADA per EC 42238.05(b) Includes Opportunity Classes, Home & Hospital, Special Day Class, Continuation Education, Special Education NPS/LCI and Extended Year, and Community Day School (ADA not included in Line A1 above)	0.00	0.00	0.00	0.00	0.00	0%
4. Total, District Regular ADA (Sum of Lines A1 through A3)	4,283.03	4,281.17	4,218.84	4,271.52	(9.65)	0%
5. District Funded County Program ADA						
a. County Community Schools per EC 1981(a)(b)&(d)	0.00	0.00	0.00	0.00	0.00	0%
b. Special Education-Special Day Class	34.41	36.22	36.22	36.22	0.00	0%
c. Special Education-NPS/LCI	0.00	0.00	0.00	0.00	0.00	0%
d. Special Education Extended Year-NPS/LCI	0.00	1.91	1.91	1.91	0.00	0%
e. Other County Operated Programs: Opportunity Schools and Full Day Opportunity Classes, Specialized Secondary Schools, Technical, Agricultural, and Natural Resource Conservation Schools	0.00	0.00	0.00	0.00	0.00	0%
f. Total, District Funded County Program ADA (Sum of Lines A5a through A5e)	34.41	38.13	38.13	38.13	0.00	0%
6. TOTAL DISTRICT ADA (Sum of Line A4 and Line A5f)	4,317.44	4,319.30	4,256.97	4,309.65	(9.65)	0%
7. Adults in Correctional Facilities	0.00	0.00	0.00	0.00	0.00	0%
8. Charter School ADA (Enter Charter School ADA using Tab C. Charter School ADA)						

Description	ESTIMATED FUNDED ADA Original Budget (A)	ESTIMATED FUNDED ADA Board Approved Operating Budget (B)	ESTIMATED P-2 REPORT ADA Projected Year Totals (C)	ESTIMATED FUNDED ADA Projected Year Totals (D)	DIFFERENCE (Col. D - B) (E)	PERCENTAGE DIFFERENCE (Col. E / B) (F)
C. CHARTER SCHOOL ADA						
Authorizing LEAs reporting charter school SACS financial data in their Fund 01, 09, or 62 report ADA for those charter schools in this section. Charter schools reporting SACS financial data separately from their authorizing LEAs report their ADA in this section.						
1. Total Charter School Regular ADA per EC 42238.06(b)	105.00	101.34	101.34	101.34	0.00	0%
2. Charter School County Program ADA						
a. County School Tuition Fund	0.00	0.00	0.00	0.00	0.00	0%
b. County Group Home and Institution Pupils	0.00	0.00	0.00	0.00	0.00	0%
c. Juvenile Halls, Homes, and Camps	0.00	0.00	0.00	0.00	0.00	0%
d. Probation Referred, on Probation or Parole, or Mandatory Expelled per EC 2574(c)(4)(A)	0.00	0.00	0.00	0.00	0.00	0%
e. Total, Charter School County Program ADA (Sum of Lines C2a through C2d)	0.00	0.00	0.00	0.00	0.00	0%
3. Charter School Funded County Program ADA						
a. County Community Schools per EC 1981(a)(b)&(d)	0.00	0.00	0.00	0.00	0.00	0%
b. Special Education-Special Day Class	0.00	0.00	0.00	0.00	0.00	0%
c. Special Education-NPS/LCI	0.00	0.00	0.00	0.00	0.00	0%
d. Special Education Extended Year-NPS/LCI	0.00	0.00	0.00	0.00	0.00	0%
e. Other County Operated Programs: Opportunity Schools and Full Day Opportunity Classes, Specialized Secondary Schools, Technical, Agricultural, and Natural Resource Conservation Schools	0.00	0.00	0.00	0.00	0.00	0%
f. Total, Charter School Funded County Program ADA (Sum of Lines C3a through C3e)	0.00	0.00	0.00	0.00	0.00	0%
4. TOTAL CHARTER SCHOOL ADA (Sum of Lines C1, C2e, and C3f)	105.00	101.34	101.34	101.34	0.00	0%

			July	August	September	October	November	December	January	February
ACTUALS THROUGH THE MONTH OF (Enter Month Name):	January									
A. BEGINNING CASH			3,944,768.31	6,541,652.31	5,246,904.31	5,958,217.31	4,764,803.00	4,485,720.00	2,867,927.00	3,613,314.00
B. RECEIPTS										
LCFF/Revenue Limit Sources										
Principal Apportionment	8010-8019		1,110,646.00	1,110,646.00	3,279,301.00	1,999,163.00	1,999,163.00	3,279,301.00	1,999,163.00	1,894,632.00
Property Taxes	8020-8079		(72.00)	44,047.00	539.00	30,565.00	(6.00)	105,492.00	3,087,067.00	
Miscellaneous Funds	8080-8099		146.00					77.00	43.00	
Federal Revenue	8100-8299		13,875.00	182,166.00	125,388.00	89,420.00	34,840.00	263,561.00	(7,426.00)	40,648.00
Other State Revenue	8300-8599		204,267.00	123,667.00	211,944.00	1,137.00	413,093.00	51,144.00	(289,900.00)	185,168.00
Other Local Revenue	8600-8799		109,222.00	110,805.00	195,740.00	233,226.00	182,105.00	148,252.00	(227,499.00)	151,942.00
Interfund Transfers In	8910-8929									
All Other Financing Sources	8930-8979									
TOTAL RECEIPTS			1,438,084.00	1,551,331.00	3,812,912.00	2,353,511.00	2,629,195.00	3,847,827.00	4,561,448.00	2,282,390.00
C. DISBURSEMENTS										
Certificated Salaries	1000-1999		599,424.00	1,643,932.00	1,662,218.00	1,672,149.00	1,646,834.00	71,907.00	3,245,137.00	1,827,890.00
Classified Salaries	2000-2999		263,347.00	558,141.00	561,299.00	579,470.00	562,530.00	552,636.00	632,722.00	533,530.00
Employee Benefits	3000-3999		254,342.00	630,850.00	631,998.00	635,314.00	625,172.00	227,907.00	1,060,697.00	658,328.00
Books and Supplies	4000-4999		14,088.00	94,473.00	106,903.00	153,060.00	87,685.00	82,185.00	187,521.00	263,381.00
Services	5000-5999		12,423.00	261,966.00	307,962.00	397,219.00	207,575.00	412,561.00	276,453.00	595,265.00
Capital Outlay	6000-6599				18,487.00	149,237.00	10,861.00		37,820.00	
Other Outgo	7000-7499		200,048.00	1,251.00	23,077.00				1,251.00	
Interfund Transfers Out	7600-7629								176,051.00	
All Other Financing Uses	7630-7699									
TOTAL DISBURSEMENTS			1,343,672.00	3,190,613.00	3,311,944.00	3,586,449.00	3,140,657.00	1,347,196.00	5,617,652.00	3,878,394.00
D. BALANCE SHEET ITEMS										
<u>Assets and Deferred Outflows</u>										
Cash Not In Treasury	9111-9199	10,000.00								
Accounts Receivable	9200-9299	4,845,074.86	4,270,177.00	(598.00)	(22,259.00)	(2,591.00)		5,852.00	1,073,319.00	
Due From Other Funds	9310	171,434.16								
Stores	9320	25,780.22								
Prepaid Expenditures	9330	3,102.75								
Other Current Assets	9340									
Deferred Outflows of Resources	9490									
SUBTOTAL			5,055,391.99	4,270,177.00	(598.00)	(22,259.00)	(2,591.00)	0.00	5,852.00	1,073,319.00
<u>Liabilities and Deferred Inflows</u>										
Accounts Payable	9500-9599	1,788,299.38	1,767,705.00	(345,132.00)	(232,604.00)	(42,114.69)	(232,379.00)	4,124,276.00	(728,272.00)	
Due To Other Funds	9610									
Current Loans	9640	3,800,000.00								
Unearned Revenues	9650	58,872.13								
Deferred Inflows of Resources	9690									
SUBTOTAL			5,647,171.51	1,767,705.00	(345,132.00)	(232,604.00)	(42,114.69)	(232,379.00)	4,124,276.00	(728,272.00)
<u>Nonoperating</u>										
Suspense Clearing	9910									
TOTAL BALANCE SHEET ITEMS			(591,779.52)	2,502,472.00	344,534.00	210,345.00	39,523.69	232,379.00	(4,118,424.00)	1,801,591.00
E. NET INCREASE/DECREASE (B - C + D)			2,596,884.00	(1,294,748.00)	711,313.00	(1,193,414.31)	(279,083.00)	(1,617,793.00)	745,387.00	(1,596,004.00)
F. ENDING CASH (A + E)			6,541,652.31	5,246,904.31	5,958,217.31	4,764,803.00	4,485,720.00	2,867,927.00	3,613,314.00	2,017,310.00
G. ENDING CASH, PLUS CASH ACCRUALS AND ADJUSTMENTS										

	Object	March	April	May	June	Accruals	Adjustments	TOTAL	BUDGET
ACTUALS THROUGH THE MONTH OF (Enter Month Name)	January								
A. BEGINNING CASH		2,017,310.00	2,128,651.00	2,450,462.00	1,160,828.43				
B. RECEIPTS									
LCFF/Revenue Limit Sources									
Principal Apportionment	8010-8019	3,134,383.00	1,894,632.00	1,894,632.00	3,012,869.00	0.00		26,608,531.00	26,608,531.00
Property Taxes	8020-8079		1,576,310.00	164,683.00				5,008,625.00	5,008,625.00
Miscellaneous Funds	8080-8099			(114,683.00)				(114,417.00)	(114,417.00)
Federal Revenue	8100-8299	457,852.00	305,325.00	232,242.00	407,281.00	637,557.00		2,762,729.00	2,762,729.00
Other State Revenue	8300-8599	195,168.00	195,168.00	195,168.00	27,570.00	195,168.00		1,718,762.00	1,718,762.00
Other Local Revenue	8600-8799	218,087.00	221,460.00	209,406.00	232,297.00	381,672.00		2,166,715.00	2,166,715.00
Interfund Transfers In	8910-8929							0.00	0.00
All Other Financing Sources	8930-8979							0.00	0.00
TOTAL RECEIPTS		4,005,490.00	4,192,895.00	2,581,448.00	3,680,017.00	1,214,397.00	0.00	38,150,945.00	38,150,945.00
C. DISBURSEMENTS									
Certificated Salaries	1000-1999	1,827,890.00	1,827,890.00	1,827,888.00	688,007.00			18,541,166.00	18,541,166.00
Classified Salaries	2000-2999	543,093.00	563,597.00	563,596.00	412,656.00			6,326,617.00	6,326,617.00
Employee Benefits	3000-3999	664,520.00	620,951.00	620,950.57	545,639.00			7,176,668.57	7,176,668.57
Books and Supplies	4000-4999	263,381.00	263,381.00	263,382.00	214,147.27			1,993,587.27	1,993,587.27
Services	5000-5999	595,265.00	595,265.00	595,265.00	491,384.00			4,748,603.00	4,748,603.00
Capital Outlay	6000-6599				12,895.00			229,300.00	229,300.00
Other Outgo	7000-7499				(45,186.00)			180,441.00	180,441.00
Interfund Transfers Out	7600-7629				17,000.00			193,051.00	193,051.00
All Other Financing Uses	7630-7699							0.00	0.00
TOTAL DISBURSEMENTS		3,894,149.00	3,871,084.00	3,871,081.57	2,336,542.27	0.00	0.00	39,389,433.84	39,389,433.84
D. BALANCE SHEET ITEMS									
Assets and Deferred Outflows									
Cash Not In Treasury	9111-9199							0.00	
Accounts Receivable	9200-9299							5,323,900.00	
Due From Other Funds	9310							0.00	
Stores	9320							0.00	
Prepaid Expenditures	9330							0.00	
Other Current Assets	9340							0.00	
Deferred Outflows of Resources	9490							0.00	
SUBTOTAL		0.00	0.00	0.00	0.00	0.00	0.00	5,323,900.00	
Liabilities and Deferred Inflows									
Accounts Payable	9500-9599							4,311,479.31	
Due To Other Funds	9610							0.00	
Current Loans	9640							0.00	
Unearned Revenues	9650							0.00	
Deferred Inflows of Resources	9690							0.00	
SUBTOTAL		0.00	0.00	0.00	0.00	0.00	0.00	4,311,479.31	
Nonoperating									
Suspense Clearing	9910							0.00	
TOTAL BALANCE SHEET ITEMS		0.00	0.00	0.00	0.00	0.00	0.00	1,012,420.69	
E. NET INCREASE/DECREASE (B - C + D)		111,341.00	321,811.00	(1,289,633.57)	1,343,474.73	1,214,397.00	0.00	(226,068.15)	(1,238,488.84)
F. ENDING CASH (A + E)		2,128,651.00	2,450,462.00	1,160,828.43	2,504,303.16				
G. ENDING CASH, PLUS CASH ACCRUALS AND ADJUSTMENTS								3,718,700.16	

Second Interim
2014-15 INTERIM REPORT
Cashflow Worksheet - Budget Year (2)34 73973 0000000
Form CASH

Object	July	August	September	October	November	December	January	February
ACTUALS THROUGH THE MONTH OF (Enter Month Name)	January							
A. BEGINNING CASH	2,504,303.16	2,726,840.16	1,077,587.16	786,608.16	185,871.16	(629,661.84)	865,096.16	2,522,732.16
B. RECEIPTS								
LCFF/Revenue Limit Sources								
Principal Apportionment	8010-8019	1,463,142.00	1,463,142.00	2,633,656.00	2,633,656.00	2,633,656.00	2,633,656.00	2,633,656.00
Property Taxes	8020-8079				214,442.00		2,590,614.00	
Miscellaneous Funds	8080-8099						(58,018.00)	
Federal Revenue	8100-8299	0.00	0.00	166,158.00	130,959.00	29,835.00	308,732.00	186,911.00
Other State Revenue	8300-8599	108,990.00	108,990.00	108,990.00	108,990.00	108,990.00	108,990.00	108,990.00
Other Local Revenue	8600-8799	91,803.00	73,174.00	94,776.00	10,574.00	111,344.00	98,026.00	80,468.00
Interfund Transfers In	8910-8929							
All Other Financing Sources	8930-8979							
TOTAL RECEIPTS		1,663,935.00	1,645,306.00	3,003,580.00	3,098,621.00	2,883,825.00	3,067,337.00	3,010,025.00
C. DISBURSEMENTS								
Certificated Salaries	1000-1999	740,533.00	1,827,890.00	1,827,890.00	1,827,890.00	1,827,890.00	85,907.00	2,481,522.00
Classified Salaries	2000-2999	267,280.00	569,308.00	569,308.00	569,308.00	569,308.00	569,308.00	569,308.00
Employee Benefits	3000-3999	305,816.00	769,592.00	769,592.00	769,592.00	769,592.00	384,796.00	769,592.00
Books and Supplies	4000-4999	156,540.00	156,540.00	156,540.00	156,540.00	156,540.00	156,540.00	156,540.00
Services	5000-5999	376,028.00	376,028.00	376,028.00	376,028.00	376,028.00	376,028.00	376,028.00
Capital Outlay	6000-6599							
Other Outgo	7000-7499							
Interfund Transfers Out	7600-7629						138,025.00	
All Other Financing Uses	7630-7699							
TOTAL DISBURSEMENTS		1,846,197.00	3,699,358.00	3,699,358.00	3,699,358.00	3,699,358.00	1,572,579.00	4,024,364.00
D. BALANCE SHEET ITEMS								
Assets and Deferred Outflows								
Cash Not In Treasury	9111-9199							
Accounts Receivable	9200-9299	1,214,397.00	404,799.00	404,799.00	404,799.00			
Due From Other Funds	9310							
Stores	9320							
Prepaid Expenditures	9330							
Other Current Assets	9340							
Deferred Outflows of Resources	9490							
SUBTOTAL		1,214,397.00	404,799.00	404,799.00	404,799.00	0.00	0.00	0.00
Liabilities and Deferred Inflows								
Accounts Payable	9500-9599							
Due To Other Funds	9610							
Current Loans	9640							
Unearned Revenues	9650							
Deferred Inflows of Resources	9690							
SUBTOTAL		0.00	0.00	0.00	0.00	0.00	0.00	0.00
Nonoperating								
Suspense Clearing	9910							
TOTAL BALANCE SHEET ITEMS		1,214,397.00	404,799.00	404,799.00	404,799.00	0.00	0.00	0.00
E. NET INCREASE/DECREASE (B - C + D)		222,537.00	(1,649,253.00)	(290,979.00)	(600,737.00)	(815,533.00)	1,494,758.00	(722,585.00)
F. ENDING CASH (A + E)		2,726,840.16	1,077,587.16	786,608.16	185,871.16	(629,661.84)	865,096.16	1,800,147.16
G. ENDING CASH, PLUS CASH ACCRUALS AND ADJUSTMENTS								

	Object	March	April	May	June	Accruals	Adjustments	TOTAL	BUDGET
ACTUALS THROUGH THE MONTH OF (Enter Month Name)	January								
A. BEGINNING CASH		1,800,147.16	1,232,751.16	2,304,362.16	2,300,787.16				
B. RECEIPTS									
LCFF/Revenue Limit Sources									
Principal Apportionment	8010-8019	2,633,656.00	2,633,656.00	2,633,656.00	2,633,651.00	0.00		29,262,839.00	29,262,839.00
Property Taxes	8020-8079		1,571,218.00	632,351.00				5,008,625.00	5,008,625.00
Miscellaneous Funds	8080-8099			(58,018.00)				(116,036.00)	(116,036.00)
Federal Revenue	8100-8299	275,955.00	266,927.00	193,844.00	170,594.00	637,554.00		2,470,880.00	2,470,880.00
Other State Revenue	8300-8599	108,990.00	108,990.00	109,880.00		82,097.00		1,281,877.00	1,281,877.00
Other Local Revenue	8600-8799	146,613.00	223,430.00	217,326.00	222,733.00	281,359.00		1,872,906.00	1,872,906.00
Interfund Transfers In	8910-8929							0.00	
All Other Financing Sources	8930-8979							0.00	
TOTAL RECEIPTS		3,165,214.00	4,804,221.00	3,729,039.00	3,026,978.00	1,001,010.00	0.00	39,781,091.00	39,781,091.00
C. DISBURSEMENTS									
Certificated Salaries	1000-1999	1,861,142.00	1,861,142.00	1,861,143.00	913,945.00			18,978,036.00	18,978,036.00
Classified Salaries	2000-2999	569,308.00	569,308.00	569,311.00	412,656.00			6,373,019.00	6,373,019.00
Employee Benefits	3000-3999	769,592.00	769,592.00	769,592.00	545,839.00			7,695,928.00	7,695,928.00
Books and Supplies	4000-4999	156,540.00	156,540.00	156,540.00	156,545.00			1,878,485.00	1,878,485.00
Services	5000-5999	376,028.00	376,028.00	376,028.00	376,025.00			4,512,333.00	4,512,333.00
Capital Outlay	6000-6599				0.00			0.00	0.00
Other Outgo	7000-7499				184,431.00			184,431.00	184,431.00
Interfund Transfers Out	7600-7629				138,026.00			276,051.00	276,051.00
All Other Financing Uses	7630-7699							0.00	
TOTAL DISBURSEMENTS		3,732,610.00	3,732,610.00	3,732,614.00	2,727,267.00	0.00	0.00	39,898,283.00	39,898,283.00
D. BALANCE SHEET ITEMS									
Assets and Deferred Outflows									
Cash Not in Treasury	9111-9199							0.00	
Accounts Receivable	9200-9299							1,214,397.00	
Due From Other Funds	9310							0.00	
Stores	9320							0.00	
Prepaid Expenditures	9330							0.00	
Other Current Assets	9340							0.00	
Deferred Outflows of Resources	9490							0.00	
SUBTOTAL		0.00	0.00	0.00	0.00	0.00	0.00	1,214,397.00	
Liabilities and Deferred Inflows									
Accounts Payable	9500-9599							0.00	
Due To Other Funds	9610							0.00	
Current Loans	9640							0.00	
Unearned Revenues	9650							0.00	
Deferred Inflows of Resources	9690							0.00	
SUBTOTAL		0.00	0.00	0.00	0.00	0.00	0.00	0.00	
Nonoperating									
Suspense Clearing	9910							0.00	
TOTAL BALANCE SHEET ITEMS		0.00	0.00	0.00	0.00	0.00	0.00	1,214,397.00	
E. NET INCREASE/DECREASE (B - C + D)		(567,396.00)	1,071,611.00	(3,575.00)	299,711.00	1,001,010.00	0.00	1,097,205.00	(117,192.00)
F. ENDING CASH (A + E)		1,232,751.16	2,304,362.16	2,300,787.16	2,600,498.16				
G. ENDING CASH, PLUS CASH ACCRUALS AND ADJUSTMENTS								3,601,508.16	

Description	Object Codes	Projected Year Totals (Form 011) (A)	% Change (Cols. C-A/A) (B)	2015-16 Projection (C)	% Change (Cols. E-C/C) (D)	2016-17 Projection (E)
(Enter projections for subsequent years 1 and 2 in Columns C and E; current year - Column A - is extracted)						
A. REVENUES AND OTHER FINANCING SOURCES						
1. LCFF/Revenue Limit Sources	8010-8099	31,502,739.00	8.04%	34,034,367.00	4.07%	35,418,759.00
2. Federal Revenues	8100-8299	0.00	0.00%	0.00	0.00%	0.00
3. Other State Revenues	8300-8599	1,011,675.00	-42.35%	583,200.00	0.00%	583,200.00
4. Other Local Revenues	8600-8799	217,988.00	-11.97%	191,888.00	-33.87%	126,888.00
5. Other Financing Sources						
a. Transfers In	8900-8929	0.00	0.00%	0.00	0.00%	0.00
b. Other Sources	8930-8979	0.00	0.00%	0.00	0.00%	0.00
c. Contributions	8980-8999	(5,146,712.00)	19.88%	(6,170,042.00)	4.61%	(6,454,459.00)
6. Total (Sum lines A1 thru A5c)		27,585,690.00	3.82%	28,639,413.00	3.61%	29,674,388.00
B. EXPENDITURES AND OTHER FINANCING USES						
1. Certificated Salaries						
a. Base Salaries				14,612,542.00		14,902,472.00
b. Step & Column Adjustment				249,930.00		304,730.00
c. Cost-of-Living Adjustment						
d. Other Adjustments				40,000.00		40,000.00
e. Total Certificated Salaries (Sum lines B1a thru B1d)	1000-1999	14,612,542.00	1.98%	14,902,472.00	2.31%	15,247,202.00
2. Classified Salaries						
a. Base Salaries				4,040,359.00		4,069,592.00
b. Step & Column Adjustment				29,233.00		29,233.00
c. Cost-of-Living Adjustment						
d. Other Adjustments						
e. Total Classified Salaries (Sum lines B2a thru B2d)	2000-2999	4,040,359.00	0.72%	4,069,592.00	0.72%	4,098,825.00
3. Employee Benefits	3000-3999	5,302,328.57	5.63%	5,600,983.00	6.71%	5,976,702.00
4. Books and Supplies	4000-4999	665,879.00	-1.31%	657,150.00	0.00%	657,150.00
5. Services and Other Operating Expenditures	5000-5999	3,276,249.00	-0.29%	3,266,763.00	0.00%	3,266,763.00
6. Capital Outlay	6000-6999	205,300.00	-100.00%	0.00	0.00%	0.00
7. Other Outgo (excluding Transfers of Indirect Costs)	7100-7299, 7400-7499	5,050.00	0.00%	5,050.00	0.00%	5,050.00
8. Other Outgo - Transfers of Indirect Costs	7300-7399	(105,494.00)	24.49%	(131,330.00)	0.00%	(131,330.00)
9. Other Financing Uses						
a. Transfers Out	7600-7629	193,051.00	42.99%	276,051.00	0.00%	276,051.00
b. Other Uses	7630-7699	0.00	0.00%	0.00	0.00%	0.00
10. Other Adjustments (Explain in Section F below)						
11. Total (Sum lines B1 thru B10)		28,195,264.57	1.60%	28,646,731.00	2.62%	29,396,413.00
C. NET INCREASE (DECREASE) IN FUND BALANCE						
(Line A6 minus line B11)		(609,574.57)		(7,318.00)		277,975.00
D. FUND BALANCE						
1. Net Beginning Fund Balance (Form 011, line F1c)		1,900,673.31		1,291,098.74		1,283,780.74
2. Ending Fund Balance (Sum lines C and D1)		1,291,098.74		1,283,780.74		1,561,755.74
3. Components of Ending Fund Balance (Form 011)						
a. Nonspendable	9710-9719	64,749.00		64,749.00		64,749.00
b. Restricted	9740					
c. Committed						
1. Stabilization Arrangements	9750	0.00				
2. Other Commitments	9760	0.00				
d. Assigned	9780	0.00				
e. Unassigned/Unappropriated						
1. Reserve for Economic Uncertainties	9789	1,182,800.00		1,196,950.00		1,224,972.00
2. Unassigned/Unappropriated	9790	43,549.74		22,081.74		272,034.74
f. Total Components of Ending Fund Balance (Line D3f must agree with line D2)		1,291,098.74		1,283,780.74		1,561,755.74

Description	Object Codes	Projected Year Totals (Form 011) (A)	% Change (Cols. C-A/A) (B)	2015-16 Projection (C)	% Change (Cols. E-C/C) (D)	2016-17 Projection (E)
E. AVAILABLE RESERVES						
1. General Fund						
a. Stabilization Arrangements	9750	0.00		0.00		0.00
b. Reserve for Economic Uncertainties	9789	1,182,800.00		1,196,950.00		1,224,972.00
c. Unassigned/Unappropriated	9790	43,549.74		22,081.74		272,034.74
(Enter other reserve projections in Columns C and E for subsequent years 1 and 2; current year - Column A - is extracted)						
2. Special Reserve Fund - Noncapital Outlay (Fund 17)						
a. Stabilization Arrangements	9750	1,305,660.04		1,305,660.04		1,305,660.04
b. Reserve for Economic Uncertainties	9789	0.00		0.00		0.00
c. Unassigned/Unappropriated	9790	0.00		0.00		0.00
3. Total Available Reserves (Sum lines E1a thru E2c)		2,532,009.78		2,524,691.78		2,802,666.78
F. ASSUMPTIONS						
Please provide below or on a separate attachment, the assumptions used to determine the projections for the first and second subsequent fiscal years. Further, please include an explanation for any significant expenditure adjustments projected in lines B1d, B2d, and B10. For additional information, please refer to the Budget Assumptions section of the SACS Financial Reporting Software User Guide.						
Please see attached assumptions.						

Description	Object Codes	Projected Year Totals (Form 011) (A)	% Change (Cols. C-A/A) (B)	2015-16 Projection (C)	% Change (Cols. E-C/C) (D)	2016-17 Projection (E)
(Enter projections for subsequent years 1 and 2 in Columns C and E; current year - Column A - is extracted)						
A. REVENUES AND OTHER FINANCING SOURCES						
1. LCFF/Revenue Limit Sources	8010-8099	0.00	0.00%	0.00	0.00%	0.00
2. Federal Revenues	8100-8299	2,762,729.00	-10.56%	2,470,880.00	0.00%	2,470,880.00
3. Other State Revenues	8300-8599	707,087.00	-1.19%	698,677.00	0.00%	698,677.00
4. Other Local Revenues	8600-8799	1,948,727.00	-10.40%	1,746,018.00	0.00%	1,746,018.00
5. Other Financing Sources						
a. Transfers In	8900-8929	0.00	0.00%	0.00	0.00%	0.00
b. Other Sources	8930-8979	0.00	0.00%	0.00	0.00%	0.00
c. Contributions	8980-8999	5,146,712.00	19.88%	6,170,042.00	4.61%	6,454,459.00
6. Total (Sum lines A1 thru A5c)		10,565,255.00	4.93%	11,085,617.00	2.57%	11,370,034.00
B. EXPENDITURES AND OTHER FINANCING USES						
1. Certificated Salaries						
a. Base Salaries				3,928,624.00		4,009,629.00
b. Step & Column Adjustment				81,005.00		81,005.00
c. Cost-of-Living Adjustment						
d. Other Adjustments						
e. Total Certificated Salaries (Sum lines B1a thru B1d)	1000-1999	3,928,624.00	2.06%	4,009,629.00	2.02%	4,090,634.00
2. Classified Salaries						
a. Base Salaries				2,286,258.00		2,303,427.00
b. Step & Column Adjustment				17,169.00		17,169.00
c. Cost-of-Living Adjustment						
d. Other Adjustments						
e. Total Classified Salaries (Sum lines B2a thru B2d)	2000-2999	2,286,258.00	0.75%	2,303,427.00	0.75%	2,320,596.00
3. Employee Benefits	3000-3999	1,874,340.00	6.43%	1,994,945.00	9.34%	2,181,188.00
4. Books and Supplies	4000-4999	1,327,708.27	-8.01%	1,221,335.00	0.00%	1,221,335.00
5. Services and Other Operating Expenditures	5000-5999	1,472,354.00	-15.40%	1,245,570.00	0.00%	1,245,570.00
6. Capital Outlay	6000-6999	24,000.00	-100.00%	0.00	0.00%	0.00
7. Other Outgo (excluding Transfers of Indirect Costs)	7100-7299, 7400-7499	229,010.00	1.74%	233,000.00	0.00%	233,000.00
8. Other Outgo - Transfers of Indirect Costs	7300-7399	51,875.00	49.80%	77,711.00	0.00%	77,711.00
9. Other Financing Uses						
a. Transfers Out	7600-7629	0.00	0.00%	0.00	0.00%	0.00
b. Other Uses	7630-7699	0.00	0.00%	0.00	0.00%	0.00
10. Other Adjustments (Explain in Section F below)						
11. Total (Sum lines B1 thru B10)		11,194,169.27	-0.97%	11,085,617.00	2.57%	11,370,034.00
C. NET INCREASE (DECREASE) IN FUND BALANCE						
(Line A6 minus line B11)		(628,914.27)		0.00		0.00
D. FUND BALANCE						
1. Net Beginning Fund Balance (Form 011, line F1e)		1,452,315.48		823,401.21		823,401.21
2. Ending Fund Balance (Sum lines C and D1)		823,401.21		823,401.21		823,401.21
3. Components of Ending Fund Balance (Form 011)						
a. Nonspendable	9710-9719	0.00		0.00		0.00
b. Restricted	9740	823,401.21		823,401.21		823,401.21
c. Committed						
1. Stabilization Arrangements	9750					
2. Other Commitments	9760					
d. Assigned	9780					
e. Unassigned/Unappropriated						
1. Reserve for Economic Uncertainties	9789					
2. Unassigned/Unappropriated	9790	0.00		0.00		0.00
f. Total Components of Ending Fund Balance (Line D3f must agree with line D2)		823,401.21		823,401.21		823,401.21

Description	Object Codes	Projected Year Totals (Form 011) (A)	% Change (Cols. C-A/A) (B)	2015-16 Projection (C)	% Change (Cols. E-C/C) (D)	2016-17 Projection (E)
E. AVAILABLE RESERVES						
1. General Fund						
a. Stabilization Arrangements	9750					
b. Reserve for Economic Uncertainties	9789					
c. Unassigned/Unappropriated Amount	9790					
(Enter current year reserve projections in Column A, and other reserve projections in Columns C and E for subsequent years 1 and 2)						
2. Special Reserve Fund - Noncapital Outlay (Fund 17)						
a. Stabilization Arrangements	9750					
b. Reserve for Economic Uncertainties	9789					
c. Unassigned/Unappropriated	9790					
3. Total Available Reserves (Sum lines E1a thru E2c)						
F. ASSUMPTIONS						
Please provide below or on a separate attachment, the assumptions used to determine the projections for the first and second subsequent fiscal years. Further, please include an explanation for any significant expenditure adjustments projected in lines B1d, B2d, and B10. For additional information, please refer to the Budget Assumptions section of the SACS Financial Reporting Software User Guide.						
Please see attached assumptions.						

Description	Object Codes	Projected Year Totals (Form 011) (A)	% Change (Cols. C-A/A) (B)	2015-16 Projection (C)	% Change (Cols. E-C/C) (D)	2016-17 Projection (E)
(Enter projections for subsequent years 1 and 2 in Columns C and E; current year - Column A - is extracted)						
A. REVENUES AND OTHER FINANCING SOURCES						
1. LCFF/Revenue Limit Sources	8010-8099	31,502,739.00	8.04%	34,034,367.00	4.07%	35,418,759.00
2. Federal Revenues	8100-8299	2,762,729.00	-10.56%	2,470,880.00	0.00%	2,470,880.00
3. Other State Revenues	8300-8599	1,718,762.00	-25.42%	1,281,877.00	0.00%	1,281,877.00
4. Other Local Revenues	8600-8799	2,166,715.00	-10.56%	1,937,906.00	-3.35%	1,872,906.00
5. Other Financing Sources						
a. Transfers In	8900-8929	0.00	0.00%	0.00	0.00%	0.00
b. Other Sources	8930-8979	0.00	0.00%	0.00	0.00%	0.00
c. Contributions	8980-8999	0.00	0.00%	0.00	0.00%	0.00
6. Total (Sum lines A1 thru A5c)		38,150,945.00	4.13%	39,725,030.00	3.32%	41,044,422.00
B. EXPENDITURES AND OTHER FINANCING USES						
1. Certificated Salaries						
a. Base Salaries				18,541,166.00		18,912,101.00
b. Step & Column Adjustment				330,935.00		385,735.00
c. Cost-of-Living Adjustment				0.00		0.00
d. Other Adjustments				40,000.00		40,000.00
e. Total Certificated Salaries (Sum lines B1a thru B1d)	1000-1999	18,541,166.00	2.00%	18,912,101.00	2.25%	19,337,836.00
2. Classified Salaries						
a. Base Salaries				6,326,617.00		6,373,019.00
b. Step & Column Adjustment				46,402.00		46,402.00
c. Cost-of-Living Adjustment				0.00		0.00
d. Other Adjustments				0.00		0.00
e. Total Classified Salaries (Sum lines B2a thru B2d)	2000-2999	6,326,617.00	0.73%	6,373,019.00	0.73%	6,419,421.00
3. Employee Benefits	3000-3999	7,176,668.57	5.84%	7,595,928.00	7.40%	8,157,890.00
4. Books and Supplies	4000-4999	1,993,587.27	-5.77%	1,878,485.00	0.00%	1,878,485.00
5. Services and Other Operating Expenditures	5000-5999	4,748,603.00	-4.98%	4,512,333.00	0.00%	4,512,333.00
6. Capital Outlay	6000-6999	229,300.00	-100.00%	0.00	0.00%	0.00
7. Other Outgo (excluding Transfers of Indirect Costs)	7100-7299, 7400-7499	234,060.00	1.70%	238,050.00	0.00%	238,050.00
8. Other Outgo - Transfers of Indirect Costs	7300-7399	(53,619.00)	0.00%	(53,619.00)	0.00%	(53,619.00)
9. Other Financing Uses						
a. Transfers Out	7600-7629	193,051.00	42.99%	276,051.00	0.00%	276,051.00
b. Other Uses	7630-7699	0.00	0.00%	0.00	0.00%	0.00
10. Other Adjustments				0.00		0.00
11. Total (Sum lines B1 thru B10)		39,389,433.84	0.87%	39,732,348.00	2.60%	40,766,447.00
C. NET INCREASE (DECREASE) IN FUND BALANCE						
(Line A6 minus line B11)		(1,238,488.84)		(7,318.00)		277,975.00
D. FUND BALANCE						
1. Net Beginning Fund Balance (Form 011, line F1e)		3,352,988.79		2,114,499.95		2,107,181.95
2. Ending Fund Balance (Sum lines C and D1)		2,114,499.95		2,107,181.95		2,385,156.95
3. Components of Ending Fund Balance (Form 011)						
a. Nonspendable	9710-9719	64,749.00		64,749.00		64,749.00
b. Restricted	9740	823,401.21		823,401.21		823,401.21
c. Committed						
1. Stabilization Arrangements	9750	0.00		0.00		0.00
2. Other Commitments	9760	0.00		0.00		0.00
d. Assigned	9780	0.00		0.00		0.00
e. Unassigned/Unappropriated						
1. Reserve for Economic Uncertainties	9789	1,182,800.00		1,196,950.00		1,224,972.00
2. Unassigned/Unappropriated	9790	43,549.74		22,081.74		272,034.74
f. Total Components of Ending Fund Balance (Line D3f must agree with line D2)		2,114,499.95		2,107,181.95		2,385,156.95

Description	Object Codes	Projected Year Totals (Form 011) (A)	% Change (Cols. C-A/A) (B)	2015-16 Projection (C)	% Change (Cols. E-C/C) (D)	2016-17 Projection (E)
E. AVAILABLE RESERVES (Unrestricted except as noted)						
1. General Fund						
a. Stabilization Arrangements	9750	0.00		0.00		0.00
b. Reserve for Economic Uncertainties	9789	1,182,800.00		1,196,950.00		1,224,972.00
c. Unassigned/Unappropriated	9790	43,549.74		22,081.74		272,034.74
d. Negative Restricted Ending Balances (Negative resources 2000-9999)	979Z			0.00		0.00
2. Special Reserve Fund - Noncapital Outlay (Fund 17)						
a. Stabilization Arrangements	9750	1,305,660.04		1,305,660.04		1,305,660.04
b. Reserve for Economic Uncertainties	9789	0.00		0.00		0.00
c. Unassigned/Unappropriated	9790	0.00		0.00		0.00
3. Total Available Reserves - by Amount (Sum lines E1 thru E2b)		2,532,009.78		2,524,691.78		2,802,666.78
4. Total Available Reserves - by Percent (Line E3 divided by Line F3c)		6.43%		6.35%		6.87%
F. RECOMMENDED RESERVES						
1. Special Education Pass-through Exclusions						
For districts that serve as the administrative unit (AU) of a special education local plan area (SELPA):						
a. Do you choose to exclude from the reserve calculation the pass-through funds distributed to SELPA members?	No					
b. If you are the SELPA AU and are excluding special education pass-through funds:						
1. Enter the name(s) of the SELPA(s):						
2. Special education pass-through funds (Column A: Fund 10, resources 3300-3499 and 6500-6540, objects 7211-7213 and 7221-7223; enter projections for subsequent years 1 and 2 in Columns C and E)		0.00		0.00		0.00
2. District ADA						
Used to determine the reserve standard percentage level on line F3d (Col. A: Form AI, Estimated P-2 ADA column, lines A4, C1, and C2e; enter projections)		4,320.18		4,218.84		4,166.88
3. Calculating the Reserves						
a. Expenditures and Other Financing Uses (Line B11)		39,389,433.84		39,732,348.00		40,766,447.00
b. Plus: Special Education Pass-through Funds (Line F1b2, if Line F1a is No)		0.00		0.00		0.00
c. Total Expenditures and Other Financing Uses (Line F3a plus line F3b)		39,389,433.84		39,732,348.00		40,766,447.00
d. Reserve Standard Percentage Level (Refer to Form 01CSI, Criterion 10 for calculation details)		3%		3%		3%
e. Reserve Standard - By Percent (Line F3c times F3d)		1,181,683.02		1,191,970.44		1,222,993.41
f. Reserve Standard - By Amount (Refer to Form 01CSI, Criterion 10 for calculation details)		0.00		0.00		0.00
g. Reserve Standard (Greater of Line F3e or F3f)		1,181,683.02		1,191,970.44		1,222,993.41
h. Available Reserves (Line E3) Meet Reserve Standard (Line F3g)		YES		YES		YES

Description	Object Codes	Projected Year Totals (A)	% Change (Cols. C-A/A) (B)	2015-16 Projection (C)	% Change (Cols. E-C/C) (D)	2016-17 Projection (E)
(Enter projections for subsequent years 1 and 2 in Columns C and E; current year - Column A - is extracted)						
A. REVENUES AND OTHER FINANCING SOURCES						
1. LCFF/Revenue Limit Sources	8010-8099	0.00	0.00%	0.00	0.00%	0.00
2. Federal Revenues	8100-8299	0.00	0.00%	0.00	0.00%	0.00
3. Other State Revenues	8300-8599	0.00	0.00%	0.00	0.00%	0.00
4. Other Local Revenues	8600-8799	12,000.00	0.00%	12,000.00	0.00%	12,000.00
5. Other Financing Sources						
a. Transfers In	8900-8929	0.00	0.00%		0.00%	
b. Other Sources	8930-8979	0.00	0.00%		0.00%	
c. Contributions	8980-8999	0.00	0.00%		0.00%	
6. Total (Sum lines A1 thru A5c)		12,000.00	0.00%	12,000.00	0.00%	12,000.00
B. EXPENDITURES AND OTHER FINANCING USES						
1. Certificated Salaries	1000-1999	0.00	0.00%		0.00%	
2. Classified Salaries	2000-2999	0.00	0.00%		0.00%	
3. Employee Benefits	3000-3999	0.00	0.00%		0.00%	
4. Books and Supplies	4000-4999	0.00	0.00%		0.00%	
5. Services and Other Operating Expenditures	5000-5999	0.00	0.00%		0.00%	
6. Capital Outlay	6000-6999	0.00	0.00%		0.00%	
7. Other Outgo (excluding Transfers of Indirect Costs)	7100-7299, 7400-7499	0.00	0.00%		0.00%	
8. Other Outgo - Transfers of Indirect Costs	7300-7399	0.00	0.00%		0.00%	
9. Other Financing Uses						
a. Transfers Out	7600-7629	0.00	0.00%		0.00%	
b. Other Uses	7630-7699	0.00	0.00%		0.00%	
10. Other Adjustments (Explain in Section E below)						
11. Total (Sum lines B1 thru B10)		0.00	0.00%	0.00	0.00%	0.00
C. NET INCREASE (DECREASE) IN FUND BALANCE (Line A6 minus line B11)						
		12,000.00		12,000.00		12,000.00
D. FUND BALANCE						
1. Net Beginning Fund Balance	9791-9795	(1,317,660.04)		(1,305,660.04)		(1,293,660.04)
2. Ending Fund Balance (Sum lines C and D1)		(1,305,660.04)		(1,293,660.04)		(1,281,660.04)
3. Components of Ending Fund Balance						
a. Nonspendable	9710-9719	0.00				
b. Restricted	9740	0.00				
c. Committed						
1. Stabilization Arrangements	9750	0.00				
2. Other Commitments	9760	0.00				
d. Assigned	9780	0.00				
e. Unassigned/Unappropriated						
1. Reserve for Economic Uncertainties	9789	0.00				
2. Unassigned/Unappropriated	9790	(1,305,660.04)		(1,293,660.04)		(1,281,660.04)
f. Total Components of Ending Fund Balance (Line D3f must agree with Line D2)		(1,305,660.04)		(1,293,660.04)		(1,281,660.04)
E. ASSUMPTIONS Please provide below or on a separate attachment the assumptions used to determine the projections for the first and second subsequent fiscal years. Please see attached assumptions.						

Provide methodology and assumptions used to estimate ADA, enrollment, revenues, expenditures, reserves and fund balance, and multiyear commitments (including cost-of-living adjustments).

Deviations from the standards must be explained and may affect the interim certification.

CRITERIA AND STANDARDS

1. CRITERION: Average Daily Attendance

STANDARD: Funded average daily attendance (ADA) for any of the current fiscal year or two subsequent fiscal years has not changed by more than two percent since first interim projections.

District's ADA Standard Percentage Range: -2.0% to +2.0%

1A. Calculating the District's ADA Variances

DATA ENTRY: First Interim data that exist will be extracted; otherwise, enter data into the first column for all fiscal years. Second Interim Projected Year Totals data should be entered for all fiscal years.

Fiscal Year	LCFF Revenue (Funded) ADA		Percent Change	Status
	First Interim	Second Interim		
	Projected Year Totals (Form 01CSI, Item 1A)	Projected Year Totals		
Current Year (2014-15)	4,319.27	4,319.27	0.0%	Met
1st Subsequent Year (2015-16)	4,255.27	4,218.84	-0.9%	Met
2nd Subsequent Year (2016-17)	4,195.27	4,166.88	-0.7%	Met

1B. Comparison of District ADA to the Standard

DATA ENTRY: Enter an explanation if the standard is not met.

- 1a. **STANDARD MET** - Funded ADA has not changed since first interim projections by more than two percent in any of the current year or two subsequent fiscal years.

Explanation:
(required if NOT met)

2. CRITERION: Enrollment

STANDARD: Projected enrollment for any of the current fiscal year or two subsequent fiscal years has not changed by more than two percent since first interim projections.

District's Enrollment Standard Percentage Range: -2.0% to +2.0%

2A. Calculating the District's Enrollment Variances

DATA ENTRY: First Interim data that exist will be extracted; otherwise, enter data into the first column for all fiscal years. Enter data in the second column for all fiscal years.

Fiscal Year	Enrollment		Percent Change	Status
	First Interim (Form 01CSI, Item 2A)	Second Interim CBEDS/Projected		
Current Year (2014-15)	4,445	4,425	-0.4%	Met
1st Subsequent Year (2015-16)	4,509	4,375	-3.0%	Not Met
2nd Subsequent Year (2016-17)	4,559	4,350	-4.6%	Not Met

2B. Comparison of District Enrollment to the Standard

DATA ENTRY: Enter an explanation if the standard is not met.

- 1a. **STANDARD NOT MET** - Enrollment projections have changed since first interim projections by more than two percent in any of the current year or two subsequent fiscal years. Provide reasons why the change(s) exceed the standard, a description of the methods and assumptions used in projecting enrollment, and what changes will be made to improve the accuracy of projections in this area.

Explanation:
(required if NOT met)

The District is still experiencing declining enrollment and expects that it will continue for the out years. However, the decline is slowing.

3. CRITERION: ADA to Enrollment

STANDARD: Projected second period (P-2) average daily attendance (ADA) to enrollment ratio for any of the current fiscal year or two subsequent fiscal years has not increased from the historical average ratio from the three prior fiscal years by more than one half of one percent (0.5%).

3A. Calculating the District's ADA to Enrollment Standard

DATA ENTRY: Unaudited Actuals data that exist will be extracted into the P-2 ADA column for the First Prior Year; otherwise, enter First Prior Year data. P-2 ADA for the second and third prior years are preloaded. First Interim data that exist will be extracted into the Enrollment column; otherwise, enter Enrollment data for all fiscal years.

Fiscal Year	P-2 ADA Unaudited Actuals (Form A, Lines 3, 6, and 25) (Form A, Lines A4, C1, and C2e)	Enrollment CBEDS Actual (Form 01CSI, Item 3A)	Historical Ratio of ADA to Enrollment	
Third Prior Year (2011-12)	4,452	4,849	91.8%	
Second Prior Year (2012-13)	4,391	4,791	91.7%	
First Prior Year (2013-14)	4,400	4,485	98.1%	
		Historical Average Ratio:	93.9%	
		District's ADA to Enrollment Standard (historical average ratio plus 0.5%):	94.4%	

3B. Calculating the District's Projected Ratio of ADA to Enrollment

DATA ENTRY: If Form MYPI exists, Estimated P-2 ADA data for the two subsequent years will be extracted; if not, enter Estimated P-2 ADA data in the first column. All other data are extracted.

Fiscal Year	Estimated P-2 ADA (Form A1, Lines A4, C1, and C2e) (Form MYPI, Line F2)	Enrollment CBEDS/Projected (Criterion 2, Item 2A)	Ratio of ADA to Enrollment		Status
Current Year (2014-15)	4,320	4,425	97.6%		Not Met
1st Subsequent Year (2015-16)	4,219	4,375	96.4%		Not Met
2nd Subsequent Year (2016-17)	4,167	4,350	95.8%		Not Met

3C. Comparison of District ADA to Enrollment Ratio to the Standard

DATA ENTRY: Enter an explanation if the standard is not met.

- 1a. **STANDARD NOT MET** - Projected P-2 ADA to enrollment ratio exceeds the standard in any of the current year or two subsequent fiscal years. Provide reasons why the projected ratio exceeds the district's historical average ratio by more than 0.5%.

Explanation:
(required if NOT met)

The 2014/15 fiscal year is seeing a slowing in the decline of students. CBEDS were higher than expected. This may be a result of new class offerings at Center High School in the area of Project Lead the Way.

4. CRITERION: LCFF Revenue

STANDARD: Projected LCFF revenue for any of the current fiscal year or two subsequent fiscal years has not changed by more than two percent since first interim projections.

District's LCFF Revenue Standard Percentage Range: -2.0% to +2.0%

4A. Calculating the District's Projected Change in LCFF Revenue

DATA ENTRY: First Interim data that exist will be extracted; otherwise, enter data into the first column. In the Second Interim column, Current Year data are extracted; enter data for the two subsequent years.

Fiscal Year	LCFF Revenue (Fund 01, Objects 8011, 8012, 8020-8089)			Percent Change	Status
	First Interim (Form 01CSI, Item 4A)	Second Interim Projected Year Totals			
Current Year (2014-15)	31,698,936.00	31,617,810.00	-0.3%		Met
1st Subsequent Year (2015-16)	33,029,883.00	34,150,828.00	3.4%		Not Met
2nd Subsequent Year (2016-17)	34,585,720.00	35,536,080.00	2.8%		Not Met

4B. Comparison of District LCFF Revenue to the Standard

DATA ENTRY: Enter an explanation if the standard is not met.

- 1a. **STANDARD NOT MET** - Projected LCFF revenue has changed since first interim projections by more than two percent in any of the current year or two subsequent fiscal years. Provide reasons why the change(s) exceed the standard and a description of the methods and assumptions used in projecting LCFF revenue.

Explanation:
(required if NOT met)

The revenue reported is a direct result of the Governor's proposal for the funding gap closure for current and out years. The second interim is reflecting a gap closure of 29.15% for 2014/15 and 32.19% and 23.71% for 2015/16 and 2016/17.

5. CRITERION: Salaries and Benefits

STANDARD: Projected ratio of total unrestricted salaries and benefits to total unrestricted general fund expenditures for any of the current fiscal year or two subsequent fiscal years has not changed from the historical average ratio from the three prior fiscal years by more than the greater of three percent or the district's required reserves percentage.

It is likely that for many districts the 2014-15 and 2015-16 change from the historical average ratio will exceed the standard because certain revenues that were restricted prior to the LCFF are now unrestricted within the LCFF.

5A. Calculating the District's Historical Average Ratio of Unrestricted Salaries and Benefits to Total Unrestricted General Fund Expenditures

DATA ENTRY: Unaudited Actuals data that exist for the First Prior Year will be extracted; otherwise, enter data for the First Prior Year. Unaudited Actuals data for the second and third prior years are preloaded.

Fiscal Year	Unaudited Actuals - Unrestricted (Resources 0000-1999)		Ratio of Unrestricted Salaries and Benefits to Total Unrestricted Expenditures
	Salaries and Benefits (Form 01, Objects 1000-3999)	Total Expenditures (Form 01, Objects 1000-7499)	
Third Prior Year (2011-12)	20,382,484.94	22,975,334.10	88.6%
Second Prior Year (2012-13)	20,176,406.21	23,346,284.90	86.4%
First Prior Year (2013-14)	22,710,856.81	26,151,497.48	86.8%
	Historical Average Ratio:		87.3%

	Current Year (2014-15)	1st Subsequent Year (2015-16)	2nd Subsequent Year (2016-17)
District's Reserve Standard Percentage (Criterion 10B, Line 4)	3.0%	3.0%	3.0%
District's Salaries and Benefits Standard (historical average ratio, plus/minus the greater of 3% or the district's reserve standard percentage):	84.3% to 90.3%	84.3% to 90.3%	84.3% to 90.3%

5B. Calculating the District's Projected Ratio of Unrestricted Salaries and Benefits to Total Unrestricted General Fund Expenditures

DATA ENTRY: If Form MYPI exists, Projected Year Totals data for the two subsequent years will be extracted; if not, enter Projected Year Totals data. Projected Year Totals data for Current Year are extracted.

Fiscal Year	Projected Year Totals - Unrestricted (Resources 0000-1999)		Ratio of Unrestricted Salaries and Benefits to Total Unrestricted Expenditures	Status
	Salaries and Benefits (Form 011, Objects 1000-3999) (Form MYPI, Lines B1-B3)	Total Expenditures (Form 011, Objects 1000-7499) (Form MYPI, Lines B1-B8, B10)		
Current Year (2014-15)	23,955,229.57	28,002,213.57	85.5%	Met
1st Subsequent Year (2015-16)	24,573,047.00	28,370,680.00	86.6%	Met
2nd Subsequent Year (2016-17)	25,322,729.00	29,120,382.00	87.0%	Met

5C. Comparison of District Salaries and Benefits Ratio to the Standard

DATA ENTRY: Enter an explanation if the standard is not met.

- 1a. **STANDARD MET** - Ratio of total unrestricted salaries and benefits to total unrestricted expenditures has met the standard for the current year and two subsequent fiscal years.

Explanation:
(required if NOT met)

6. CRITERION: Other Revenues and Expenditures

STANDARD: Projected operating revenues (including federal, other state and other local) or expenditures (including books and supplies, and services and other operating), for any of the current fiscal year or two subsequent fiscal years, have not changed by more than five percent since first interim projections.

Changes that exceed five percent in any major object category must be explained.

District's Other Revenues and Expenditures Standard Percentage Range:

-5.0% to +5.0%

District's Other Revenues and Expenditures Explanation Percentage Range:

-5.0% to +5.0%

6A. Calculating the District's Change by Major Object Category and Comparison to the Explanation Percentage Range

DATA ENTRY: First Interim data that exist will be extracted; otherwise, enter data into the first column. Second Interim data for the Current Year are extracted. If Second Interim Form MYPI exists, data for the two subsequent years will be extracted; if not, enter data for the two subsequent years into the second column.

Explanations must be entered for each category if the percent change for any year exceeds the district's explanation percentage range.

Object Range / Fiscal Year	First Interim Projected Year Totals (Form 01CSI, Item 6A)	Second Interim Projected Year Totals (Fund 01) (Form MYPI)	Percent Change	Change Is Outside Explanation Range
Federal Revenue (Fund 01, Objects 8100-8299) (Form MYPI, Line A2)				
Current Year (2014-15)	2,753,841.00	2,762,729.00	0.3%	No
1st Subsequent Year (2015-16)	2,614,379.00	2,470,880.00	-5.5%	Yes
2nd Subsequent Year (2016-17)	2,614,379.00	2,470,880.00	-5.5%	Yes

Explanation:
(required if Yes)

As stated above, all changes to revenues are a result of the Governor's proposal for funding gap closures for the out years.

Other State Revenue (Fund 01, Objects 8300-8599) (Form MYPI, Line A3)				
Current Year (2014-15)	1,718,782.00	1,718,782.00	0.0%	No
1st Subsequent Year (2015-16)	1,400,713.00	1,281,877.00	-8.5%	Yes
2nd Subsequent Year (2016-17)	1,392,913.00	1,281,877.00	-8.0%	Yes

Explanation:
(required if Yes)

State revenues do not include any one-time money that is proposed. Budgets are built without regard to carryovers.

Other Local Revenue (Fund 01, Objects 8600-8799) (Form MYPI, Line A4)				
Current Year (2014-15)	2,063,692.00	2,168,715.00	5.0%	No
1st Subsequent Year (2015-16)	1,810,995.00	1,937,908.00	7.0%	Yes
2nd Subsequent Year (2016-17)	1,810,995.00	1,872,908.00	3.4%	No

Explanation:
(required if Yes)

Local revenues are reviewed and brought into line with actuals. Trends are higher for next fiscal year in the area of local revenues

Books and Supplies (Fund 01, Objects 4000-4999) (Form MYPI, Line B4)				
Current Year (2014-15)	1,857,328.27	1,993,587.27	7.3%	Yes
1st Subsequent Year (2015-16)	1,479,597.00	1,878,485.00	27.0%	Yes
2nd Subsequent Year (2016-17)	1,479,597.00	1,878,485.00	27.0%	Yes

Explanation:
(required if Yes)

All changes to expenses are a result of the Governor's proposal for funding gap closures and available funds for the out years. In addition, routine maintenance is increased next fiscal year to a full 3% of total expenses.

Services and Other Operating Expenditures (Fund 01, Objects 5000-5999) (Form MYPI, Line B5)				
Current Year (2014-15)	4,663,374.00	4,748,603.00	1.8%	No
1st Subsequent Year (2015-16)	4,485,643.00	4,512,333.00	0.6%	No
2nd Subsequent Year (2016-17)	4,485,643.00	4,512,333.00	0.6%	No

Explanation:
(required if Yes)

6B. Calculating the District's Change in Total Operating Revenues and Expenditures

DATA ENTRY: All data are extracted or calculated.

Object Range / Fiscal Year	First Interim Projected Year Totals	Second Interim Projected Year Totals	Percent Change	Status
Total Federal, Other State, and Other Local Revenue (Section 6A)				
Current Year (2014-15)	8,536,295.00	8,648,208.00	1.7%	Met
1st Subsequent Year (2015-16)	5,826,087.00	5,690,663.00	-2.3%	Met
2nd Subsequent Year (2016-17)	5,818,287.00	5,625,663.00	-3.3%	Met
Total Books and Supplies, and Services and Other Operating Expenditures (Section 6A)				
Current Year (2014-15)	6,520,702.27	6,742,190.27	3.4%	Met
1st Subsequent Year (2015-16)	5,965,240.00	6,390,818.00	7.1%	Not Met
2nd Subsequent Year (2016-17)	5,965,240.00	6,390,818.00	7.1%	Not Met

6C. Comparison of District Total Operating Revenues and Expenditures to the Standard Percentage Range

DATA ENTRY: Explanations are linked from Section 6A if the status in Section 6B is Not Met; no entry is allowed below.

- 1a. **STANDARD MET** - Projected total operating revenues have not changed since first interim projections by more than the standard for the current year and two subsequent fiscal years.

Explanation:Federal Revenue
(linked from 6A
if NOT met)**Explanation:**Other State Revenue
(linked from 6A
if NOT met)**Explanation:**Other Local Revenue
(linked from 6A
if NOT met)

- 1b. **STANDARD NOT MET** - One or more total operating expenditures have changed since first interim projections by more than the standard in one or more of the current year or two subsequent fiscal years. Reasons for the projected change, descriptions of the methods and assumptions used in the projections, and what changes, if any, will be made to bring the projected operating revenues within the standard must be entered in Section 6A above and will also display in the explanation box below.

Explanation:Books and Supplies
(linked from 6A
if NOT met)

All changes to expenses are a result of the Governor's proposal for funding gap closures and available funds for the out years. In addition, routine maintenance is increased next fiscal year to a full 3% of total expenses.

Explanation:Services and Other Exps
(linked from 6A
if NOT met)

7. CRITERION: Facilities Maintenance

STANDARD: Identify changes that have occurred since budget adoption in the projected contributions for facilities maintenance funding as required pursuant to Education Code Section 17070.75, or in how the district is providing adequately to preserve the functionality of its facilities for their normal life in accordance with Education Code sections 52060(d)(1) and 17002(d)(1).

Determining the District's Compliance with the Contribution Requirement for EC Section 17070.75 as modified by Section 17070.766 and amended by SB 70 (Chapter 7, Statutes of 2011), effective 2008-09 through 2014-15 - Ongoing and Major Maintenance/Restricted Maintenance Account (OMMA/RMA)

NOTE: SB 70 (Chapter 7, Statutes of 2011) extends EC Section 17070.766 from 2008-09 through 2014-15. EC Section 17070.766 reduced the contributions required by EC Section 17070.75 from 3 percent to 1 percent. Therefore, the calculation in this section has been revised accordingly for that period.

DATA ENTRY: Budget Adoption and First Interim data that exist will be extracted; otherwise, enter Budget Adoption and First Interim data into lines 1 and 2 as applicable. All other data are extracted.

	Budget Adoption 1% Required Minimum Contribution (Form 01CSI, Item 7, Line 1)	Second Interim Contribution Projected Year Totals (Fund 01, Resource 8150, Objects 8900-8999)	Status
1. OMMA/RMA Contribution	377,542.81	800,000.00	Met
2. First Interim Contribution (information only) (Form 01CSI, First Interim, Criterion 7, Line 1)		800,000.00	

If status is not met, enter an X in the box that best describes why the minimum required contribution was not made:

- ☐ Not applicable (district does not participate in the Leroy F. Green School Facilities Act of 1998)
- ☐ Exempt (due to district's small size [EC Section 17070.75 (b)(2)(D)])
- ☐ Other (explanation must be provided)

Explanation:
(required if NOT met
and Other is marked)

8. CRITERION: Deficit Spending

STANDARD: Unrestricted deficit spending (total unrestricted expenditures and other financing uses is greater than total unrestricted revenues and other financing sources) as a percentage of total unrestricted expenditures and other financing uses, has not exceeded one-third of the district's available reserves¹ as a percentage of total expenditures and other financing uses² in any of the current fiscal year or two subsequent fiscal years.

¹Available reserves are the unrestricted amounts in the Reserve for Economic Uncertainties and the Unassigned/Unappropriated accounts in the General Fund and the Special Reserve Fund for Other Than Capital Outlay Projects. Available reserves will be reduced by any negative ending balances in restricted resources in the General Fund.

²A school district that is the Administrative Unit of a Special Education Local Plan Area (SELPA) may exclude from its expenditures the distribution of funds to its participating members.

8A. Calculating the District's Deficit Spending Standard Percentage Levels

DATA ENTRY: All data are extracted or calculated.

	Current Year (2014-15)	1st Subsequent Year (2015-16)	2nd Subsequent Year (2016-17)
District's Available Reserve Percentages (Criterion 10C, Line 9)	6.4%	6.4%	6.9%
District's Deficit Spending Standard Percentage Levels (one-third of available reserve percentage):	2.1%	2.1%	2.3%

8B. Calculating the District's Deficit Spending Percentages

DATA ENTRY: Current Year data are extracted. If Form MYPI exists, data for the two subsequent years will be extracted; if not, enter data for the two subsequent years into the first and second columns.

Fiscal Year	Projected Year Totals			Status
	Net Change in Unrestricted Fund Balance (Form 011, Section E) (Form MYPI, Line C)	Total Unrestricted Expenditures and Other Financing Uses (Form 011, Objects 1000-7999) (Form MYPI, Line B11)	Deficit Spending Level (If Net Change in Unrestricted Fund Balance is negative, else N/A)	
Current Year (2014-15)	(609,574.57)	28,195,264.57	2.2%	Not Met
1st Subsequent Year (2015-16)	(7,318.00)	28,646,731.00	0.0%	Met
2nd Subsequent Year (2016-17)	277,975.00	29,396,413.00	N/A	Met

8C. Comparison of District Deficit Spending to the Standard

DATA ENTRY: Enter an explanation if the standard is not met.

- 1a. **STANDARD NOT MET** - Unrestricted deficit spending has exceeded the standard percentage level in any of the current year or two subsequent fiscal years. Provide reasons for the deficit spending, a description of the methods and assumptions used in balancing the unrestricted budget, and what changes will be made to ensure that the budget deficits are eliminated or are balanced within the standard.

Explanation:
(required if NOT met)

Deficit spending is higher for the current year due to the negotiated settlement for a 2% salary increase. Using the out years projections, all deficits will be supported eliminated in the out years.

9. CRITERION: Fund and Cash Balances**A. FUND BALANCE STANDARD:** Projected general fund balance will be positive at the end of the current fiscal year and two subsequent fiscal years.**9A-1. Determining if the District's General Fund Ending Balance is Positive**

DATA ENTRY: Current Year data are extracted. If Form MYPI exists, data for the two subsequent years will be extracted; if not, enter data for the two subsequent years.

Fiscal Year	Ending Fund Balance General Fund Projected Year Totals (Form 011, Line F2) (Form MYPI, Line D2)		Status
Current Year (2014-15)	2,114,499.95		Met
1st Subsequent Year (2015-16)	2,107,181.95		Met
2nd Subsequent Year (2016-17)	2,385,156.95		Met

9A-2. Comparison of the District's Ending Fund Balance to the Standard

DATA ENTRY: Enter an explanation if the standard is not met.

- 1a. STANDARD MET - Projected general fund ending balance is positive for the current fiscal year and two subsequent fiscal years.

Explanation:
(required if NOT met)**B. CASH BALANCE STANDARD:** Projected general fund cash balance will be positive at the end of the current fiscal year.**9B-1. Determining if the District's Ending Cash Balance is Positive**

DATA ENTRY: If Form CASH exists, data will be extracted; if not, data must be entered below.

Fiscal Year	Ending Cash Balance General Fund (Form CASH, Line F, June Column)		Status
Current Year (2014-15)	2,504,303.16		Met

9B-2. Comparison of the District's Ending Cash Balance to the Standard

DATA ENTRY: Enter an explanation if the standard is not met.

- 1a. STANDARD MET - Projected general fund cash balance will be positive at the end of the current fiscal year.

Explanation:
(required if NOT met)

10. CRITERION: Reserves

STANDARD: Available reserves¹ for any of the current fiscal year or two subsequent fiscal years are not less than the following percentages or amounts² as applied to total expenditures and other financing uses³:

Percentage Level	District ADA	
5% or \$64,000 (greater of)	0	to 300
4% or \$64,000 (greater of)	301	to 1,000
3%	1,001	to 30,000
2%	30,001	to 400,000
1%	400,001	and over

¹ Available reserves are the unrestricted amounts in the Reserve for Economic Uncertainties and the Unassigned/Unappropriated accounts in the General Fund and Special Reserve Fund for Other Than Capital Outlay Projects. Available reserves will be reduced by any negative ending balances in restricted resources in the General Fund.

² Dollar amounts to be adjusted annually by the prior year statutory cost-of-living adjustment (Education Code Section 42238), rounded to the nearest thousand.

³ A school district that is the Administrative Unit (AU) of a Special Education Local Plan Area (SELPA) may exclude from its expenditures the distribution of funds to its participating members.

	Current Year (2014-15)	1st Subsequent Year (2015-16)	2nd Subsequent Year (2016-17)
District Estimated P-2 ADA (Criterion 3, Item 3B)	4,320	4,219	4,167
District's Reserve Standard Percentage Level:	3%	3%	3%

10A. Calculating the District's Special Education Pass-through Exclusions (only for districts that serve as the AU of a SELPA)

DATA ENTRY: For SELPA AUs, if Form MYPI exists, all data will be extracted including the Yes/No button selection. If not, click the appropriate Yes or No button for item 1 and, if Yes, enter data for item 2a and for the two subsequent years in item 2b; Current Year data are extracted.

For districts that serve as the AU of a SELPA (Form MYPI, Lines F1a, F1b1, and F1b2):

- Do you choose to exclude from the reserve calculation the pass-through funds distributed to SELPA members?
- If you are the SELPA AU and are excluding special education pass-through funds:

No

- Enter the name(s) of the SELPA(s):

- Special Education Pass-through Funds
(Fund 10, resources 3300-3499 and 6500-6540,
objects 7211-7213 and 7221-7223)

Current Year Projected Year Totals (2014-15)	1st Subsequent Year (2015-16)	2nd Subsequent Year (2016-17)
0.00	0.00	0.00

10B. Calculating the District's Reserve Standard

DATA ENTRY: If Form MYPI exists, all data will be extracted or calculated. If not, enter data for line 1 for the two subsequent years; Current Year data are extracted.

	Current Year Projected Year Totals (2014-15)	1st Subsequent Year (2015-16)	2nd Subsequent Year (2016-17)
1. Expenditures and Other Financing Uses (Form 011, objects 1000-7999) (Form MYPI, Line B11)	39,389,433.84	39,732,348.00	40,766,447.00
2. Plus: Special Education Pass-through (Criterion 10A, Line 2b, if Criterion 10A, Line 1 is No)	0.00	0.00	0.00
3. Total Expenditures and Other Financing Uses (Line B1 plus Line B2)	39,389,433.84	39,732,348.00	40,766,447.00
4. Reserve Standard Percentage Level	3%	3%	3%
5. Reserve Standard - by Percent (Line B3 times Line B4)	1,181,683.02	1,191,970.44	1,222,993.41
6. Reserve Standard - by Amount (\$64,000 for districts with less than 1,001 ADA, else 0)	0.00	0.00	0.00
7. District's Reserve Standard (Greater of Line B5 or Line B6)	1,181,683.02	1,191,970.44	1,222,993.41

10C. Calculating the District's Available Reserve Amount

DATA ENTRY: All data are extracted from fund data and Form MYPI. If Form MYPI does not exist, enter data for the two subsequent years.

Reserve Amounts		Current Year Projected Year Totals (2014-15)	1st Subsequent Year (2015-16)	2nd Subsequent Year (2016-17)
(Unrestricted resources 0000-1999 except Line 4)				
1.	General Fund - Stabilization Arrangements (Fund 01, Object 9750) (Form MYPI, Line E1a)	0.00		
2.	General Fund - Reserve for Economic Uncertainties (Fund 01, Object 9789) (Form MYPI, Line E1b)	1,182,800.00	1,196,950.00	1,224,972.00
3.	General Fund - Unassigned/Unappropriated Amount (Fund 01, Object 9790) (Form MYPI, Line E1c)	43,549.74	22,081.74	272,034.74
4.	General Fund - Negative Ending Balances in Restricted Resources (Fund 01, Object 979Z, if negative, for each of resources 2000-9999) (Form MYPI, Line E1d)	0.00	0.00	0.00
5.	Special Reserve Fund - Stabilization Arrangements (Fund 17, Object 9750) (Form MYPI, Line E2a)	1,305,660.04	1,305,660.04	1,305,660.04
6.	Special Reserve Fund - Reserve for Economic Uncertainties (Fund 17, Object 9789) (Form MYPI, Line E2b)	0.00	0.00	0.00
7.	Special Reserve Fund - Unassigned/Unappropriated Amount (Fund 17, Object 9790) (Form MYPI, Line E2c)	0.00	0.00	0.00
8.	District's Available Reserve Amount (Lines C1 thru C7)	2,532,009.78	2,524,691.78	2,802,666.78
9.	District's Available Reserve Percentage (Information only) (Line 8 divided by Section 10B, Line 3)	6.43%	6.35%	6.87%
District's Reserve Standard (Section 10B, Line 7):		1,181,883.02	1,191,970.44	1,222,993.41
Status:		Met	Met	Met

10D. Comparison of District Reserve Amount to the Standard

DATA ENTRY: Enter an explanation if the standard is not met.

- 1a. STANDARD MET - Available reserves have met the standard for the current year and two subsequent fiscal years.

Explanation:
(required if NOT met)

SUPPLEMENTAL INFORMATION

DATA ENTRY: Click the appropriate Yes or No button for Items S1 through S4. Enter an explanation for each Yes answer.

S1. Contingent Liabilities

- 1a. Does your district have any known or contingent liabilities (e.g., financial or program audits, litigation, state compliance reviews) that have occurred since first interim projections that may impact the budget?

No

- 1b. If Yes, identify the liabilities and how they may impact the budget:

S2. Use of One-time Revenues for Ongoing Expenditures

- 1a. Does your district have ongoing general fund expenditures funded with one-time revenues that have changed since first interim projections by more than five percent?

No

- 1b. If Yes, identify the expenditures and explain how the one-time resources will be replaced to continue funding the ongoing expenditures in the following fiscal years:

S3. Temporary Interfund Borrowings

- 1a. Does your district have projected temporary borrowings between funds?
(Refer to Education Code Section 42603)

No

- 1b. If Yes, identify the interfund borrowings:

S4. Contingent Revenues

- 1a. Does your district have projected revenues for the current fiscal year or either of the two subsequent fiscal years contingent on reauthorization by the local government, special legislation, or other definitive act (e.g., parcel taxes, forest reserves)?

No

- 1b. If Yes, identify any of these revenues that are dedicated for ongoing expenses and explain how the revenues will be replaced or expenditures reduced:

S5. Contributions

Identify projected contributions from unrestricted resources in the general fund to restricted resources in the general fund for the current fiscal year and two subsequent fiscal years. Provide an explanation if contributions have changed by more than \$20,000 and more than five percent since first interim projections.

Identify projected transfers to or from the general fund to cover operating deficits in either the general fund or any other fund for the current fiscal year and two subsequent fiscal years. Provide an explanation if transfers have changed by more than \$20,000 and more than five percent since first interim projections.

Identify capital project cost overruns that have occurred since first interim projections that may impact the general fund budget.

District's Contributions and Transfers Standard:

**-5.0% to +5.0%
or -\$20,000 to +\$20,000****S5A. Identification of the District's Projected Contributions, Transfers, and Capital Projects that may Impact the General Fund**

DATA ENTRY: First Interim data that exist will be extracted; otherwise, enter data into the first column. For Contributions, the Second Interim's Current Year data will be extracted. Enter Second Interim Contributions for the 1st and 2nd Subsequent Years. For Transfers In and Transfers Out, if Form MYP exists, the data will be extracted into the Second Interim column for the Current Year, and 1st and 2nd Subsequent Years. If Form MYP does not exist, enter data in the Current Year, and 1st and 2nd Subsequent Years. Click on the appropriate button for Item 1d; all other data will be calculated.

Description / Fiscal Year	First Interim (Form 01CSI, Item S5A)	Second Interim Projected Year Totals	Percent Change	Amount of Change	Status
1a. Contributions, Unrestricted General Fund (Fund 01, Resources 0000-1999, Object 8980)					
Current Year (2014-15)	(5,109,871.00)	(5,146,712.00)	0.7%	36,841.00	Met
1st Subsequent Year (2015-16)	(5,421,955.00)	8,170,042.00	-213.8%	(11,591,997.00)	Not Met
2nd Subsequent Year (2016-17)	(5,706,074.00)	8,454,458.00	-213.1%	(12,160,533.00)	Not Met
1b. Transfers In, General Fund *					
Current Year (2014-15)	0.00	0.00	0.0%	0.00	Met
1st Subsequent Year (2015-16)	0.00	0.00	0.0%	0.00	Met
2nd Subsequent Year (2016-17)	0.00	0.00	0.0%	0.00	Met
1c. Transfers Out, General Fund *					
Current Year (2014-15)	193,051.00	193,051.00	0.0%	0.00	Met
1st Subsequent Year (2015-16)	193,051.00	276,051.00	43.0%	83,000.00	Not Met
2nd Subsequent Year (2016-17)	193,051.00	276,051.00	43.0%	83,000.00	Not Met

1d. Capital Project Cost Overruns

Have capital project cost overruns occurred since first interim projections that may impact the general fund operational budget?

No

* Include transfers used to cover operating deficits in either the general fund or any other fund.

S5B. Status of the District's Projected Contributions, Transfers, and Capital Projects

DATA ENTRY: Enter an explanation if Not Met for items 1a-1c or if Yes for Item 1d.

- 1a. NOT MET - The projected contributions from the unrestricted general fund to restricted general fund programs have changed since first interim projections by more than the standard for any of the current year or subsequent two fiscal years. Identify restricted programs and contribution amount for each program and whether contributions are ongoing or one-time in nature. Explain the district's plan, with timeframes, for reducing or eliminating the contribution.

Explanation:
(required if NOT met)

Contributions to restricted programs went up with the return of the 3% contribution to routine maintenance.

- 1b. MET - Projected transfers in have not changed since first interim projections by more than the standard for the current year and two subsequent fiscal years.

Explanation:
(required if NOT met)

- 1c. NOT MET - The projected transfers out of the general fund have changed since first interim projections by more than the standard for any of the current year or subsequent two fiscal years. Identify the amounts transferred, by fund, and whether transfers are ongoing or one-time in nature. If ongoing, explain the district's plan, with timeframes, for reducing or eliminating the transfers.

Explanation:
(required if NOT met)

Transfers out increased due to an additional amount being budget for deferred maintenance projects. This contribution is in addition to the 3% and goes into Fund 14.

- 1d. NO - There have been no capital project cost overruns occurring since first interim projections that may impact the general fund operational budget.

Project Information:
(required if YES)

S6B. Comparison of the District's Annual Payments to Prior Year Annual Payment

DATA ENTRY: Enter an explanation if Yes.

- 1a. Yes - Annual payments for long-term commitments have increased in one or more of the current or two subsequent fiscal years. Explain how the increase in annual payments will be funded.

Explanation:
(Required if Yes
to increase in total
annual payments)

General Bond obligations increase each year. The increase as shown in the annual audit is required to amortize the bonds each year. Compensated absence payments will be made, if necessary, and will be a general fund obligation.

S6C. Identification of Decreases to Funding Sources Used to Pay Long-term Commitments

DATA ENTRY: Click the appropriate Yes or No button in Item 1; if Yes, an explanation is required in Item 2.

1. Will funding sources used to pay long-term commitments decrease or expire prior to the end of the commitment period, or are they one-time sources?

No

2. No - Funding sources will not decrease or expire prior to the end of the commitment period, and one-time funds are not being used for long-term commitment.

Explanation:
(Required if Yes)

S7. Unfunded Liabilities

Identify any changes in estimates for unfunded liabilities since first interim projections, and indicate whether the changes are the result of a new actuarial valuation.

S7A. Identification of the District's Estimated Unfunded Liability for Postemployment Benefits Other Than Pensions (OPEB)

DATA ENTRY: Click the appropriate button(s) for items 1a-1c, as applicable. First Interim data that exist (Form 01CSI, Item S7A) will be extracted; otherwise, enter First Interim and Second Interim data in items 2-4.

1. a. Does your district provide postemployment benefits other than pensions (OPEB)? (If No, skip items 1b-4)

Yes

- b. If Yes to Item 1a, have there been changes since first interim in OPEB liabilities?

No

- c. If Yes to Item 1a, have there been changes since first interim in OPEB contributions?

No

2. OPEB Liabilities

- a. OPEB actuarial accrued liability (AAL)
-
- b. OPEB unfunded actuarial accrued liability (UAAL)
-
- c. Are AAL and UAAL based on the district's estimate or an actuarial valuation?

First Interim (Form 01CSI, Item S7A)	Second Interim
8,282,571.00	8,282,571.00
8,282,571.00	8,282,571.00

- d. If based on an actuarial valuation, indicate the date of the OPEB valuation

Actuarial	Actuarial
Jul 01, 2014	Jul 01, 2014

3. OPEB Contributions

- a. OPEB annual required contribution (ARC) per actuarial valuation or Alternative Measurement Method
-
- Current Year (2014-15)
-
- 1st Subsequent Year (2015-16)
-
- 2nd Subsequent Year (2016-17)

First Interim (Form 01CSI, Item S7A)	Second Interim
1,059,853.00	1,059,853.00
1,081,834.00	1,081,834.00
1,103,815.00	1,103,815.00

- b. OPEB amount contributed (for this purpose, include premiums paid to a self-insurance fund) (Funds 01-70, objects 3701-3752)

Current Year (2014-15)
1st Subsequent Year (2015-16)
2nd Subsequent Year (2016-17)

17,000.00	17,050.00
20,000.00	20,000.00
25,000.00	25,000.00

- c. Cost of OPEB benefits (equivalent of "pay-as-you-go" amount)

Current Year (2014-15)
1st Subsequent Year (2015-16)
2nd Subsequent Year (2016-17)

167,962.00	167,962.00
167,962.00	167,962.00
167,962.00	167,962.00

- d. Number of retirees receiving OPEB benefits

Current Year (2014-15)
1st Subsequent Year (2015-16)
2nd Subsequent Year (2016-17)

50	50
50	50
50	50

4. Comments:

Retirees from the District who have served for 20 or more years are entitled to employee only medical, dental and vision for 5 years or until age 65 whichever comes first.

S7B. Identification of the District's Unfunded Liability for Self-Insurance Programs

DATA ENTRY: Click the appropriate button(s) for items 1a-1c, as applicable. First Interim data that exist (Form 01CSI, Item S7B) will be extracted; otherwise, enter First Interim and Second Interim data in items 2-4.

1. a. Does your district operate any self-insurance programs such as workers' compensation, employee health and welfare, or property and liability? (Do not include OPEB; which is covered in Section S7A) (If No, skip items 1b-4)

No

- b. If Yes to item 1a, have there been changes since first interim in self-insurance liabilities?

n/a

- c. If Yes to item 1a, have there been changes since first interim in self-insurance contributions?

n/a

2. Self-Insurance Liabilities

- a. Accrued liability for self-insurance programs
b. Unfunded liability for self-insurance programs

First Interim (Form 01CSI, Item S7B)	Second Interim

3. Self-Insurance Contributions

- a. Required contribution (funding) for self-insurance programs
Current Year (2014-15)
1st Subsequent Year (2015-16)
2nd Subsequent Year (2016-17)

First Interim (Form 01CSI, Item S7B)	Second Interim

- b. Amount contributed (funded) for self-insurance programs
Current Year (2014-15)
1st Subsequent Year (2015-16)
2nd Subsequent Year (2016-17)

4. Comments:

S8. Status of Labor Agreements

Analyze the status of employee labor agreements. Identify new labor agreements that have been ratified since first interim projections, as well as new commitments provided as part of previously ratified multiyear agreements; and include all contracts, including all administrator contracts (and including all compensation). For new agreements, indicate the date of the required board meeting. Compare the increase in new commitments to the projected increase in ongoing revenues and explain how these commitments will be funded in future fiscal years.

If salary and benefit negotiations are not finalized, upon settlement with certificated or classified staff:

The school district must determine the cost of the settlement, including salaries, benefits, and any other agreements that change costs, and provide the county office of education (COE) with an analysis of the cost of the settlement and its impact on the operating budget.

The county superintendent shall review the analysis relative to the criteria and standards and may provide written comments to the president of the district governing board and superintendent.

S8A. Cost Analysis of District's Labor Agreements - Certificated (Non-management) Employees

DATA ENTRY: Click the appropriate Yes or No button for "Status of Certificated Labor Agreements as of the Previous Reporting Period." There are no extractions in this section.

Status of Certificated Labor Agreements as of the Previous Reporting Period

Were all certificated labor negotiations settled as of first interim projections?

No

If Yes, complete number of FTEs, then skip to section S8B.

If No, continue with section S8A.

Certificated (Non-management) Salary and Benefit Negotiations

	Prior Year (2nd Interim) (2013-14)	Current Year (2014-15)	1st Subsequent Year (2015-16)	2nd Subsequent Year (2016-17)
Number of certificated (non-management) full-time-equivalent (FTE) positions	215.9	217.2	220.0	222.0

1a. Have any salary and benefit negotiations been settled since first interim projections?

Yes

If Yes, and the corresponding public disclosure documents have been filed with the COE, complete questions 2 and 3.

If Yes, and the corresponding public disclosure documents have not been filed with the COE, complete questions 2-5.

If No, complete questions 6 and 7.

1b. Are any salary and benefit negotiations still unsettled?

No

If Yes, complete questions 6 and 7.

Negotiations Settled Since First Interim Projections

2a. Per Government Code Section 3547.5(a), date of public disclosure board meeting:

Mar 18, 2015

2b. Per Government Code Section 3547.5(b), was the collective bargaining agreement certified by the district superintendent and chief business official?

Yes

If Yes, date of Superintendent and CBO certification:

Feb 27, 2015

3. Per Government Code Section 3547.5(c), was a budget revision adopted to meet the costs of the collective bargaining agreement?

Yes

If Yes, date of budget revision board adoption:

Mar 18, 2015

4. Period covered by the agreement:

Begin Date:

End Date:

5. Salary settlement:

Current Year
(2014-15)

1st Subsequent Year
(2015-16)

2nd Subsequent Year
(2016-17)

Is the cost of salary settlement included in the interim and multiyear projections (MYPs)?

One Year Agreement

Total cost of salary settlement

% change in salary schedule from prior year

or

Multiyear Agreement

Total cost of salary settlement

% change in salary schedule from prior year
(may enter text, such as "Reopener")

Identify the source of funding that will be used to support multiyear salary commitments:

Negotiations Not Settled

6. Cost of a one percent increase in salary and statutory benefits

--

7. Amount included for any tentative salary schedule increases

Current Year (2014-15)	1st Subsequent Year (2015-16)	2nd Subsequent Year (2016-17)

Certificated (Non-management) Health and Welfare (H&W) Benefits

- Are costs of H&W benefit changes included in the interim and MYPs?
- Total cost of H&W benefits
- Percent of H&W cost paid by employer
- Percent projected change in H&W cost over prior year

Current Year (2014-15)	1st Subsequent Year (2015-16)	2nd Subsequent Year (2016-17)

Certificated (Non-management) Prior Year Settlements Negotiated Since First Interim Projections

Are any new costs negotiated since first interim projections for prior year settlements included in the interim?

--

If Yes, amount of new costs included in the interim and MYPs

--

If Yes, explain the nature of the new costs:

--

Certificated (Non-management) Step and Column Adjustments

- Are step & column adjustments included in the interim and MYPs?
- Cost of step & column adjustments
- Percent change in step & column over prior year

Current Year (2014-15)	1st Subsequent Year (2015-16)	2nd Subsequent Year (2016-17)

Certificated (Non-management) Attrition (layoffs and retirements)

- Are savings from attrition included in the budget and MYPs?
- Are additional H&W benefits for those laid-off or retired employees included in the interim and MYPs?

Current Year (2014-15)	1st Subsequent Year (2015-16)	2nd Subsequent Year (2016-17)

Certificated (Non-management) - Other

List other significant contract changes that have occurred since first interim projections and the cost impact of each change (i.e., class size, hours of employment, leave of absence, bonuses, etc.):

S8B. Cost Analysis of District's Labor Agreements - Classified (Non-management) Employees

DATA ENTRY: Click the appropriate Yes or No button for "Status of Classified Labor Agreements as of the Previous Reporting Period." There are no extractions in this section.

Status of Classified Labor Agreements as of the Previous Reporting Period

Were all classified labor negotiations settled as of first interim projections?

If Yes, complete number of FTEs, then skip to section S8C.

If No, continue with section S8B.

No

Classified (Non-management) Salary and Benefit Negotiations

	Prior Year (2nd Interim) (2013-14)	Current Year (2014-15)	1st Subsequent Year (2015-16)	2nd Subsequent Year (2016-17)
Number of classified (non-management) FTE positions	174.9	170.1	175.0	175.0

1a. Have any salary and benefit negotiations been settled since first interim projections?

Yes

If Yes, and the corresponding public disclosure documents have been filed with the COE, complete questions 2 and 3.

If Yes, and the corresponding public disclosure documents have not been filed with the COE, complete questions 2-5.

If No, complete questions 6 and 7.

1b. Are any salary and benefit negotiations still unsettled?

No

If Yes, complete questions 6 and 7.

Negotiations Settled Since First Interim Projections

2a. Per Government Code Section 3547.5(a), date of public disclosure board meeting:

Mar 18, 2015

2b. Per Government Code Section 3547.5(b), was the collective bargaining agreement certified by the district superintendent and chief business official?

Yes

If Yes, date of Superintendent and CBO certification:

Feb 18, 2015

3. Per Government Code Section 3547.5(c), was a budget revision adopted to meet the costs of the collective bargaining agreement?

Yes

If Yes, date of budget revision board adoption:

Mar 18, 2015

4. Period covered by the agreement:

Begin Date:

End Date:

5. Salary settlement:

Current Year
(2014-15)1st Subsequent Year
(2015-16)2nd Subsequent Year
(2016-17)

Is the cost of salary settlement included in the interim and multiyear projections (MYPs)?

One Year Agreement

Total cost of salary settlement

% change in salary schedule from prior year
or**Multiyear Agreement**

Total cost of salary settlement

% change in salary schedule from prior year
(may enter text, such as "Reopener")

Identify the source of funding that will be used to support multiyear salary commitments:

Negotiations Not Settled

6. Cost of a one percent increase in salary and statutory benefits

7. Amount included for any tentative salary schedule increases

Current Year
(2014-15)1st Subsequent Year
(2015-16)2nd Subsequent Year
(2016-17)

Classified (Non-management) Health and Welfare (H&W) Benefits

1. Are costs of H&W benefit changes included in the interim and MYPs?
2. Total cost of H&W benefits
3. Percent of H&W cost paid by employer
4. Percent projected change in H&W cost over prior year

Current Year (2014-15)	1st Subsequent Year (2015-16)	2nd Subsequent Year (2016-17)

Classified (Non-management) Prior Year Settlements Negotiated Since First Interim

Are any new costs negotiated since first interim for prior year settlements included in the interim?

- If Yes, amount of new costs included in the interim and MYPs
If Yes, explain the nature of the new costs:

--

Classified (Non-management) Step and Column Adjustments

1. Are step & column adjustments included in the interim and MYPs?
2. Cost of step & column adjustments
3. Percent change in step & column over prior year

Current Year (2014-15)	1st Subsequent Year (2015-16)	2nd Subsequent Year (2016-17)

Classified (Non-management) Attrition (layoffs and retirements)

1. Are savings from attrition included in the interim and MYPs?
2. Are additional H&W benefits for those laid-off or retired employees included in the interim and MYPs?

Current Year (2014-15)	1st Subsequent Year (2015-16)	2nd Subsequent Year (2016-17)

Classified (Non-management) - Other

List other significant contract changes that have occurred since first interim and the cost impact of each (i.e., hours of employment, leave of absence, bonuses, etc.):

S8C. Cost Analysis of District's Labor Agreements - Management/Supervisor/Confidential Employees

DATA ENTRY: Click the appropriate Yes or No button for "Status of Management/Supervisor/Confidential Labor Agreements as of the Previous Reporting Period." There are no extractions in this section.

Status of Management/Supervisor/Confidential Labor Agreements as of the Previous Reporting Period

Were all managerial/confidential labor negotiations settled as of first interim projections?

No

If Yes or n/a, complete number of FTEs, then skip to S9.

If No, continue with section S8C.

Management/Supervisor/Confidential Salary and Benefit Negotiations

	Prior Year (2nd Interim) (2013-14)	Current Year (2014-15)	1st Subsequent Year (2015-16)	2nd Subsequent Year (2016-17)
Number of management, supervisor, and confidential FTE positions	23.6	23.6	23.6	23.6

1a. Have any salary and benefit negotiations been settled since first interim projections?

If Yes, complete question 2.

Yes

If No, complete questions 3 and 4.

1b. Are any salary and benefit negotiations still unsettled?

No

If Yes, complete questions 3 and 4.

Negotiations Settled Since First Interim Projections**2. Salary settlement:**

Is the cost of salary settlement included in the interim and multiyear projections (MYPs)?

Total cost of salary settlement

Change in salary schedule from prior year
(may enter text, such as "Reopener")

Current Year (2014-15)	1st Subsequent Year (2015-16)	2nd Subsequent Year (2016-17)
Yes	Yes	Yes
55,272	n/a	n/a
2.0%	0.0%	0.0%

Negotiations Not Settled

3. Cost of a one percent increase in salary and statutory benefits

4. Amount included for any tentative salary schedule increases

Current Year (2014-15)	1st Subsequent Year (2015-16)	2nd Subsequent Year (2016-17)

**Management/Supervisor/Confidential
Health and Welfare (H&W) Benefits**

- Are costs of H&W benefit changes included in the interim and MYPs?
- Total cost of H&W benefits
- Percent of H&W cost paid by employer
- Percent projected change in H&W cost over prior year

Current Year (2014-15)	1st Subsequent Year (2015-16)	2nd Subsequent Year (2016-17)

**Management/Supervisor/Confidential
Step and Column Adjustments**

- Are step & column adjustments included in the budget and MYPs?
- Cost of step & column adjustments
- Percent change in step and column over prior year

Current Year (2014-15)	1st Subsequent Year (2015-16)	2nd Subsequent Year (2016-17)

**Management/Supervisor/Confidential
Other Benefits (mileage, bonuses, etc.)**

- Are costs of other benefits included in the interim and MYPs?
- Total cost of other benefits
- Percent change in cost of other benefits over prior year

Current Year (2014-15)	1st Subsequent Year (2015-16)	2nd Subsequent Year (2016-17)

S9. Status of Other Funds

Analyze the status of other funds that may have negative fund balances at the end of the current fiscal year. If any other fund has a projected negative fund balance, prepare an interim report and multiyear projection for that fund. Explain plans for how and when the negative fund balance will be addressed.

S9A. Identification of Other Funds with Negative Ending Fund Balances

DATA ENTRY: Click the appropriate button in Item 1. If Yes, enter data in Item 2 and provide the reports referenced in Item 1.

1. Are any funds other than the general fund projected to have a negative fund balance at the end of the current fiscal year?

Yes

If Yes, prepare and submit to the reviewing agency a report of revenues, expenditures, and changes in fund balance (e.g., an interim fund report) and a multiyear projection report for each fund.

2. If Yes, identify each fund, by name and number, that is projected to have a negative ending fund balance for the current fiscal year. Provide reasons for the negative balance(s) and explain the plan for how and when the problem(s) will be corrected.

Fund 25 - Developer Fees: future planned housing projects will bring in fees to eliminate the negative balance that was caused by previously authorized payments.

ADDITIONAL FISCAL INDICATORS

The following fiscal indicators are designed to provide additional data for reviewing agencies. A "Yes" answer to any single indicator does not necessarily suggest a cause for concern, but may alert the reviewing agency to the need for additional review.

DATA ENTRY: Click the appropriate Yes or No button for items A2 through A9; item A1 is automatically completed based on data from Criterion 9.

A1. Do cash flow projections show that the district will end the current fiscal year with a negative cash balance in the general fund? (Data from Criterion 9B-1, Cash Balance, are used to determine Yes or No)

No

A2. Is the system of personnel position control independent from the payroll system?

Yes

A3. Is enrollment decreasing in both the prior and current fiscal years?

Yes

A4. Are new charter schools operating in district boundaries that impact the district's enrollment, either in the prior or current fiscal year?

No

A5. Has the district entered into a bargaining agreement where any of the current or subsequent fiscal years of the agreement would result in salary increases that are expected to exceed the projected state funded cost-of-living adjustment?

No

A6. Does the district provide uncapped (100% employer paid) health benefits for current or retired employees?

No

A7. Is the district's financial system independent of the county office system?

Yes

A8. Does the district have any reports that indicate fiscal distress pursuant to Education Code Section 42127.6(a)? (If Yes, provide copies to the county office of education.)

No

A9. Have there been personnel changes in the superintendent or chief business official positions within the last 12 months?

No

When providing comments for additional fiscal indicators, please include the item number applicable to each comment.

Comments:
(optional)

End of School District Second Interim Criteria and Standards Review
