

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 and families will be engaged and informed regarding the educational process and opportunities

BOARD OF TRUSTEES REGULAR MEETING

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

Wednesday, January 20, 2016 - 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. Conference with Labor Negotiator, David Grimes, Re: CSEA and CUTA (G.C. §54957.6)
 2. Student Expulsions/Readmissions (G.C. §54962)
- 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 - Paige Brannam
 2. McClellan High School - Samantha Lopez
 3. Global Youth Charter School - Jessica Walden / Samantha Higgen-Wilcox

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

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

	X. ORGANIZATION REPORTS (3 minutes each)	Info
	1. CUTA - Heather Woods, President	
	2. CSEA - Marie Huggins, President	
	XI. REPORTS/PRESENTATIONS (8 minutes each)	Info
Student Serv.	1. Williams Uniform Complaint Quarterly Reporting - David Grimes	
Facilities & Op.	2. Bond Oversight Committee Annual Report - Craig Deason	
	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 54954.2. 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 December 16, 2015 Regular Meeting	
Personnel	2. Approve Certificated Personnel Transactions	
↓	3. Approve Classified Personnel Transactions	
↓	4. Approve CUTA Tentative Agreement	
↓	5. Approve Corrected Center Adult School Salary Schedule	
Special Ed.	6. Ratify 2015/2016 Individual Services Agreements:	
	2015/16-185, 231	Easter Seal Society of CA
	2015/16-186, 188, 191-227	American River Speech
	2015/16-229	Guiding Hands
	2015/16-189, 233-236	Bright Futures
	2015/16-190	CTEC
	2015/16-228, 230	Capitol Autism
	2015/16-232	Placer Learning Center
Curr & Instr	7. Ratify 2014/15 School Accountability Report Cards	
↓	8. Approve Freshman Math Placement Flowchart	
↓	9. Approve 2016/2017 AVID Agreement	
↓	10. Approve Agreement for PCOE Consulting Services	
↓	11. Approve Professional Services Agreement: Gary Henderson, MFT	
↓	12. Approve Single Plan for Student Achievement for the 2015-16 School Year - North Country	
↓	13. Approve Single Plan for Student Achievement for the 2015-16 School Year - Dudley	
↓	14. Approve Single Plan for Student Achievement for the 2015-16 School Year - Oak Hill	
↓	15. Approve Single Plan for Student Achievement for the 2015-16 School Year - Global	
Facilities & Op.	16. Approve Amendment #1 to CCTR-5183, Local Agreement for Child Development Services	
↓	17. Approve Safe School and Emergency Preparedness Plan - Oak Hill	
Business	18. Approve Payroll Orders: July - December 2015	
↓	19. Approve Supplemental Agenda (Vendor Warrants): December 2015	
	XV. INFORMATION ITEMS	Info
Curr & Instr	1. Assembly: "Nightmare on Puberty Street" - Riles MS	
Facilities & Op.	2. Workshop: "Google in Education" - 50 staff members from CJUSD	

- | | | |
|---------------|---|---------------|
| XVI. | BUSINESS ITEMS | Action |
| Governance | <p>A. <u>Second Reading: Board Policies/Regulations/Exhibits</u></p> <p>Replace BP/AR 3270 - Sale and Disposal of Books, Equipment and Supplies</p> <p>Replace AR 3311 - Bids</p> <p>Replace AR 3512 - Equipment</p> <p>Replace AR 4112.23 - Special Education Staff</p> <p>Replace AR 4119.11/4219.11/4319.11 - Sexual Harassment</p> <p>Replace BP/AR 4154/4254/4354 - Health and Welfare Benefits</p> <p>Replace AR 5112.2 - Exclusions from Attendance</p> <p>Replace BP/AR 5141.31 - Immunizations</p> <p>Replace BP 6190 - Evaluation of the Instructional Program</p> <p>Add E 5125.3 - Challenging Student Records</p> <p><u>Minor Revisions:</u></p> <p>BP 0200 - Goals for the School District</p> <p>AR 0460 - Local Control and Accountability Plan</p> <p>BP 0500 - Accountability</p> <p>BP 3100 - Budget</p> <p>AR 3100 - Budget</p> <p>AR 4161.11/4261.11/4361.11 - Industrial Accident/Illness Leave</p> <p>AR 6145.2 - Athletic Competition</p> <p>BP 6151 - Class Size</p> <p>AR 6158 - Independent Study</p> <p>BP 6170.1 - Transitional Kindergarten</p> | |
| XVII. | ADVANCE PLANNING | Info |
| | <p>a. <i>Future Meeting Dates:</i></p> <p style="padding-left: 20px;">i. <i>Regular Meeting: Wednesday, February 17, 2016 @ 6:00 p.m. - District Board Room - Room 503, located at Riles Middle School, 4747 PFE Road, Roseville, CA 95747</i></p> <p>b. <i>Suggested Agenda Items:</i></p> | |
| XVIII. | CONTINUATION OF CLOSED SESSION (Item IV) | Action |
| XIX. | 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: Student Services

Action Item

Date: January 20, 2016

Information Item X

To: Board of Trustees

Attached Pages 1

From: David Grimes, Director of Personnel/Student Services

Initials: D.G.

SUBJECT: Williams Uniform Complaint Quarterly Reporting

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

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

RECOMMENDATION: Informational Item

CENTER JOINT UNIFIED SCHOOL DISTRICT
SUMMARY OF WILLIAMS UCP COMPLAINTS-

October – December 2015

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

From: jwoodward.scoe@gmail.com <jwoodward.scoe@gmail.com>
Sent: Wednesday, January 13, 2016 1:54 PM
To: Cyndi Kroeck
Subject: Williams UCP Form Submission

Timestamp :: 1/13/2016 13:54:08

Name :: David Grimes

Job Title :: Director of Personnel/Student Services

Phone Number :: 916-338-6320

E-mail Address :: probinson@centerusd.org

School District :: Center Unified School District

Year Covered by This Report :: 2015

Quarter Covered by This Report :: Quarter 2 (October-December)

Number of Textbook Complaints :: 0

Number of Textbook Complaints Resolved :: 0

Number of Textbook Complaints Unresolved :: 0

Number of Emergency Facilities Complaints :: 0

Number of Emergency Facilities Complaints Resolved :: 0

Number of Emergency Facilities Complaints Unresolved :: 0

Number of Vacancy/Misassignment Complaints :: 0

Number of Vacancy/Misassignment Complaints Resolved :: 0

Number of Vacancy/Misassignment Complaints Unresolved :: 0

Includes All UCP Complaints :: This report includes ALL UCP complaints filed this quarter--both at my district office and all school sites in my district.

Describe nature of complaints and how they were resolved (enter "N/A" if no complaints received) :: N/A

Center Joint Unified School District

AGENDA REQUEST FOR:

Dept./Site: Facilities & Operations Department

To: Board of Trustees

Action Item _____

Date: January 20, 2016

Information Item X

From: Craig Deason, Assist. Supt.

Attached Pages 1

Assist. Supt. Initials: CD

SUBJECT:

Bond Oversight Committee Annual Report

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

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

Bond Oversight Committee

Memorandum

Date: January 12, 2015
To: CJUSD Board of Trustees
From: Cindy Brockway, CJUSD Bond Oversight Committee
RE: Annual Report

During the 2015 reporting period no bonds were sold and no expenditures incurred, and as such the Center Joint Unified School District Bond Oversight Committee has no activities to report to the Board.

Center Joint Unified School District

Dept./Site: Superintendent's Office	AGENDA REQUEST FOR:
To: Board of Trustees	Action Item <u> X </u>
Date: January 20, 2016	Information Item <u> </u>
From: Scott A. Loehr, Superintendent	#Attached Pages <u> </u>
Principal's Initials: <u> </u>	

SUBJECT: Adoption of Minutes

The minutes from the following meeting are being presented:

December 16, 2015 Regular Meeting

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

CONSENT AGENDA

CENTER JOINT UNIFIED SCHOOL DISTRICT

BOARD OF TRUSTEES REGULAR MEETING

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

Wednesday, December 16, 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. Conference with Labor Negotiator, David Grimes, Re: CSEA and CUTA (G.C. §54957.6)
2. Student Expulsions/Readmissions (G.C. §54962)

PUBLIC COMMENTS REGARDING ITEMS TO BE DISCUSSED IN CLOSED SESSION

CLOSED SESSION - 5:30 p.m.

OPEN SESSION - CALL TO ORDER – 6:00 p.m.

FLAG SALUTE - led by Mike Jordan

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

2. Student Expulsions/Readmissions (G.C. §54962)
Student Expulsion 15-16.02 – Recommendation approved.

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

Student Expulsion 15-16.03 – Recommendation approved.

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

Student Expulsion 15-16.04 – Recommendation approved.

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

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

Motion: Wilson
Second: Hunt

Vote: General Consent

STUDENT BOARD REPRESENTATIVE REPORTS

1. Center High School - Paige Brannam
 - Student Government and Leadership classes went to Spinelli for Operation Santa; tomorrow they will be going to Dudley.
 - with Dear Santa, where they collected money outside of Food Maxx to help a needy family around Antelope, they collected about \$600 and was able to help a family with 5 kids. They bought presents and wrapped them and hope that they liked them.
 - they are currently in Finals Week.
 - everyone is excited about Winter Break.
2. McClellan High School - Samantha Lopez was not available to report
3. Global Youth Charter School - Jessica Walden was not

ORGANIZATION REPORTS

1. CUTA - Heather Woods, President, noted that everything was going well. She noted that she hopes everyone enjoys their holidays and will be back in January.
2. CSEA - Marie Huggins, President, noted that she is thankful for working in a district that values the individuals; she is thankful for where we work, who we work with, who we serve, and she wished everyone a Merry Christmas and a Happy New Year.

REPORTS/PRESENTATIONS

1. **Freshman Math Placement** - Mike Jordan, Center High School Principal, noted that there is a new law that notes that they have to go before the board and in an open session they need to adopt a math placement policy for Freshmen. After 30 days into the school year, starting next school year, they need to look at every Freshman's placement and verify that they are placed appropriately. They will need to report back demographically for each math course to the department of education. This report is just a heads up regarding the placements. They have met with Joyce Frisch at Riles Middle School, as well as the head of their math department, and their head of the math department and came up with the appropriate placement. The Board needs to come up with a policy and the flowchart in the packet is their recommendation. Mr. Loehr noted that our next batches of policies note this new law. This item will come forward as an action item next month.

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

BOARD/SUPERINTENDENT REPORTS

Mr. Loehr

- attended the CSBA conference with Trustee Pope and Trustee Kelley. There were some really good quality materials presented.
- met last week with American River College regarding the CTE grant that they are looking at for advanced manufacturing. It looks like we will be able to partner with them to have some shared resources with our engineering class that we offer.

BOARD/SUPERINTENDENT REPORTS

Mr. Loehr (continued)

- noted that the president at ARC called and said that there is an opportunity for us to possibly get involved with a grant that will work with Riles and CHS; they want to reach about 500 students, and with it they will look at students from low socioeconomic backgrounds, first college attendees families, and it will work to support them through that process, meaning we would get some staff that is hired through ARC that would actually be on our campuses to help.
- noted that United Way approached us last year; North Country and Oak Hill will inter into a grant that will help support trained literacy volunteers to come in to participate with our teachers and read with our students and hear students read.
- wished everyone a Merry Christmas and a Happy New Year.
- noted that he attended North Country's 26th Annual Breakfast; said it was incredible. He appreciated what they did.

Mr. Hunt

- wished everyone a Merry Christmas and a Happy New Year.

Mrs. Kelley

- attended the annual CSBA Conference. They saw a lot of great keynote speakers and attended a lot of great workshops.
- commented on the fantastic job on the audit; this year we have zero audit exceptions.
- commented on the Single Plan for Student Achievement that came from CHS, McClellan HS, and Riles MS: a lot of work went into those – they are awesome.
- wished everyone Happy Holidays, Merry Christmas, Kwanza or whatever they celebrate. She asked that everyone be safe.

Mr. Wilson

- went on a field trip with the Oak Hill Otters.
- wished everyone a Merry Christmas.

Mrs. Anderson

- wished everyone a Merry Christmas and a Happy New Year.
- asked that everyone be safe over the holidays.
- noted that the programs that the high school is doing for the younger students and the other families are just wonderful.

Mrs. Pope

- attended the CSBA Conference.
- congratulated Mr. Jackson and Dudley in regards to their spirit of giving.
- noted that her daughter participated in Operation Santa today. She just loved the little girl that she worked with today.
- wished everyone a Merry Christmas and a Happy New Year.

CONSENT AGENDA

1. Approved Adoption of Minutes from November 18, 2015 Regular Meeting
2. Approved Certificated Personnel Transactions
3. Approved Classified Personnel Transactions
4. Approved Salary Increase for Certificated Adult Education Childcare Provider
5. Approved Salary Increase for Certificated Adult Education Teachers
6. Approved Memorandum of Understanding with Sacramento County Child Abuse Prevention Center to Provide AmeriCorps Mentoring/Tutoring Services

CONSENT AGENDA (continued)

7. Approved Single Plan for Student Achievement for the 2015-16 School Year - McClellan
8. Approved Single Plan for Student Achievement for the 2015-16 School Year - Riles
9. Approved Single Plan for Student Achievement for the 2015-16 School Year - CHS
10. Approved Field Trip: Sixth Grade Classes to Sly Park Environmental Education Center - Spinelli
11. Approved Professional Services Agreement: Pamela A. Zanze
12. Approved Amendment #1 - CPM Contract for Program Management Services for Prop 39 and Technology Upgrade
13. Approved Payroll Orders: July - November 2015
14. Approved Supplemental Agenda (Vendor Warrants): November 2015

Motion: Wilson
Second: Pope

Vote: General Consent

INFORMATION ITEMS

1. Conference: "C.A.S.H. 37th Annual Conference on School Facilities" - C. Deason, C. Surryhne (Operations & Facilities)

BUSINESS ITEMS

- A. **APPROVED - Resolution #6/2015-16: Promote Civic Learning in our Schools; College Career and Civic Learning**

Motion: Pope
Second: Anderson

Trustee Pope noted that her daughter said that they had a mock congress. Trustee Pope asked if it would be possible to have the CHS history department come and speak about the simulations that they do. She also noted that maybe they could also have a mock court. Mrs. Woods noted that they could do that. Trustee Pope noted that with the class changing to a year long course they would have more of an opportunity to do that. Mr. Loehr noted that this would help us expand our civic education.

Mr. Niello noted that he used to be on the County Board of Supervisors and the Center Joint Unified School District area was in his area and he worked quite a bit with Rex Fortune. He asked that the Board vote to take part in a countywide, and actually statewide, effort to revitalize civics education. He noted that they have achieved enough grant funding to establish 6 pilot counties, and Sacramento is one of them.

He noted that we have seen significant declining voter participation in the last few years. He also noted that less than 50% of students graduating from high school believe that it is their responsibility to vote and engage in civic activities. We see that imbedding civics education throughout the K-12 education system as being a very important part of that. By early next year every district in Sacramento County will have adopted this. Then it will be developing curriculum and programs. This will take a few years. Then when we poll high school students as to whether or not it is their responsibility, a significant majority will say it is their responsibility. He urged the board their approval on this resolution.

Trustee Wilson asked if he knows what the steering committee is looking at when they are talking about curriculum; what is their standard that they are measuring, have they set their parameters on this? Mr. Niello said that it is up to us. He noted that one size does not fit all, that we are doing things that other districts are not, and other districts are doing things that we are not. He noted that they are compiling things from pilot schools around the county, and counties around the state, who are beginning to

BUSINESS ITEMS (continued)

implement things and will have that material available on a website so that you don't have to reinvent the wheel. He noted that the sorts of programs and curriculum that we develop will be our own creation and the district will establish its own standards; it is up to us. Trustee Wilson asked if something came down from the steering committee that was incorrect, what course of action would we have. Mr. Niello noted that there will be no dictates, but how we implement this will be up to the district. Mr. Loehr shared a booklet that can be passed around among the Board members. Mrs. Woods noted that the teachers would agree with what Trustee Wilson; they would like to have say as to what they teach in the classroom. Trustee Kelley asked if there is already a plan as to who will be heading up the responsibility of developing this. Mr. Loehr noted that as the curriculum is built, they will be sharing it with us. What Mr. Loehr is looking for is an elementary curriculum piece from the county office. Again Mr. Niello noted that it will take a few years to fully implement this K-12. Mr. Loehr noted that there will be trainings.

Vote: General Consent

B. APPROVED - Annual Organizational Meeting for Governing Board

Trustee Kelley, Board President, opened the nominations for Officers of the Board for 2016.

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

RECESS: At 6:37p.m. Trustee Kelley, President of the Board, called a recess of the regular meeting of the CJUSD Board of Trustees to convene the Organizational Meeting of the Board of Directors of the CJUSD Financing Corporation. The meeting of the CJUSD Financing Corporation was adjourned at 6:40 p.m. at which time the regular meeting of the Center Joint Unified Board of Trustees was reconvened.

Mr. Loehr presented a commemorative gavel to Trustee Kelley for her service as Board President for 2015.

BUSINESS ITEMS (continued)

C. APPROVED - First Reading: Board Policies/Regulations/Exhibits

BP/AR 3270 - Sale and Disposal of Books, Equipment and Supplies

AR 3311 - Bids

AR 3512 - Equipment

AR 4112.23 - Special Education Staff

AR 4119.11/4219.11/4319.11 - Sexual Harassment

BP/AR 4154/4254/4354 - Health and Welfare Benefits

AR 5112.2 - Exclusions from Attendance

BP/AR 5141.31 - Immunizations

BP 6190 - Evaluation of the Instructional Program

E 5125.3 - Challenging Student Records

Minor Revisions:

BP 0200 - Goals for the School District

AR 0460 - Local Control and Accountability Plan

BP 0500 - Accountability

BP 3100 - Budget

AR 3100 - Budget

AR 4161.11/4261.11/4361.11 - Industrial Accident/Illness Leave

AR 6145.2 - Athletic Competition

BP 6151 - Class Size

AR 6158 - Independent Study

BP 6170.1 - Transitional Kindergarten

Mr. Loehr noted that on E 5125.3 in their backup it stated that after the school site, they will report to the Director of Personnel/Student Services. After further review, it would be silly to have a parent go to that person when they don't really have authority to do it; it would really fall on the Superintendent through the Board. So each reference to the Director was changed to the Superintendent, which aligns with Ed Code.

There was a motion to approve, with the amended policy (E 5125.3).

Motion: Anderson

Ayes: Anderson, Hunt, Kelley, Pope, Wilson

Second: Pope

Noes: None

D. APPROVED - Naming of the Gymnasium/Multipurpose Room at McClellan HS in Honor of Terry McCauley

Trustee Anderson noted that she fully supports this. She has watched and has been around Mr. McCauley in this district for many years. Mr. McCauley is an outstanding individual who truly reached out to the kids. Terry was always there when you needed him, and a lot of times when you didn't need him he was there wanting to help out. When he's around, those kids light up. They respond to him; he knows how to talk to them and reach out to them. There probably wouldn't be enough room in this room to hold all of the kids that he managed to turn around all by himself. Somehow he just knew how to do it. He cared about those kids and it was obvious that he cared about those kids. She noted that she is really thrilled to see that this is happening and that he is getting recognition. He deserves this in a big way. She noted that if there is any kind of ceremony to go along with this, that he is present, she would like to be invited. Mr. Loehr noted that he is cautious that we go down the path of naming every single thing after people, but that he does support this one. Mr. French noted that Mr. McCauley is someone that has gone far and above what he needed to do and should be recognized. Trustee Wilson noted that Terry McCauley was a custodian at Center High School when he attended there. He has made an impact everywhere he has gone because he cares about you no matter who you are. He shares Scott's feelings on not wanting to name everything after everybody, but is willing to do this one.

BUSINESS ITEMS (continued)

Motion: Anderson
Second: Wilson

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

E. APPROVED - Audit Report For Fiscal Year 2014/15

Ms. Bess noted that there are no findings. She noted that she doesn't do this alone; she has a wonderful staff that works with her and makes her look good because they are so efficient. People at the sites are working so hard and trying their best to do what we ask. She noted that it is so neat to work in a district where there are so many people that care about each other and the students that we are serving. This audit is very nice because there are no findings and it reaffirms that everything that we are doing in the Business Office and for the students is obviously working. Ms. Bess noted that once we are in the new year she will be sending out a proposal for a new company to work with. We have had this firm for 6 years and it is a good idea to see what is out there. Trustee Anderson asked if it is possible to go back to the firm we had used before. Ms. Bess noted that she will see who is on the state approved list and send out a proposal to those firms. Trustee Anderson asked how many years we can go before we have to get another firm. Ms. Bess noted that we can keep the same firm, just use a different team after 6 years.

Motion: Pope
Second: Anderson

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

F. APPROVED - First Interim Report for Fiscal Year 2015/16

Ms. Bess noted that there is little to add to this report since the adoption of the budget. This report brings in the final percentages of revenues coming in, etc. The only thing not reflected on here are one time monies that, until last week, she wasn't positive of the dollar amount. And in fact, the first 42% of one time monies is coming in this week. Other than that, everything has been updated. Trustee Wilson asked what certification we were asking for. Ms. Bess noted that we are asking for a positive certification. We will be able to meet all of our financial needs this year and the next 2 years without a TRANS.

Motion: Anderson
Second: Pope

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

ADVANCE PLANNING

- a. *Future Meeting Dates:*
 - i. *Regular Meeting: Wednesday, January 20, 2016 @ 6:00 p.m. - District Board Room - Room 503, located at Riles Middle School, 4747 PFE Road, Roseville, CA 95747*
- b. *Suggested Agenda Items:*

ADJOURNMENT – 6:59 p.m.

Motion: Wilson
Second: Anderson

Vote: General Consent

Respectfully submitted,

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

Nancy Anderson, Clerk
Board of Trustees

Adoption Date

Center Joint Unified School District

		AGENDA REQUEST FOR:	
Dept./Site:	Personnel Department	Action Item	<u>X</u>
Date:	January 20, 2016	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 Hire

Charles Chauvin, Center High School

Retirement

Michael Myers, Center High School

Recommendation: Approve Certificated Personnel Transactions as Submitted

CONSENT AGENDA

New Hire

Charles Chauvin has been hired as Assistant Principal, Center High School, effective as soon as his necessary paperwork has been completed and he has fingerprint clearance.

Retirement

Michael Myers has submitted his intent to retire from his position as Business Teacher, Center High School, effective end of day on May 26, 2016.

Center Joint Unified School District

		AGENDA REQUEST FOR:	
Dept./Site:	Personnel Department	Action Item	<input checked="" type="checkbox"/>
Date:	January 20, 2016	Information Item	<input type="checkbox"/>
To:	Board of Trustees	# Attached Pages	<u>1</u>
From:	David Grimes, Director of Personnel and Student Services		

Subject: Classified Personnel Transactions

New Hire

Amy Branton, Instructional Specialist PH/Autism
Arun Kumar, Custodian
Joe Carretero, Custodian
Aleksandr Maydanovich, Custodian

Resignation

Lauren Robinson, Instructional Specialist PH/Autism
Laura Durst, Instructional Specialist PH/Autism

Recommendation: Approve Classified Personnel Transactions as Submitted

CONSENT AGENDA

Amy Branton has been hired as an Instructional Specialist PH/Autism at McClellan Pre-School effective January 4, 2016.

Arun Kumar has been hired as a Custodian at North Country Elementary School effective January 4, 2016.

Joe Carretero has been hired as a Custodian at Center High School effective January 11, 2016.

Aleksandr Maydanovich has been hired as a Custodian at Center High School effective January 11, 2016.

Lauren Robinson has resigned from her position as Instructional Specialist PH/Autism at Spinelli Elementary School effective January 3, 2016.

Laura Durst has resigned from her position as Instructional Specialist PH/Autism at North Country Elementary School effective January 5, 2016.

Center Unified School District

		AGENDA REQUEST FOR:
Dept./Site:	Personnel Department	
Date:	January 20, 2016	Action Item <u> X </u>
To:	Board of Trustees	Information Item
From:	David Grimes, <i>DG</i> Director of Personnel/Student Services	# Attached Pages <u> </u>

SUBJECT:	CUTA TENTATIVE AGREEMENT
<p>Center Joint Unified School District (CJUSD) and Center Unified Teacher Association (CUTA) have agreed to the following Tentative Agreement regarding new Summer School Article to be added to the CUTA Bargaining Agreement. CUTA informed the District on December 18, 2015 that the article had been ratified by their members.</p> <p>New Article Attached</p>	
RECOMMENDATION:	Approve Attached Agreement/Article

CONSENT AGENDA

ARTICLE ____
SUMMER SCHOOL

T.A. d 11/17/15
David Gunnin
Venessa Mason
11/17/15

- A. Summer school daily work periods for classroom teachers shall be established by the summer school time schedule as prepared by the summer school principal and approved by the District Superintendent.
- B. Notification: Applications for summer school shall be filed by March 15, and initial assignments shall be made no later than May 1.
- C. Interviews and Selection: Certificated CJUSD employees who apply for summer school positions will be granted interviews for the position if there are more qualified applicants than positions. To fill all available positions, applicants who have received satisfactory or above evaluations will be placed in positions prior to outside applicants. All other applicants within the district will be considered without any priority factors. Selection of summer school teachers will be based on program needs. Notification of initial assignment to summer school shall be in writing and shall include the location of the assignment and the tentative subject to be taught.
- D. Summer school employment is at will, and may be terminated at any time by the District. Once a teacher agrees to serve in a particular assignment, every attempt will be made to maintain that assignment or to provide an appropriate alternate assignment, if possible. If a summer school class is canceled after the teacher reports to work on the first day of assignment, but prior to the beginning of the third day of actual instruction of students, the teacher shall receive compensation equivalent to three (3) days' pay.
- E. Summer School teachers will receive one day of sick leave credit for summer school service; if summer school sick leave is not used, one half-day may be carried over by the teacher to the regular school year.
- F. Hourly Rate: Summer school hourly rate is the District hourly rate. Summer school teachers will be paid to arrive 15 minutes before student arrival and to stay for 15 minutes after student dismissal, based on hourly rate.

Center Unified School District

AGENDA REQUEST FOR:

Dept./Site: Center Adult School

Action Item X

To: Board of Trustees

Information Item _____

Date: Jan. 20, 2016

Attached Pages 1

From: Alyson Collier

Principal's Initials: AC

SUBJECT

Corrected Center Adult School Salary Schedule

Corrects amount on A5, B4, C3, D2, from to 39,138 to 39, 170. This correction is also reflected in the hourly rates.

RECOMMENDATION: Approve

Proposed Salary retroactive to July 1, 2015. Reflects a 4% Increase
 Salary Schedule for Center Adult School Certificated Teachers

2015/2016

Salary Determination Based on 1281 days/year

STEP	CLASS A BA or Std. Desgn. Cred. with 2yrs. Voc. Or Trade Exp.	CLASS B BA + 15 or Std. Desgn Cred. With 5 Yrs. Voc or Trade Exp.	CLASS C BA + 30 or Std. Desgn. Cred. With 8 Yrs. Voc. Or Trade Exp.	CLASS D BA + 45 or Std. Desgn. Cred. With 11 Yrs. Voc. Or Trade Exp.	CLASS E BA + 60 or Std. Desgn. Cred. With 14 Yrs. Voc. Or Trade Exp.
1	36,187	36,911	37,649	38,402	39,170
2	36,911	37,649	38,402	39,170	39,954
3	37,649	38,402	39,170	39,954	40,752
4	38,402	39,170	39,954	40,752	41,568
5	39,170	39,954	40,752	41,568	42,399

Hourly Rate

STEP	CLASS A BA or Std. Desgn. Cred. with 2yrs. Voc. Or Trade Exp.	CLASS B BA + 15 or Std. Desgn Cred. With 5 Yrs. Voc or Trade Exp.	CLASS C BA + 30 or Std. Desgn. Cred. With 8 Yrs. Voc. Or Trade Exp.	CLASS D BA + 45 or Std. Desgn. Cred. With 11 Yrs. Voc. Or Trade Exp.	CLASS E BA + 60 or Std. Desgn. Cred. With 14 Yrs. Voc. Or Trade Exp.
1	28.25	28.81	29.39	29.98	30.58
2	28.81	29.39	29.98	30.58	31.19
3	29.39	29.98	30.58	31.19	31.81
4	29.98	30.58	31.19	31.81	32.45
5	30.58	31.19	31.81	32.45	33.10

\$500 annual for Masters and/or Doctorate Degrees

Credit for years served will be given all current credentialed adult ed. employees.

The rate of reimbursement for teachers of fee based courses will be negotiated on a case by case basis.

Center Joint Unified School District

AGENDA REQUEST FOR:		
Dept./Site:	Special Education	
Date:	January 20, 2016	Action Item <u> X </u>
To:	Board of Trustees	Information Item
From:	Scott Loehr, Superintendent	# Attached Pages
	Initials: <i>S.L.</i>	

SUBJECT:	2015/2016 Individual Services Agreements	
	Please ratify the following Individual Services Agreements for special education students to receive services at nonpublic schools/agencies during the 2015/16 fiscal year.	
	2015/16 – 185, 231	Easter Seal Society of CA \$ 4,515.00
	2015/16 - 186, 188, 191-227	American River Speech \$17,872.00
	2015/16 - 229	Guiding Hands \$27,485.52
	2015/16 – 189, 233-236	Bright Futures \$ 3,280.00
	2015/16 – 190	CTEC \$ 1,290.00
	2015/16 – 228, 230	Capitol Autism \$ 1,575.00
	2015/16 – 232	Placer Learning Center \$20,983.80
RECOMMENDATION:	CJUSD Board of Trustees to ratify Individual Services Agreements for the 2015/2016 school year.	

CONSENT AGENDA

Center Joint Unified School District

		AGENDA REQUEST FOR:
Dept./Site: Instructional Services		
Date: January 20, 2016		Action Item <u> X </u>
To: Board of Trustees		Information Item
From: Becky Lawson Coordinator of Curriculum Initials: <u>BL</u>		# Attached Pages

SUBJECT: School Accountability Report Cards
<p>Please ratify the following School Accountability Report Cards (SARCs) reported for the 2014/15 school year, published during the 2015/16 school year.</p> <p>Dudley Elementary North Country Elementary Spinelli Elementary Oak Hill Elementary Wilson C. Riles Middle School Center High School McClellan High School Global Youth Charter High School</p>
RECOMMENDATION: CJUSD Board of Trustees to ratify 2014/15 School Accountability Report Cards (SARCs) in the 2015/16 school year.

CONSENT AGENDA

Arthur S. Dudley Elementary School School Accountability Report Card Reported Using Data from the 2014-15 School Year Published During 2015-16

By February 1 of each year, every school in California is required by state law to publish a School Accountability Report Card (SARC). The SARC contains information about the condition and performance of each California public school. Under the Local Control Funding Formula (LCFF) all local educational agencies (LEAs) are required to prepare a Local Control Accountability Plan (LCAP), which describes how they intend to meet annual school-specific goals for all pupils, with specific activities to address state and local priorities. Additionally, data reported in an LCAP is to be consistent with data reported in the SARC.

- For more information about SARC requirements, see the California Department of Education (CDE) SARC Web page at <http://www.cde.ca.gov/ta/ac/sa/>.
- For more information about the LCFF or LCAP, see the CDE LCFF Web page at <http://www.cde.ca.gov/fg/aa/lc/>.
- For additional information about the school, parents/guardians and community members should contact the school principal or the district office.

DataQuest

DataQuest is an online data tool located on the CDE DataQuest Web page at <http://dq.cde.ca.gov/dataquest/> that contains additional information about this school and comparisons of the school to the district, the county, and the state. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g., test data, enrollment, high school graduates, dropouts, course enrollments, staffing, and data regarding English learners).

Internet Access

Internet access is available at public libraries and other locations that are publicly accessible (e.g., the California State Library). Access to the Internet at libraries and public locations is generally provided on a first-come, first-served basis. Other use restrictions may include the hours of operation, the length of time that a workstation may be used (depending on availability), the types of software programs available on a workstation, and the ability to print documents.

About This School

Contact Information (Most Recent Year)

School Contact Information	
School Name	Arthur S. Dudley Elementary School
Street	8000 Aztec Way
City, State, Zip	Antelope, CA 95843-4486
Phone Number	(916) 338-6470
Principal	Steve Jackson
E-mail Address	sjackson@centerusd.org
Web Site	www.centerusd.k12.ca.us/cusd/dudley
Grades Served	K-6
CDS Code	34739736032908

District Contact Information	
District Name	Center Joint Unified School District
Phone Number	(916) 338-6330
Superintendent	Scott A. Loehr
E-mail Address	superintendentsoffice@centerusd.org
Web Site	www.centerusd.org

School Description and Mission Statement (Most Recent Year)

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

Student Enrollment by Grade Level (School Year 2014-15)

Grade Level	Number of Students
Kindergarten	80
Grade 1	105
Grade 2	94
Grade 3	107
Grade 4	94
Grade 5	110
Grade 6	96
Total Enrollment	686

Student Enrollment by Group (School Year 2014-15)

Student Group	Percent of Percent of Total Enrollment
Black or African American	8
American Indian or Alaska Native	1
Asian	6.6
Filipino	2.8
Hispanic or Latino	21.3
Native Hawaiian or Pacific Islander	1
White	51.6
Two or More Races	7.3
Socioeconomically Disadvantaged	62.7
English Learners	21.6
Students with Disabilities	10.3
Foster Youth	0.3

A. Conditions of Learning

State Priority: Basic

The SARC provides the following information relevant to the Basic State Priority (Priority 1):

- Degree to which teachers are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching;
- Pupils have access to standards-aligned instructional materials; and
- School facilities are maintained in good repair.

Teacher Credentials

Teachers	School			District
	2013-14	2014-15	2015-16	2015-16
With Full Credential	30	29	29	208
Without Full Credential	0	0	0	0
Teaching Outside Subject Area of Competence (with full credential)	0	0	0	0

Teacher Misassignments and Vacant Teacher Positions

Indicator	2013-14	2014-15	2015-16
Misassignments of Teachers of English Learners	0	0	0
Total Teacher Misassignments *	0	0	0
Vacant Teacher Positions	0	0	0

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

* Total Teacher Misassignments includes the number of Misassignments of Teachers of English Learners.

Core Academic Classes Taught by Highly Qualified Teachers (School Year 2014-15)

Location of Classes	Percent of Classes in Core Academic Subjects	
	Taught by Highly Qualified Teachers	Not Taught by Highly Qualified Teachers
This School	100.0	0.0
All Schools in District	99.2	0.8
High-Poverty Schools in District	99.2	0.8
Low-Poverty Schools in District	100.0	0.0

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

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2015-16)

Year and month in which data were collected: December 2015

Core Curriculum Area	Textbooks and Instructional Materials/ Year of Adoption	From Most Recent Adoption?	Percent of Students Lacking Own Assigned Copy
Reading/Language Arts	Open Court, Open Court Reading 2002 Pearson Prentice Hall, Pearson Literature CA Reading and Language 2008	Yes	0
Mathematics	CPM Educational Program, Core Connections 2014 McGraw Hill, My Math 2014	Yes	0

Core Curriculum Area	Textbooks and Instructional Materials/ Year of Adoption	From Most Recent Adoption?	Percent of Students Lacking Own Assigned Copy
Science	Harcourt School Publishers, California Science 2008 Pearson Prentice Hall, Prentice Hall California Science Explorer: Focus on Earth, Life, and Physical Science 2008	Yes	0
History-Social Science	Houghton Mifflin, Houghton Mifflin History-Social Science 2007 McDougal Littell, World History: Ancient Civilizations 2007	Yes	0

School Facility Conditions and Planned Improvements (Most Recent Year)

The administration and staff of Dudley Elementary School work very closely with the maintenance and grounds department of the Center Joint Unified School District. If any situation is identified that requires attention, work orders are submitted and the situations are resolved in a very timely manner.

School Facility Good Repair Status (Most Recent Year)

School Facility Good Repair Status (Most Recent Year) Year and month in which data were collected: 12/2015				
System Inspected	Repair Status			Repair Needed and Action Taken or Planned
	Good	Fair	Poor	
Systems: Gas Leaks, Mechanical/HVAC, Sewer	X			
Interior: Interior Surfaces		X		stained ceiling tiles; broken windows; clock hole needs cover & paint; missing sign; some dry rot; wire molding hanging; light defuser missing; old door handle; stained carpet; door needs paint; vertex ripped / hole in vertex repaired; ceiling panels replaced
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	X			
Electrical: Electrical	X			exit light replaced
Restrooms/Fountains: Restrooms, Sinks/ Fountains	X			
Safety: Fire Safety, Hazardous Materials	X			
Structural: Structural Damage, Roofs	X			eaves need paint; rusty beam needs paint
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	X			windows replaced; sidewalk handrail replaced

Overall Facility Rating (Most Recent Year)

Year and month in which data were collected: 12/2015				
Overall Rating	Exemplary	Good	Fair	Poor
			X	

B. Pupil Outcomes

State Priority: Pupil Achievement

The SARC provides the following information relevant to the State priority: Pupil Achievement (Priority 4):

- Statewide assessments (i.e., California Assessment of Student Performance and Progress [CAASPP], Science California Standards Tests); and
- The percentage of pupils who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study

California Assessment of Student Performance and Progress Results for All Students (School Year 2014-15)

Subject	Percent of Students Meeting or Exceeding the State Standards (grades 3-8 and 11)		
	School	District	State
English Language Arts/Literacy	41	41	44
Mathematics	25	30	33

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

CAASPP Assessment Results - English Language Arts (ELA)

Disaggregated by Student Groups, Grades Three through Eight and Eleven (School Year 2014-15)

Student Group	Grade	Number of Students		Percent of Students				
		Enrolled	Tested	Tested	Standard Not Met	Standard Nearly Met	Standard Met	Standard Exceeded
All Students	3	105	100	95.2	42	33	17	7
	4	99	95	96.0	36	23	25	16
	5	115	108	93.9	23	27	35	15
	6	94	91	96.8	26	26	33	14
Male	3		52	49.5	48	31	13	6
	4		52	52.5	42	13	25	19
	5		55	47.8	33	25	25	16
	6		46	48.9	39	30	24	7
Female	3		48	45.7	35	35	21	8
	4		43	43.4	28	35	26	12
	5		53	46.1	13	28	45	13
	6		45	47.9	13	22	42	22
Black or African American	3		7	6.7	--	--	--	--
	4		7	7.1	--	--	--	--
	5		7	6.1	--	--	--	--
	6		8	8.5	--	--	--	--
American Indian or Alaska Native	3		2	1.9	--	--	--	--
	5		2	1.7	--	--	--	--
	6		1	1.1	--	--	--	--
Asian	3		4	3.8	--	--	--	--
	4		5	5.1	--	--	--	--
	5		12	10.4	17	17	58	8
	6		4	4.3	--	--	--	--

Student Group	Grade	Number of Students		Percent of Students				
		Enrolled	Tested	Tested	Standard Not Met	Standard Nearly Met	Standard Met	Standard Exceeded
Filipino	3		1	1.0	--	--	--	--
	4		3	3.0	--	--	--	--
	5		4	3.5	--	--	--	--
	6		1	1.1	--	--	--	--
Hispanic or Latino	3		29	27.6	59	34	7	0
	4		23	23.2	43	22	22	13
	5		19	16.5	32	21	32	16
	6		18	19.1	28	33	17	22
Native Hawaiian or Pacific Islander	4		2	2.0	--	--	--	--
	6		1	1.1	--	--	--	--
White	3		49	46.7	35	37	16	10
	4		50	50.5	30	22	30	18
	5		58	50.4	22	29	34	14
	6		53	56.4	21	25	38	17
Two or More Races	3		8	7.6	--	--	--	--
	4		5	5.1	--	--	--	--
	5		6	5.2	--	--	--	--
	6		5	5.3	--	--	--	--
Socioeconomically Disadvantaged	3		64	61.0	48	30	14	6
	4		61	61.6	46	20	23	11
	5		67	58.3	25	31	31	12
	6		53	56.4	30	34	25	11
English Learners	3		25	23.8	56	28	16	0
	4		20	20.2	50	30	15	5
	5		24	20.9	38	29	25	8
	6		8	8.5	--	--	--	--
Students with Disabilities	3		16	15.2	81	6	6	0
	4		8	8.1	--	--	--	--
	5		19	16.5	74	16	11	0
	6		7	7.4	--	--	--	--
Foster Youth	3		--	--	--	--	--	--
	4		--	--	--	--	--	--
	5		--	--	--	--	--	--
	6		--	--	--	--	--	--

Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: The number of students tested includes students that did not receive a score; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using students with scores.

CAASPP Assessment Results - Mathematics

Disaggregated by Student Groups, Grades Three through Eight and Eleven (School Year 2014-15)

Student Group	Grade	Number of Students		Percent of Students				
		Enrolled	Tested	Tested	Standard	Standard	Standard	Standard
All Students	3	105	101	96.2	45	28	23	5
	4	99	95	96.0	39	34	22	5
	5	115	109	94.8	46	31	17	6
	6	94	92	97.9	32	45	15	9
Male	3		53	50.5	45	21	26	8
	4		52	52.5	37	38	17	8
	5		56	48.7	45	30	16	7
	6		47	50.0	43	40	13	4
Female	3		48	45.7	44	35	19	2
	4		43	43.4	42	28	28	2
	5		53	46.1	47	32	17	4
	6		45	47.9	20	49	18	13
Black or African American	3		7	6.7	--	--	--	--
	4		7	7.1	--	--	--	--
	5		7	6.1	--	--	--	--
	6		8	8.5	--	--	--	--
American Indian or Alaska Native	3		2	1.9	--	--	--	--
	5		2	1.7	--	--	--	--
	6		1	1.1	--	--	--	--
Asian	3		4	3.8	--	--	--	--
	4		5	5.1	--	--	--	--
	5		12	10.4	33	42	17	8
	6		4	4.3	--	--	--	--
Filipino	3		1	1.0	--	--	--	--
	4		3	3.0	--	--	--	--
	5		4	3.5	--	--	--	--
	6		1	1.1	--	--	--	--
Hispanic or Latino	3		30	28.6	63	30	7	0
	4		23	23.2	39	43	13	4
	5		19	16.5	47	32	21	0
	6		18	19.1	22	44	17	17
Native Hawaiian or Pacific Islander	4		2	2.0	--	--	--	--
	6		1	1.1	--	--	--	--
White	3		49	46.7	39	22	33	6
	4		50	50.5	36	28	30	6
	5		59	51.3	49	27	17	7
	6		54	57.4	26	48	17	9

Student Group	Grade	Number of Students		Percent of Students				
		Enrolled	Tested	Tested	Standard	Standard	Standard	Standard
Two or More Races	3		8	7.6	--	--	--	--
	4		5	5.1	--	--	--	--
	5		6	5.2	--	--	--	--
	6		5	5.3	--	--	--	--
Socioeconomically Disadvantaged	3		65	61.9	51	26	18	5
	4		61	61.6	48	25	26	2
	5		68	59.1	49	32	15	4
	6		53	56.4	42	40	11	8
English Learners	3		25	23.8	52	28	12	8
	4		20	20.2	45	35	20	0
	5		24	20.9	67	33	0	0
	6		8	8.5	--	--	--	--
Students with Disabilities	3		16	15.2	94	6	0	0
	4		8	8.1	--	--	--	--
	5		19	16.5	89	0	5	0
	6		7	7.4	--	--	--	--
Foster Youth	3		--	--	--	--	--	--
	4		--	--	--	--	--	--
	5		--	--	--	--	--	--
	6		--	--	--	--	--	--

Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: The number of students tested includes students that did not receive a score; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using students with scores.

California Standards Tests for All Students in Science (Three-Year Comparison)

Subject	Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards)								
	School			District			State		
	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15
Science (grades 5, 8, and 10)	42	51	39	58	56	57	59	60	56

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

California Standards Tests Results by Student Group in Science (School Year 2014-15)

Student Group	Percent of Students Scoring at Proficient or Advanced
All Students in the LEA	57
All Student at the School	39
Male	42
Female	37
Black or African American	--
American Indian or Alaska Native	--
Asian	66
Filipino	--
Hispanic or Latino	52
White	32
Two or More Races	--
Socioeconomically Disadvantaged	--
English Learners	21
Students with Disabilities	34
Foster Youth	--

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

California Physical Fitness Test Results (School Year 2014-15)

Grade Level	Percent of Students Meeting Fitness Standards		
	Four of Six Standards	Five of Six Standards	Six of Six Standards
5	20.50	28.60	25.90

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

C. Engagement

State Priority: Parental Involvement

The SARC provides the following information relevant to the Parental Involvement State Priority (Priority 3):

- Efforts the school district makes to seek parent input in making decisions for the school district and each schoolsite.

Opportunities for Parental Involvement (Most Recent Year)

Parents are encouraged to get involved in their child's learning environment either by volunteering in the classroom, participating in a decision-making group, or simply attending school events. Parents stay informed on upcoming events and school activities through automated telephone messages, email, progress reports, school newsletters, and the school website. Contact the school office at (916) 338-6470 for more information on how to become involved in your child's learning environment.

State Priority: School Climate

The SARC provides the following information relevant to the School Climate State Priority (Priority 6):

- Pupil suspension rates;
- Pupil expulsion rates; and
- Other local measures on the sense of safety.

Suspensions and Expulsions

Rate	School			District			State		
	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15
Suspensions	4.46	1.89	2.48	8.54	6.95	5.25	5.07	4.36	3.80
Expulsions	0.00	0.00	0.00	0.02	0.02	0.00	0.13	0.10	0.09

School Safety Plan (Most Recent Year)

The district takes great efforts to ensure that all schools are clean, safe, and functional through proper facilities maintenance and campus supervision. Dudley Elementary School's original facilities were built in 1959; ongoing maintenance and campus improvements ensure facilities remain up to date and provide adequate space for students and staff.

D. Other SARC Information

The information in this section is required to be in the SARC but is not included in the state priorities for LCFF.

Adequate Yearly Progress Overall and by Criteria (School Year 2014-15)

AYP Criteria	School	District	State
Made AYP Overall	Yes	Yes	Yes
Met Participation Rate: English-Language Arts	Yes	Yes	Yes
Met Participation Rate: Mathematics	Yes	Yes	Yes
Met Percent Proficient: English-Language Arts	N/A	N/A	N/A
Met Percent Proficient: Mathematics	N/A	N/A	N/A
Met Attendance Rate	Yes	Yes	Yes
Met Graduation Rate	N/A	Yes	Yes

Federal Intervention Program (School Year 2015-16)

Indicator	School	District
Program Improvement Status	In PI	In PI
First Year of Program Improvement	2013-2014	2011-2012
Year in Program Improvement*	Year 1	Year 3
Number of Schools Currently in Program Improvement	N/A	4
Percent of Schools Currently in Program Improvement	N/A	100.0

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

Average Class Size and Class Size Distribution (Elementary)

Grade Level	2012-13			2013-14			2014-15					
	Avg. Class Size	Number of Classes			Avg. Class Size	Number of Classes			Avg. Class Size	Number of Classes		
		1-20	21-32	33+		1-20	21-32	33+		1-20	21-32	33+
K	31		3		30		3		26		3	
1	31		3		28		3		26		4	
2	31		3		30		4		26		3	
3	28		4		29		3		28		4	
4	32		3		27	1	3		24		3	
5	31		4		28		4		27	1	4	
6	32		3		28		4		26	1	2	
Other	9	1			9	1			11	1		

Note: Number of classes indicates how many classes fall into each size category (a range of total students per class).

Academic Counselors and Other Support Staff (School Year 2014-15)

Title	Number of FTE Assigned to School	Average Number of Students per Academic Counselor
Academic Counselor	0	
Counselor (Social/Behavioral or Career Development)	.80	N/A
Library Media Teacher (Librarian)	0	N/A
Library Media Services Staff (Paraprofessional)	1	N/A
Psychologist	1	N/A
Social Worker	0	N/A
Nurse	1	N/A
Speech/Language/Hearing Specialist	1	N/A
Resource Specialist	0	N/A
Other	0	N/A

Note: Cells with N/A values do not require data. One Full Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Expenditures per Pupil and School Site Teacher Salaries (Fiscal Year 2013-14)

Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Supplemental/ Restricted	Basic/ Unrestricted	
School Site	\$3,514,863	\$756,868	\$2,757,995	\$72,471
District	N/A	N/A		\$71,155
Percent Difference: School Site and District	N/A	N/A		1.8
State	N/A	N/A	\$5,348	\$65,267
Percent Difference: School Site and State	N/A	N/A	51470.6	11.0

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

Types of Services Funded (Fiscal Year 2014-15)

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

- Class Size Reduction, Grades K-3 (optional)
- Department of Rehabilitation
- Economic Impact Aid (EIA)
- Education Protection Account

- Lottery: Instructional Materials
- Medi-Cal Billing Option
- Other Local: Locally defined
- Partnership Academies Program
- Special Education
- State Lottery
- Title I
- Title II
- Title III
- Title X, McKinney-Vento Homeless Assistance
- Tobacco-Use Prevention Education
- Transportation
- Transportation: Special Education
- Vocational Programs

Teacher and Administrative Salaries (Fiscal Year 2013-14)

Category	District Amount	State Average for Districts in Same Category
Beginning Teacher Salary	\$37,486	\$40,379
Mid-Range Teacher Salary	\$61,765	\$62,323
Highest Teacher Salary	\$78,953	\$81,127
Average Principal Salary (Elementary)	\$100,968	\$99,192
Average Principal Salary (Middle)	\$100,745	\$91,287
Average Principal Salary (High)	\$113,477	\$112,088
Superintendent Salary	\$153,250	\$159,821
Percent of Budget for Teacher Salaries	41%	36%
Percent of Budget for Administrative Salaries	4%	6%

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

Professional Development (Most Recent Three Years)

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

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

Decisions concerning selection of staff development activities are performed by the principal and the school parent group using tools such as teacher input and data analysis to determine the areas in which additional teacher training may enhance classroom instruction and increase student achievement levels.

Dudley Elementary School supports ongoing professional growth throughout the year on minimum days. Teachers meet in grade level teams to conduct data analysis to identify areas of need. Teaching staff are provided the opportunity to participate in district-sponsored staff development workshops or training session as 1) a supplement to site-based staff development, 2) for reinforcement of or follow-up on previous training, or 3) follow-up training for newly implemented programs/curricula.

During the 2014-15 school year, Dudley Elementary School's teachers attended the following events hosted by the Center Joint Unified School District:

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

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

North Country Elementary School School Accountability Report Card Reported Using Data from the 2014-15 School Year Published During 2015-16

By February 1 of each year, every school in California is required by state law to publish a School Accountability Report Card (SARC). The SARC contains information about the condition and performance of each California public school. Under the Local Control Funding Formula (LCFF) all local educational agencies (LEAs) are required to prepare a Local Control Accountability Plan (LCAP), which describes how they intend to meet annual school-specific goals for all pupils, with specific activities to address state and local priorities. Additionally, data reported in an LCAP is to be consistent with data reported in the SARC.

- For more information about SARC requirements, see the California Department of Education (CDE) SARC Web page at <http://www.cde.ca.gov/ta/ac/sa/>.
- For more information about the LCFF or LCAP, see the CDE LCFF Web page at <http://www.cde.ca.gov/fg/aa/lc/>.
- For additional information about the school, parents/guardians and community members should contact the school principal or the district office.

DataQuest

DataQuest is an online data tool located on the CDE DataQuest Web page at <http://dq.cde.ca.gov/dataquest/> that contains additional information about this school and comparisons of the school to the district, the county, and the state. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g., test data, enrollment, high school graduates, dropouts, course enrollments, staffing, and data regarding English learners).

Internet Access

Internet access is available at public libraries and other locations that are publicly accessible (e.g., the California State Library). Access to the Internet at libraries and public locations is generally provided on a first-come, first-served basis. Other use restrictions may include the hours of operation, the length of time that a workstation may be used (depending on availability), the types of software programs available on a workstation, and the ability to print documents.

About This School

Contact Information (Most Recent Year)

School Contact Information	
School Name	North Country Elementary School
Street	3901 Little Rock Drive
City, State, Zip	Antelope, CA 95843
Phone Number	916-338-6480
Principal	Kathleen Lord
E-mail Address	klord@centerusd.org
Web Site	https://sites.google.com/a/centerusd.org/noco/home
Grades Served	K-6
CDS Code	34-73973-6032924

District Contact Information	
District Name	Center Joint Unified School District
Phone Number	916-338-6400
Superintendent	Scott Loehr
E-mail Address	superintendentsoffice@centerusd.org
Web Site	www.centerusd.org

School Description and Mission Statement (Most Recent Year)

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

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

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

Mission Statement

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

Vision Statement:

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

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

Student Enrollment by Grade Level (School Year 2014-15)

Grade Level	Number of Students
Kindergarten	121
Grade 1	90
Grade 2	76
Grade 3	87
Grade 4	74
Grade 5	74
Grade 6	67
Total Enrollment	589

Student Enrollment by Group (School Year 2014-15)

Student Group	Percent of Percent of Total Enrollment
Black or African American	7
American Indian or Alaska Native	0.3
Asian	3.9
Filipino	1.9
Hispanic or Latino	34.3
Native Hawaiian or Pacific Islander	0.7
White	43.6
Two or More Races	8.3
Socioeconomically Disadvantaged	66
English Learners	26.5
Students with Disabilities	11.7
Foster Youth	0.7

A. Conditions of Learning

State Priority: Basic

The SARC provides the following information relevant to the Basic State Priority (Priority 1):

- Degree to which teachers are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching;
- Pupils have access to standards-aligned instructional materials; and
- School facilities are maintained in good repair.

Teacher Credentials

Teachers	School			District
	2013-14	2014-15	2015-16	2015-16
With Full Credential	25	28	31	208
Without Full Credential	0	0	0	0
Teaching Outside Subject Area of Competence (with full credential)	0	0	0	0

Teacher Misassignments and Vacant Teacher Positions

Indicator	2013-14	2014-15	2015-16
Misassignments of Teachers of English Learners	0	0	0
Total Teacher Misassignments *	0	0	0
Vacant Teacher Positions	0	0	0

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

* Total Teacher Misassignments includes the number of Misassignments of Teachers of English Learners.

Core Academic Classes Taught by Highly Qualified Teachers (School Year 2014-15)

Location of Classes	Percent of Classes In Core Academic Subjects	
	Taught by Highly Qualified Teachers	Not Taught by Highly Qualified Teachers
This School	100.0	0.0
All Schools in District	99.2	0.8
High-Poverty Schools in District	99.2	0.8
Low-Poverty Schools in District	100.0	0.0

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

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2015-16)

Year and month in which data were collected: December 2015

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

On Wednesday, September 17, 2014, the Center Joint Unified School District's Board of Trustees held a public hearing to certify the extent to which textbooks and instructional materials have been provided to students. The Board of Trustees adopted Resolution #1/2014-15 which certifies as required by Education Code §60119 (1) that textbooks and instructional materials were provided to all students, including English learners, in the district to the extent that each pupil has a textbook or instructional materials, or both, to use in class and to take home, and (2) sufficient textbooks and instructional materials were provided to each student, including English learners, that are aligned to the academic content standards and consistent with the cycles and content of the curriculum frameworks in math, science, history-social science, and English/language arts. New math curriculum was adopted in 2014; My Math for grades K-5 and CPM for 6th grade. Currently, the district is in the process of adopting new curricula for English Language Arts.

Core Curriculum Area	Textbooks and Instructional Materials/ Year of Adoption	From Most Recent Adoption?	Percent of Students Lacking Own Assigned Copy
Reading/Language Arts	Open Court, Open Court Reading 2002 Pearson Prentice Hall, Pearson, Literature CA Reading and Language 2008	Yes	0
Mathematics	CPM Educational Program, Core Connections 2014 McGraw Hill, My Math 2014	Yes	0

Core Curriculum Area	Textbooks and Instructional Materials/ Year of Adoption	From Most Recent Adoption?	Percent of Students Lacking Own Assigned Copy
Science	Harcourt School Publishers, California Science 2008 Pearson Prentice Hall, Prentice Hall, California Science Explorer: Focus on Earth, Life, and Physical Science 2008	Yes	0
History-Social Science	Houghton Mifflin, Houghton Mifflin History-Social Science 2007 McDougal Littell, World History: Ancient Civilizations 2007	Yes	0
Foreign Language			
Health			

School Facility Conditions and Planned Improvements (Most Recent Year)

School Facility Good Repair Status (Most Recent Year)

School Facility Good Repair Status (Most Recent Year)				
Year and month in which data were collected: December 2015				
System Inspected	Repair Status			Repair Needed and Action Taken or Planned
	Good	Fair	Poor	
Systems: Gas Leaks, Mechanical/HVAC, Sewer	X			
Interior: Interior Surfaces		X		broken & stained ceiling tiles; crack in plaster; clocks missing; sheetrock cracked / replaced ceiling tiles; repaired sheetrock
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	X			MP RR dirty / new custodian was hired on 12-15 to fill a vacant position; cleaned wall
Electrical: Electrical	X			several burnt out lights; soffit light out, others have missing covers; light fixture out; exit light out / soffit light covers replaced; soffit lights replaced; photo eyes replaced
Restrooms/Fountains: Restrooms, Sinks/ Fountains	X			fountain dripping / repaired fountain
Safety: Fire Safety, Hazardous Materials	X			missing bldg name sign
Structural: Structural Damage, Roofs	X			
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	X			BB hole in window; door closer missing, other slams, several need to be replaced / door closer replaced; replaced ceiling tiles; repaired fountain; lights replaced; door closers repaired; replaced windows

Overall Facility Rating (Most Recent Year)

Year and month in which data were collected: December 2015				
Overall Rating	Exemplary	Good	Fair	Poor
			X	

B. Pupil Outcomes

State Priority: Pupil Achievement

The SARC provides the following information relevant to the State priority: Pupil Achievement (Priority 4):

- Statewide assessments (i.e., California Assessment of Student Performance and Progress [CAASPP], Science California Standards Tests); and
- The percentage of pupils who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study

California Assessment of Student Performance and Progress Results for All Students (School Year 2014-15)

Subject	Percent of Students Meeting or Exceeding the State Standards (grades 3-8 and 11)		
	School	District	State
English Language Arts/Literacy	35	41	44
Mathematics	27	30	33

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

CAASPP Assessment Results - English Language Arts (ELA)

Disaggregated by Student Groups, Grades Three through Eight and Eleven (School Year 2014-15)

Student Group	Grade	Number of Students		Percent of Students				
		Enrolled	Tested	Tested	Standard Not Met	Standard Nearly Met	Standard Met	Standard Exceeded
All Students	3	90	89	98.9	40	27	24	9
	4	77	76	98.7	29	30	33	8
	5	77	74	96.1	45	19	28	8
	6	65	63	96.9	37	32	29	3
Male	3		53	58.9	47	23	23	8
	4		33	42.9	27	33	36	3
	5		39	50.6	49	18	28	5
	6		32	49.2	38	34	22	6
Female	3		36	40.0	31	33	25	11
	4		43	55.8	30	28	30	12
	5		35	45.5	40	20	29	11
	6		31	47.7	35	29	35	0
Black or African American	3		11	12.2	27	45	27	0
	4		5	6.5	--	--	--	--
	5		7	9.1	--	--	--	--
	6		5	7.7	--	--	--	--
American Indian or Alaska Native	3		1	1.1	--	--	--	--

Student Group	Grade	Number of Students		Percent of Students				
		Enrolled	Tested	Tested	Standard Not Met	Standard Nearly Met	Standard Met	Standard Exceeded
Asian	3		1	1.1	--	--	--	--
	4		3	3.9	--	--	--	--
	5		4	5.2	--	--	--	--
	6		4	6.2	--	--	--	--
Filipino	3		2	2.2	--	--	--	--
	4		1	1.3	--	--	--	--
	5		1	1.3	--	--	--	--
	6		2	3.1	--	--	--	--
Hispanic or Latino	3		36	40.0	39	31	31	0
	4		22	28.6	27	32	27	14
	5		27	35.1	59	15	26	0
	6		17	26.2	47	35	18	0
Native Hawaiian or Pacific Islander	3		1	1.1	--	--	--	--
White	3		31	34.4	45	19	23	13
	4		37	48.1	19	38	38	5
	5		30	39.0	43	13	30	13
	6		31	47.7	32	35	29	3
Two or More Races	3		6	6.7	--	--	--	--
	4		7	9.1	--	--	--	--
	5		5	6.5	--	--	--	--
	6		4	6.2	--	--	--	--
Socioeconomically Disadvantaged	3		73	81.1	44	27	23	5
	4		57	74.0	26	30	33	11
	5		54	70.1	50	17	26	7
	6		45	69.2	38	33	29	0
English Learners	3		34	37.8	50	29	18	3
	4		19	24.7	32	26	32	11
	5		15	19.5	73	13	13	0
	6		7	10.8	--	--	--	--
Students with Disabilities	3		11	12.2	55	18	18	9
	4		10	13.0	--	--	--	--
	5		12	15.6	92	8	0	0
	6		13	20.0	46	46	8	0
Foster Youth	3		--	--	--	--	--	--
	4		--	--	--	--	--	--
	5		--	--	--	--	--	--
	6		--	--	--	--	--	--

Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: The number of students tested includes students that did not receive a score; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using students with scores.

CAASPP Assessment Results - Mathematics
Disaggregated by Student Groups, Grades Three through Eight and Eleven (School Year 2014-15)

Student Group	Grade	Number of Students		Percent of Students				
		Enrolled	Tested	Tested	Standard	Standard	Standard	
All Students	3	90	89	98.9	37	34	22	7
	4	77	77	100.0	13	49	31	5
	5	77	74	96.1	50	34	16	0
	6	65	63	96.9	54	21	21	5
Male	3		53	58.9	30	32	30	8
	4		33	42.9	18	39	33	9
	5		39	50.6	51	28	21	0
	6		32	49.2	47	25	19	9
Female	3		36	40.0	47	36	11	6
	4		44	57.1	9	57	30	2
	5		35	45.5	49	40	11	0
	6		31	47.7	61	16	23	0
Black or African American	3		11	12.2	36	45	18	0
	4		5	6.5	--	--	--	--
	5		7	9.1	--	--	--	--
	6		5	7.7	--	--	--	--
American Indian or Alaska Native	3		1	1.1	--	--	--	--
Asian	3		1	1.1	--	--	--	--
	4		3	3.9	--	--	--	--
	5		4	5.2	--	--	--	--
	6		4	6.2	--	--	--	--
Filipino	3		2	2.2	--	--	--	--
	4		1	1.3	--	--	--	--
	5		1	1.3	--	--	--	--
	6		2	3.1	--	--	--	--
Hispanic or Latino	3		36	40.0	47	36	17	0
	4		22	28.6	5	64	23	5
	5		27	35.1	63	30	7	0
	6		17	26.2	71	12	18	0
Native Hawaiian or Pacific Islander	3		1	1.1	--	--	--	--
White	3		31	34.4	29	32	23	16
	4		38	49.4	5	53	37	5
	5		30	39.0	43	33	23	0

Student Group	Grade	Number of Students		Percent of Students				
		Enrolled	Tested	Tested	Standard	Standard	Standard	Standard
	6		31	47.7	48	29	16	6
Two or More Races	3		6	6.7	--	--	--	--
	4		7	9.1	--	--	--	--
	5		5	6.5	--	--	--	--
	6		4	6.2	--	--	--	--
Socioeconomically Disadvantaged	3		73	81.1	41	36	18	5
	4		57	74.0	12	49	32	7
	5		54	70.1	56	31	13	0
	6		45	69.2	58	20	18	4
English Learners	3		34	37.8	50	32	15	3
	4		19	24.7	0	58	32	11
	5		15	19.5	80	13	7	0
	6		7	10.8	--	--	--	--
Students with Disabilities	3		11	12.2	55	18	18	9
	4		10	13.0	--	--	--	--
	5		12	15.6	92	8	0	0
	6		13	20.0	85	8	0	8
Foster Youth	3		--	--	--	--	--	--
	4		--	--	--	--	--	--
	5		--	--	--	--	--	--
	6		--	--	--	--	--	--

Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: The number of students tested includes students that did not receive a score; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using students with scores.

California Standards Tests for All Students in Science (Three-Year Comparison)

Subject	Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards)								
	School			District			State		
	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15
Science (grades 5, 8, and 10)	57	46	44	58	56	57	59	60	56

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

California Standards Tests Results by Student Group in Science (School Year 2014-15)

Student Group	Percent of Students Scoring at Proficient or Advanced
All Students in the LEA	57
All Student at the School	44
Male	48
Female	40
Black or African American	--
Asian	--
Filipino	--
Hispanic or Latino	28
White	53
Two or More Races	--
Socioeconomically Disadvantaged	--
English Learners	9
Students with Disabilities	42
Foster Youth	--

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

California Physical Fitness Test Results (School Year 2014-15)

Grade Level	Percent of Students Meeting Fitness Standards		
	Four of Six Standards	Five of Six Standards	Six of Six Standards
5	16.40	31.50	23.30

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

C. Engagement

State Priority: Parental Involvement

The SARC provides the following information relevant to the Parental Involvement State Priority (Priority 3):

- Efforts the school district makes to seek parent input in making decisions for the school district and each schoolsite.

Opportunities for Parental Involvement (Most Recent Year)

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

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

Opportunities to Volunteer:

- Chaperone Field Trips
- Classroom Helper
- Library Assistant
- Student Store

PTO Sponsored School Events

Committees:

- English Learner Advisory Council
- Parent Teacher Organization
- School Site Council

School Activities:

- Science Night
- Spelling Bee
- Harvest Festival/Silent Auction
- Geography Bee
- Title I Information Sessions
- Open House
- PTO Family Nights
- Jog-A-Thon
- Leader in Me Parent Night
- Santa's Breakfast

State Priority: School Climate

The SARC provides the following information relevant to the School Climate State Priority (Priority 6):

- Pupil suspension rates;
- Pupil expulsion rates; and
- Other local measures on the sense of safety.

Suspensions and Expulsions

Rate	School			District			State		
	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15
Suspensions	4.90	3.78	4.19	8.54	6.95	5.25	5.07	4.36	3.80
Expulsions	0.00	0.00	0.00	0.02	0.02	0.00	0.13	0.10	0.09

School Safety Plan (Most Recent Year)

The North Country Safe School and Emergency Preparedness Plan is updated annually with our current version being updated in February 2015. The Safe School plan is reviewed with faculty at the beginning of each school year.

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 in accordance to district guidelines 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.
4. Participate in annual district "disaster drill."

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.

D. Other SARC Information

The information in this section is required to be in the SARC but is not included in the state priorities for LCFF.

Adequate Yearly Progress Overall and by Criteria (School Year 2014-15)

AYP Criteria	School	District	State
Made AYP Overall	Yes	Yes	Yes
Met Participation Rate: English-Language Arts	Yes	Yes	Yes
Met Participation Rate: Mathematics	Yes	Yes	Yes
Met Percent Proficient: English-Language Arts	N/A	N/A	N/A
Met Percent Proficient: Mathematics	N/A	N/A	N/A
Met Attendance Rate	Yes	Yes	Yes
Met Graduation Rate	N/A	Yes	Yes

Federal Intervention Program (School Year 2015-16)

Indicator	School	District
Program Improvement Status	In PI	In PI
First Year of Program Improvement	2012-2013	2011-2012
Year in Program Improvement*	Year 2	Year 3
Number of Schools Currently in Program Improvement	N/A	4
Percent of Schools Currently in Program Improvement	N/A	100.0

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

Average Class Size and Class Size Distribution (Elementary)

Grade Level	2012-13			2013-14			2014-15					
	Avg. Class Size	Number of Classes			Avg. Class Size	Number of Classes			Avg. Class Size	Number of Classes		
		1-20	21-32	33+		1-20	21-32	33+		1-20	21-32	33+
K	30		4		25	1	4		26	1	4	
1	32		3		24		2		20	3	1	
2	33		1	1	30		4		25		3	
3	34			2	28		2		22		4	
4	27		2		30		3		28		2	
5	30		3		30		2		29		3	
6	33		1	1	25	1	3		33		1	1
Other	10	1			22		1		9	1		

Note: Number of classes indicates how many classes fall into each size category (a range of total students per class).

Academic Counselors and Other Support Staff (School Year 2014-15)

Title	Number of FTE Assigned to School	Average Number of Students per Academic Counselor
Academic Counselor	0	0
Counselor (Social/Behavioral or Career Development)	0	N/A
Library Media Teacher (Librarian)	1.0	N/A
Library Media Services Staff (Paraprofessional)	0	N/A
Psychologist	0.6	N/A
Social Worker	0	N/A
Nurse	1.0	N/A
Speech/Language/Hearing Specialist	2.0	N/A
Resource Specialist		N/A
Other	1.5	N/A

Note: Cells with N/A values do not require data. One Full Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Expenditures per Pupil and School Site Teacher Salaries (Fiscal Year 2013-14)

Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Supplemental/ Restricted	Basic/ Unrestricted	
School Site	3,310,318	897,035	2,413,283	73,664
District	N/A	N/A		\$71,155
Percent Difference: School Site and District	N/A	N/A		3.5
State	N/A	N/A	\$5,348	\$65,267
Percent Difference: School Site and State	N/A	N/A	45025.0	12.9

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

Types of Services Funded (Fiscal Year 2014-15)

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 classes and activities are hosted by staff and include Title I remedial reading for students in grades 1-6, and reading and language for LTEL students (Long Term English Language Learners) usually in 4th through 6th grades. During the school day, students who qualify receive additional reading and language instruction in ELD (English Language Development) classes and in Title I. Resource students receive instruction based on their IEP goals.

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.

We follow the following leadership model:

Building team structures that allow the entire staff (teaching and non-teaching) to collaborate on three main areas; culture, academics and leadership

Time during staff meetings is set aside 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 (Baldrige tools) in classrooms and incorporate into lessons

Use art and technology to reinforce individual worth and leadership

Establish classroom mission statements encouraging student input

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

Provide students with meaningful leadership roles and responsibilities

Support students in designing and leading school wide initiatives and projects
Maintain 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
Cooperative learning Big Buddy activities between older and younger students
WIGS (Wildly Important Goals) have been set by administrators, classroom teachers and individual students

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 run and managed by PTO

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

School-wide events, programs and assistance for students

ISPS (In School Postal System)

Author Day

Great Kindness challenge

Accelerated Reader

Red Ribbon Week promotes anti-drug campaign and promotes healthy lifestyles. Each day carries a different theme encouraging student participation

Consistent school-wide discipline policy and consistent seven habits language

Welcoming PE interns from Sac State University to work with students

Teacher and Administrative Salaries (Fiscal Year 2013-14)

Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$37,486	\$40,379
Mid-Range Teacher Salary	\$61,765	\$62,323
Highest Teacher Salary	\$78,953	\$81,127
Average Principal Salary (Elementary)	\$100,968	\$99,192
Average Principal Salary (Middle)	\$100,745	\$91,287
Average Principal Salary (High)	\$113,477	\$112,088
Superintendent Salary	\$153,250	\$159,821
Percent of Budget for Teacher Salaries	41%	36%
Percent of Budget for Administrative Salaries	4%	6%

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

Professional Development (Most Recent Three Years)

Staff Development

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

- *Common Core State Standards in ELA, Writing, and Math
- * identifying best practices in writing instruction
- * District math inservices for CPM and My Math
- *Project based learning opportunities

Decisions concerning selection of staff development activities are performed by the the Curriculum and Instruction office, the principal and grade level representatives. State assessment results, data analysis and teacher input determine the areas in which additional teacher training may enhance classroom instruction and increase student achievement levels.

North Country Elementary School supports ongoing professional growth throughout the year on minimum days and during staff meetings.

Teachers meet in grade level teams each Monday to conduct data analysis, compare test results and assignments and discuss best practices in order to identify areas of need. Teaching staff are provided the opportunity to participate in district-sponsored staff development workshops or training session as 1) a supplement to site-based staff development, 2) for reinforcement of or follow-up on previous training, or 3) follow-up training for newly implemented programs/curricula.

During the 2014-15 school year, North Country Elementary School's teachers attended the following events hosted by the Center Joint Unified School District:

- Common Core State Standards in Reading and Writing
- Common Core State Standards in Mathematics
- Providing Meaningful instruction for students with disabilities

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

job-related training from department supervisors and district representatives.

Oak Hill Elementary

School Accountability Report Card

Reported Using Data from the 2014-15 School Year

Published During 2015-16

By February 1 of each year, every school in California is required by state law to publish a School Accountability Report Card (SARC). The SARC contains information about the condition and performance of each California public school. Under the Local Control Funding Formula (LCFF) all local educational agencies (LEAs) are required to prepare a Local Control Accountability Plan (LCAP), which describes how they intend to meet annual school-specific goals for all pupils, with specific activities to address state and local priorities. Additionally, data reported in an LCAP is to be consistent with data reported in the SARC.

- For more information about SARC requirements, see the California Department of Education (CDE) SARC Web page at <http://www.cde.ca.gov/ta/ac/sa/>.
- For more information about the LCFF or LCAP, see the CDE LCFF Web page at <http://www.cde.ca.gov/fg/aa/lc/>.
- For additional information about the school, parents/guardians and community members should contact the school principal or the district office.

DataQuest

DataQuest is an online data tool located on the CDE DataQuest Web page at <http://dq.cde.ca.gov/dataquest/> that contains additional information about this school and comparisons of the school to the district, the county, and the state. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g., test data, enrollment, high school graduates, dropouts, course enrollments, staffing, and data regarding English learners).

Internet Access

Internet access is available at public libraries and other locations that are publicly accessible (e.g., the California State Library). Access to the Internet at libraries and public locations is generally provided on a first-come, first-served basis. Other use restrictions may include the hours of operation, the length of time that a workstation may be used (depending on availability), the types of software programs available on a workstation, and the ability to print documents.

About This School

Contact Information (Most Recent Year)

School Contact Information	
School Name	Oak Hill Elementary
Street	3909 North Loop Blvd.
City, State, Zip	Antelope, CA, 95626
Phone Number	(916) 338-6460
Principal	Patty Spore
E-mail Address	pspore@centerusd.org
Web Site	www.centerusd.k12.ca.us/cusd/oakhill
Grades Served	K-6
CDS Code	34 73973 6107734

District Contact Information	
District Name	Center Joint Unified School District
Phone Number	(916) 338-6411
Superintendent	Scott Loehr
E-mail Address	superintendentsoffice@centerusd.org
Web Site	www.centerusd.org

School Description and Mission Statement (Most Recent Year)

Oak Hill Elementary is a school of approximately 800 students in grades K-6. Oak Hill Elementary provides a warm, stimulating environment where students are actively involved in learning academic as well as positive values. Students receive a standards-based, challenging curriculum by dedicated professional staff based on the individual needs of the students. In keeping with the District LCAP goal students at Oak Hill Elementary School will be challenged and supported to achieve academic success in a clean, safe environment. Oak Hill Elementary School provides after school intervention for students in grades 1st-6th in English/Language Arts and for students in grades 3rd-6th in Math. In grades 4-6, our GATE and high achieving students are clustered to provide each with a challenging curriculum and stimulating interaction with their peers. The GATE students are also given the opportunity to attend after school challenge activities. Oak Hill Elementary supports the English Learners with a certificated teacher and a instructional assistant. For those English Learners that have been in the school system for more than 5 years, Oak Hill Elementary provides after school long term EL student support.

Students are encouraged to participate in many extra-curricular activities that build their sense of belonging. Programs offered at Oak Hill Elementary School include Art Club, Band, Spirit Squad, Tech Club, Student Council, and Green Beret. Our Green Beret program is designed to teach students how to solve conflict peacefully. Students in the 5th grade go through a one day training to learn skills such as listening, using "I" messages, and understanding body language. Selected students act as "Green Beret" conflict managers who assist students in solving conflicts.

Oak Hill Elementary School's Mission Statement reads: At Oak Hill, we are a community who believe that education is the key to success in preparing for the future.

Student Enrollment by Grade Level (School Year 2014-15)

Grade Level	Number of Students
Kindergarten	108
Grade 1	108
Grade 2	122
Grade 3	114
Grade 4	129
Grade 5	93
Grade 6	120
Total Enrollment	794

Student Enrollment by Group (School Year 2014-15)

Student Group	Percent of Percent of Total Enrollment
Black or African American	12.1
American Indian or Alaska Native	0.6
Asian	5.5
Filipino	3.4
Hispanic or Latino	20.8
Native Hawaiian or Pacific Islander	0.9
White	48.5
Two or More Races	8.2
Socioeconomically Disadvantaged	50
English Learners	21.7
Students with Disabilities	6
Foster Youth	0.6

A. Conditions of Learning

State Priority: Basic

The SARC provides the following information relevant to the Basic State Priority (Priority 1):

- Degree to which teachers are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching;
- Pupils have access to standards-aligned instructional materials; and
- School facilities are maintained in good repair.

Teacher Credentials

Teachers	School			District
	2013-14	2014-15	2015-16	2015-16
With Full Credential	27	30	31	208
Without Full Credential	0	0	0	0
Teaching Outside Subject Area of Competence (with full credential)	0	0	0	0

Teacher Misassignments and Vacant Teacher Positions

Indicator	2013-14	2014-15	2015-16
Misassignments of Teachers of English Learners	0	0	0
Total Teacher Misassignments *	0	0	0
Vacant Teacher Positions	0	0	0

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

* Total Teacher Misassignments includes the number of Misassignments of Teachers of English Learners.

Core Academic Classes Taught by Highly Qualified Teachers (School Year 2014-15)

Location of Classes	Percent of Classes In Core Academic Subjects	
	Taught by Highly Qualified Teachers	Not Taught by Highly Qualified Teachers
This School	100.0	0.0
All Schools in District	99.2	0.8
High-Poverty Schools in District	99.2	0.8
Low-Poverty Schools in District	100.0	0.0

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

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2015-16)

Year and month in which data were collected: December 2015

Core Curriculum Area	Textbooks and Instructional Materials/ Year of Adoption	From Most Recent Adoption?	Percent of Students Lacking Own Assigned Copy
Reading/Language Arts	Open Court, Open Court Reading 2002 Pearson Prentice Hall, Pearson Literature CA Reading and Language 2008	Yes	0%
Mathematics	CPM Educational Program, Core Connections 2014 McGraw Hill, My Math 2014	Yes	0%
Science	Harcourt School Publishers, California Science 2008 Pearson Prentice Hall, Prentice Hall California Science Explorer: Focus on Earth, Life, and Physical Science 2008	Yes	0%
History-Social Science	Houghton Mifflin, Houghton Mifflin History-Social Science 2007 McDougal Littell, World History: Ancient Civilizations 2007	Yes	0%

School Facility Conditions and Planned Improvements (Most Recent Year)

School Facility Good Repair Status (Most Recent Year)

School Facility Good Repair Status (Most Recent Year)				
Year and month in which data were collected: December 2015				
System Inspected	Repair Status			Repair Needed and Action Taken or Planned
	Good	Fair	Poor	
Systems: Gas Leaks, Mechanical/HVAC, Sewer	X			

School Facility Good Repair Status (Most Recent Year)				
Year and month in which data were collected: December 2015				
System Inspected	Repair Status			Repair Needed and Action Taken or Planned
	Good	Fair	Poor	
Interior: Interior Surfaces		X		carpets showing wear; cabinet hinge broken; ceiling tiles missing, stained, and sagging / blinds replaced; ceiling tiles replaced; carpet replaced; holes in wall repaired
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	X			rusty vent
Electrical: Electrical	X			light defusers missing; blower fan noisy / light covers replaced; camera replaced
Restrooms/Fountains: Restrooms, Sinks/ Fountains	X			
Safety: Fire Safety, Hazardous Materials	X			clutter removed; excess paper removed from walls
Structural: Structural Damage, Roofs		X		rain gutter causing rust stains on fascia; dry rot corner of Bodega Bay Square sign; rusty grill; skirting rotten; eaves hanging & needing paint
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	X			signs replaced; door handle & threshold repaired; door closer repaired; flashing at window repaired; ramp repaired

Overall Facility Rating (Most Recent Year)

Year and month in which data were collected: December 2015				
Overall Rating	Exemplary	Good	Fair	Poor
			X	

B. Pupil Outcomes

State Priority: Pupil Achievement

The SARC provides the following information relevant to the State priority: Pupil Achievement (Priority 4):

- Statewide assessments (i.e., California Assessment of Student Performance and Progress [CAASPP], Science California Standards Tests); and
- The percentage of pupils who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study

California Assessment of Student Performance and Progress Results for All Students (School Year 2014-15)

Subject	Percent of Students Meeting or Exceeding the State Standards (grades 3-8 and 11)		
	School	District	State
English Language Arts/Literacy	45	41	44
Mathematics	31	30	33

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

CAASPP Assessment Results - English Language Arts (ELA)

Disaggregated by Student Groups, Grades Three through Eight and Eleven (School Year 2014-15)

Student Group	Grade	Number of Students		Percent of Students				
		Enrolled	Tested	Tested	Standard Not Met	Standard Nearly Met	Standard Met	Standard Exceeded
All Students	3	117	115	98.3	32	28	23	17
	4	125	124	99.2	23	29	28	20
	5	96	94	97.9	23	28	29	20
	6	127	123	96.9	20	35	37	8
Male	3		54	46.2	37	22	24	17
	4		54	43.2	26	30	28	17
	5		46	47.9	30	30	26	13
	6		48	37.8	21	40	35	4
Female	3		61	52.1	28	33	23	16
	4		70	56.0	20	29	29	23
	5		48	50.0	17	25	31	27
	6		75	59.1	20	32	37	11
Black or African American	3		16	13.7	69	19	6	6
	4		8	6.4	--	--	--	--
	5		15	15.6	27	40	20	13
	6		17	13.4	35	24	35	6
American Indian or Alaska Native	3		1	0.9	--	--	--	--
	4		1	0.8	--	--	--	--
	6		1	0.8	--	--	--	--
Asian	3		8	6.8	--	--	--	--
	4		10	8.0	--	--	--	--
	5		9	9.4	--	--	--	--
	6		9	7.1	--	--	--	--
Filipino	3		2	1.7	--	--	--	--
	4		6	4.8	--	--	--	--
	5		4	4.2	--	--	--	--
	6		4	3.1	--	--	--	--
Hispanic or Latino	3		18	15.4	33	33	22	11
	4		32	25.6	34	34	25	6
	5		11	11.5	45	9	36	9
	6		25	19.7	12	40	48	0
Native Hawaiian or Pacific Islander	3		2	1.7	--	--	--	--
	4		1	0.8	--	--	--	--
	5		3	3.1	--	--	--	--
White	3		60	51.3	23	28	27	22
	4		50	40.0	12	30	28	30

Student Group	Grade	Number of Students		Percent of Students				
		Enrolled	Tested	Tested	Standard Not Met	Standard Nearly Met	Standard Met	Standard Exceeded
	5		50	52.1	22	30	28	20
	6		63	49.6	24	30	38	8
Two or More Races	3		8	6.8	--	--	--	--
	4		16	12.8	31	25	31	13
	5		2	2.1	--	--	--	--
	6		4	3.1	--	--	--	--
Socioeconomically Disadvantaged	3		64	54.7	41	25	27	8
	4		55	44.0	25	36	24	15
	5		45	46.9	22	31	36	11
	6		67	52.8	27	34	33	6
English Learners	3		34	29.1	29	38	29	3
	4		23	18.4	22	39	22	17
	5		14	14.6	21	57	14	7
	6		12	9.4	50	33	17	0
Students with Disabilities	3		10	8.5	--	--	--	--
	4		11	8.8	36	27	27	9
	5		2	2.1	--	--	--	--
	6		12	9.4	50	33	8	8
Foster Youth	3		--	--	--	--	--	--
	4		--	--	--	--	--	--
	5		--	--	--	--	--	--
	6		--	--	--	--	--	--

Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: The number of students tested includes students that did not receive a score; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using students with scores.

CAASPP Assessment Results - Mathematics

Disaggregated by Student Groups, Grades Three through Eight and Eleven (School Year 2014-15)

Student Group	Grade	Number of Students		Percent of Students				
		Enrolled	Tested	Tested	Standard	Standard	Standard	Standard
All Students	3	117	115	98.3	36	34	23	8
	4	125	124	99.2	19	40	31	10
	5	96	95	99.0	41	35	17	6
	6	127	122	96.1	36	34	19	11
Male	3		54	46.2	33	33	24	9
	4		54	43.2	19	37	31	13
	5		46	47.9	41	43	9	7
	6		47	37.0	36	32	21	11
Female	3		61	52.1	38	34	21	7

Student Group	Grade	Number of Students		Percent of Students			
		Enrolled	Tested	Tested	Standard	Standard	Standard	Standard
	4	70	56.0	20	43	30	7
	5	49	51.0	41	27	24	6
	6	75	59.1	36	36	17	11
Black or African American	3	16	13.7	75	19	6	0
	4	8	6.4	--	--	--	--
	5	15	15.6	60	20	20	0
	6	17	13.4	47	41	6	6
American Indian or Alaska Native	3	1	0.9	--	--	--	--
	4	1	0.8	--	--	--	--
	6	1	0.8	--	--	--	--
Asian	3	8	6.8	--	--	--	--
	4	10	8.0	--	--	--	--
	5	9	9.4	--	--	--	--
	6	9	7.1	--	--	--	--
Filipino	3	2	1.7	--	--	--	--
	4	6	4.8	--	--	--	--
	5	4	4.2	--	--	--	--
	6	4	3.1	--	--	--	--
Hispanic or Latino	3	18	15.4	39	39	17	6
	4	32	25.6	28	59	9	3
	5	11	11.5	55	18	9	9
	6	25	19.7	40	40	20	0
Native Hawaiian or Pacific Islander	3	2	1.7	--	--	--	--
	4	1	0.8	--	--	--	--
	5	3	3.1	--	--	--	--
White	3	60	51.3	23	37	30	10
	4	50	40.0	8	36	42	14
	5	50	52.1	36	40	18	6
	6	62	48.8	34	29	23	15
Two or More Races	3	8	6.8	--	--	--	--
	4	16	12.8	25	44	25	6
	5	3	3.1	--	--	--	--
	6	4	3.1	--	--	--	--
Socioeconomically Disadvantaged	3	64	54.7	48	30	19	3
	4	55	44.0	27	38	29	5
	5	45	46.9	51	31	18	0
	6	67	52.8	51	25	15	9
English Learners	3	34	29.1	32	44	24	0

Student Group	Grade	Number of Students		Percent of Students				
		Enrolled	Tested	Tested	Standard	Standard	Standard	Standard
	4		23	18.4	17	43	22	17
	5		14	14.6	50	36	14	0
	6		12	9.4	67	33	0	0
Students with Disabilities	3		10	8.5	--	--	--	--
	4		11	8.8	27	36	27	9
	5		2	2.1	--	--	--	--
	6		12	9.4	83	17	0	0
Foster Youth	3		--	--	--	--	--	--
	4		--	--	--	--	--	--
	5		--	--	--	--	--	--
	6		--	--	--	--	--	--

Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: The number of students tested includes students that did not receive a score; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using students with scores.

California Standards Tests for All Students in Science (Three-Year Comparison)

Subject	Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards)								
	School			District			State		
	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15
Science (grades 5, 8, and 10)	64	55	53	58	56	57	59	60	56

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

California Standards Tests Results by Student Group in Science (School Year 2014-15)

Student Group	Percent of Students Scoring at Proficient or Advanced
All Students in the LEA	57
All Student at the School	53
Male	48
Female	57
Black or African American	46
Asian	--
Filipino	--
Hispanic or Latino	--
Native Hawaiian or Pacific Islander	--
White	57
Two or More Races	--
Socioeconomically Disadvantaged	--
English Learners	28
Students with Disabilities	46
Foster Youth	--

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

California Physical Fitness Test Results (School Year 2014-15)

Grade Level	Percent of Students Meeting Fitness Standards		
	Four of Six Standards	Five of Six Standards	Six of Six Standards
5	19.40	25.80	18.30

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

C. Engagement

State Priority: Parental Involvement

The SARC provides the following information relevant to the Parental Involvement State Priority (Priority 3):

- Efforts the school district makes to seek parent input in making decisions for the school district and each schoolsite.

Opportunities for Parental Involvement (Most Recent Year)

Goal 3 of the Center JUSD LCAP states that "students and families will be engaged and informed regarding the educational process and opportunities." Parents are encouraged to get involved in their child's learning environment either by volunteering in the classroom, participating in a decision-making group, or simply attending school events. Parents are informed on upcoming events and school activities through automated telephone messages, email, flyers, newsletters, parent conferences, progress reports, the school marquee, the school website, and during our monthly parent information nights.

Oak Hill Elementary School has an active PTA providing many opportunities for students and parents to participate in activities outside of the school day, as well as during the school day. Parents may contact any PTA board member at (916) 338-6460 for more information on how to become involved in their child's learning environment. Parents are encouraged to join any of our parent groups which include PTA, School Site Council, English Learner Advisory Council, and District English Learner Advisory Council.

State Priority: School Climate

The SARC provides the following information relevant to the School Climate State Priority (Priority 6):

- Pupil suspension rates;
- Pupil expulsion rates; and
- Other local measures on the sense of safety.

Suspensions and Expulsions

Rate	School			District			State		
	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15
Suspensions	3.23	2.69	2.69	8.54	6.95	5.25	5.07	4.36	3.80
Expulsions	0.00	0.00	0.00	0.02	0.02	0.00	0.13	0.10	0.09

School Safety Plan (Most Recent Year)

The Comprehensive School Site Safety Plan was developed for Oak Hill Elementary School in collaboration with local agencies and the district office to fulfill Senate Bill 187 requirements. Components of this plan include child abuse reporting procedures, teacher notification of dangerous pupil procedures, disaster response procedures, procedures for safe arrival and departure from school, sexual harassment policy, and dress code policy. The school's most recent school safety plan was reviewed and updated in December 2015 and discussed with the school staff in January 2016.

D. Other SARC Information

The information in this section is required to be in the SARC but is not included in the state priorities for LCFF.

Adequate Yearly Progress Overall and by Criteria (School Year 2014-15)

AYP Criteria	School	District	State
Made AYP Overall	Yes	Yes	Yes
Met Participation Rate: English-Language Arts	Yes	Yes	Yes
Met Participation Rate: Mathematics	Yes	Yes	Yes
Met Percent Proficient: English-Language Arts	N/A	N/A	N/A
Met Percent Proficient: Mathematics	N/A	N/A	N/A
Met Attendance Rate	Yes	Yes	Yes
Met Graduation Rate	N/A	Yes	Yes

Federal Intervention Program (School Year 2015-16)

Indicator	School	District
Program Improvement Status		In PI
First Year of Program Improvement		2011-2012
Year in Program Improvement*		Year 3
Number of Schools Currently in Program Improvement	N/A	4
Percent of Schools Currently in Program Improvement	N/A	100.0

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

Average Class Size and Class Size Distribution (Elementary)

Grade Level	2012-13				2013-14				2014-15			
	Avg. Class Size	Number of Classes			Avg. Class Size	Number of Classes			Avg. Class Size	Number of Classes		
		1-20	21-32	33+		1-20	21-32	33+		1-20	21-32	33+
K	31		4		28		4		27	1	3	
1	32		3		26		4		27		3	
2	31		4		30		4		27		4	
3	31		4		31		4		26		5	
4	33			3	30		3		32		3	1
5	32		2	1	30		4		31		2	1
6	31		4		30		3		30		3	1
Other	12	1							27		1	

Note: Number of classes indicates how many classes fall into each size category (a range of total students per class).

Academic Counselors and Other Support Staff (School Year 2014-15)

Title	Number of FTE Assigned to School	Average Number of Students per Academic Counselor
Academic Counselor	0	0
Counselor (Social/Behavioral or Career Development)	.4	N/A
Library Media Teacher (Librarian)	0	N/A
Library Media Services Staff (Paraprofessional)	1.5	N/A
Psychologist	.4	N/A
Social Worker	0	N/A
Nurse		N/A
Speech/Language/Hearing Specialist	.5	N/A
Resource Specialist	1	N/A
Other		N/A

Note: Cells with N/A values do not require data. One Full Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Expenditures per Pupil and School Site Teacher Salaries (Fiscal Year 2013-14)

Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Supplemental/Restricted	Basic/Unrestricted	
School Site	3,228,084	289,787	2,38,297	73,332
District	N/A	N/A		\$71,155
Percent Difference: School Site and District	N/A	N/A		3.1
State	N/A	N/A	\$5,348	\$65,267
Percent Difference: School Site and State	N/A	N/A	4355.8	12.4

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

Types of Services Funded (Fiscal Year 2014-15)

In addition to general fund state funding, Center Joint Unified School District receives state and federal categorical funding for special programs. For the 2014-2015 school year, the district received categorical, special education, and support funds for:

- * Class Size Reduction, Grades K-3
- * Lottery: Instructional Materials
- * Medi-Cal Billing Option
- * Title I

- * Title II
- * Title III
- * Title X, McKinney-Vento Homeless Assistance
- * Transportation: Special Education

Teacher and Administrative Salaries (Fiscal Year 2013-14)

Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$37,486	\$40,379
Mid-Range Teacher Salary	\$61,765	\$62,323
Highest Teacher Salary	\$78,953	\$81,127
Average Principal Salary (Elementary)	\$100,968	\$99,192
Average Principal Salary (Middle)	\$100,745	\$91,287
Average Principal Salary (High)	\$113,477	\$112,088
Superintendent Salary	\$153,250	\$159,821
Percent of Budget for Teacher Salaries	41%	36%
Percent of Budget for Administrative Salaries	4%	6%

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

Professional Development (Most Recent Three Years)

In the 2014-2015 school year, new math text books were being used. Teachers received training in after school workshops. There is continued support both on line and through the district curriculum coordinator.

A district focus is on writing. Teachers have received training on student brief writes through Sacramento County Office of Education. Teachers were given release time to meet with County personnel for both training and hand scoring the CAASPP interim brief writes. Continued support is provided by the district curriculum coordinator.

The 2014-2015 CAASPP ELA scores for our English Language Learners showed that our English Language Learners were far below the English Speaking students. Only 14% of the English Language Learner sub group scored at or above "met" standards on the ELA portion of the standardized test while the School-wide achievement was approximately 23%. In order to ensure that teachers are prepared for the new ELA/ELD standards, the district provided an after school workshop for teachers on the new ELD Common Core Standards. Support is provided by the English Language Learner Teacher that is on site 50% of the day.

Cyril Spinelli Elementary School School Accountability Report Card Reported Using Data from the 2014-15 School Year Published During 2015-16

By February 1 of each year, every school in California is required by state law to publish a School Accountability Report Card (SARC). The SARC contains information about the condition and performance of each California public school. Under the Local Control Funding Formula (LCFF) all local educational agencies (LEAs) are required to prepare a Local Control Accountability Plan (LCAP), which describes how they intend to meet annual school-specific goals for all pupils, with specific activities to address state and local priorities. Additionally, data reported in an LCAP is to be consistent with data reported in the SARC.

- For more information about SARC requirements, see the California Department of Education (CDE) SARC Web page at <http://www.cde.ca.gov/ta/ac/sa/>.
- For more information about the LCFF or LCAP, see the CDE LCFF Web page at <http://www.cde.ca.gov/fg/aa/lc/>.
- For additional information about the school, parents/guardians and community members should contact the school principal or the district office.

DataQuest

DataQuest is an online data tool located on the CDE DataQuest Web page at <http://dq.cde.ca.gov/dataquest/> that contains additional information about this school and comparisons of the school to the district, the county, and the state. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g., test data, enrollment, high school graduates, dropouts, course enrollments, staffing, and data regarding English learners).

Internet Access

Internet access is available at public libraries and other locations that are publicly accessible (e.g., the California State Library). Access to the Internet at libraries and public locations is generally provided on a first-come, first-served basis. Other use restrictions may include the hours of operation, the length of time that a workstation may be used (depending on availability), the types of software programs available on a workstation, and the ability to print documents.

About This School

Contact Information (Most Recent Year)

School Contact Information	
School Name	Cyril Spinelli Elementary School
Street	3401 Scotland Drive
City, State, Zip	Antelope, CA 95843
Phone Number	(916) 338-6490
Principal	Kristin Schmieder
E-mail Address	kriss@centerusd.org
Web Site	https://sites.google.com/a/centerusd.org/spinelli/home
Grades Served	Pre-School-6
CDS Code	34-73973-6032924

District Contact Information	
District Name	Center Joint Unified School District
Phone Number	(916) 338-6400
Superintendent	Scott Loehr
E-mail Address	superintendentsoffice@centerusd.org
Web Site	www.centerusd.org

School Description and Mission Statement (Most Recent Year)

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

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

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

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

- A safe and orderly environment for staff and students
- State adopted common core curriculum and quality instruction
- Formative and summative assessments of student performance
- Communication between home and school
- Students attending daily, on time and ready to learn
- A nurturing, caring educational environment

Student Enrollment by Grade Level (School Year 2014-15)

Grade Level	Number of Students
Kindergarten	35
Grade 1	38
Grade 2	43
Grade 3	43
Grade 4	46
Grade 5	55
Grade 6	58
Total Enrollment	318

Student Enrollment by Group (School Year 2014-15)

Student Group	Percent of Percent of Total Enrollment
Black or African American	6.9
American Indian or Alaska Native	0.3
Asian	13.5
Filipino	0.9
Hispanic or Latino	24.2
Native Hawaiian or Pacific Islander	1.3
White	43.1
Two or More Races	8.8
Socioeconomically Disadvantaged	77.7
English Learners	24.5
Students with Disabilities	27.4
Foster Youth	1.6

A. Conditions of Learning

State Priority: Basic

The SARC provides the following information relevant to the Basic State Priority (Priority 1):

- Degree to which teachers are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching;
- Pupils have access to standards-aligned instructional materials; and
- School facilities are maintained in good repair.

Teacher Credentials

Teachers	School			District
	2013-14	2014-15	2015-16	2015-16
With Full Credential	17	16	18	208
Without Full Credential	0	0	0	0
Teaching Outside Subject Area of Competence (with full credential)	0	0	0	0

Teacher Misassignments and Vacant Teacher Positions

Indicator	2013-14	2014-15	2015-16
Misassignments of Teachers of English Learners	0	0	0
Total Teacher Misassignments *	0	0	0
Vacant Teacher Positions	0	0	0

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

* Total Teacher Misassignments includes the number of Misassignments of Teachers of English Learners.

Core Academic Classes Taught by Highly Qualified Teachers (School Year 2014-15)

Location of Classes	Percent of Classes In Core Academic Subjects	
	Taught by Highly Qualified Teachers	Not Taught by Highly Qualified Teachers
This School	100.0	0.0
All Schools in District	99.2	0.8
High-Poverty Schools in District	99.2	0.8
Low-Poverty Schools in District	100.0	0.0

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

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2015-16)

Year and month in which data were collected: December 2015

Core Curriculum Area	Textbooks and Instructional Materials/ Year of Adoption	From Most Recent Adoption?	Percent of Students Lacking Own Assigned Copy
Reading/Language Arts	2002, Open Court, Open Court Reading With ELD materials, 2008, Pearson Prentice Hall, Pearson Literature CA Reading and Language	Yes	0
Mathematics	2014, CPM Educational Program, Core Connections 2014, McGraw Hill, My Math	Yes	0
Science	2008, Harcourt School Publishers, California Science 2008, Pearson Prentice Hall, California Science Explorer: Focus on Earth, Life, and Physical Science	Yes	0
History-Social Science	2007, Houghton Mifflin, Houghton Mifflin History-Social Science 2007, McDougal Littell, World History: Ancient Civilizations	Yes	0
Foreign Language	none		
Health	none		
Visual and Performing Arts	none		
Science Laboratory Equipment (grades 9-12)	none		

School Facility Conditions and Planned Improvements (Most Recent Year)

School Facility Good Repair Status (Most Recent Year)

School Facility Good Repair Status (Most Recent Year)				
Year and month in which data were collected: 12/2015				
System Inspected	Repair Status			Repair Needed and Action Taken or Planned
	Good	Fair	Poor	
Systems: Gas Leaks, Mechanical/HVAC, Sewer	X			unistrut pulled loose outside MP Room / HVAC units replaced
Interior: Interior Surfaces		X		ceiling tiles missing or bad; walls needing paint; crack in soffit plaster; carpet needs repair; holes in wall of computer storeroom; cabinet doors & drawer front ripped off / ceiling tiles replaced
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	X			
Electrical: Electrical	X			exterior lighting timer needs to be replaced; motion sensor needs repair; light defuser missing; clock not working / soffit lights replaced
Restrooms/Fountains: Restrooms, Sinks/ Fountains	X			exhaust fan in kitchen needs tune-up; adult RR has loud exhaust fan
Safety: Fire Safety, Hazardous Materials	X			
Structural: Structural Damage, Roofs	X			exterior signage missing letters; back down spout pulled out, other needs repair
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	X			RR metal casing & hinges rusting; door numbers missing; BB hole in window; old door handles; door dragging; cracks in asphalt; broken tensioner on fence by Rm 6 / doors adjusted; windows replaced; door locks replaced

Overall Facility Rating (Most Recent Year)

Year and month in which data were collected: 12/2015				
Overall Rating	Exemplary	Good	Fair	Poor
			X	

B. Pupil Outcomes

State Priority: Pupil Achievement

The SARC provides the following information relevant to the State priority: Pupil Achievement (Priority 4):

- Statewide assessments (i.e., California Assessment of Student Performance and Progress [CAASPP], Science California Standards Tests); and
- The percentage of pupils who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study

California Assessment of Student Performance and Progress Results for All Students (School Year 2014-15)

Subject	Percent of Students Meeting or Exceeding the State Standards (grades 3-8 and 11)		
	School	District	State
English Language Arts/Literacy	39	41	44
Mathematics	29	30	33

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

CAASPP Assessment Results - English Language Arts (ELA)

Disaggregated by Student Groups, Grades Three through Eight and Eleven (School Year 2014-15)

Student Group	Grade	Number of Students		Percent of Students				
		Enrolled	Tested	Tested	Standard Not Met	Standard Nearly Met	Standard Met	Standard Exceeded
All Students	3	40	40	100.0	35	33	20	13
	4	41	41	100.0	29	24	22	24
	5	59	49	83.1	29	33	35	4
	6	56	54	96.4	33	30	30	7
Male	3		18	45.0	33	39	11	17
	4		14	34.1	43	21	14	21
	5		25	42.4	32	32	32	4
	6		35	62.5	31	34	29	6
Female	3		22	55.0	36	27	27	9
	4		27	65.9	22	26	26	26
	5		24	40.7	25	33	38	4
	6		19	33.9	37	21	32	11
Black or African American	3		2	5.0	--	--	--	--
	4		2	4.9	--	--	--	--
	5		4	6.8	--	--	--	--
	6		6	10.7	--	--	--	--
Asian	3		4	10.0	--	--	--	--
	4		7	17.1	--	--	--	--
	5		8	13.6	--	--	--	--
	6		8	14.3	--	--	--	--
Filipino	5		1	1.7	--	--	--	--
	6		1	1.8	--	--	--	--
Hispanic or Latino	3		12	30.0	50	33	17	0
	4		10	24.4	--	--	--	--
	5		12	20.3	8	58	25	8
	6		14	25.0	21	36	36	7
Native Hawaiian or Pacific Islander	3		1	2.5	--	--	--	--
	5		1	1.7	--	--	--	--
	6		1	1.8	--	--	--	--
White	3		17	42.5	41	24	18	18
	4		18	43.9	28	22	28	22
	5		20	33.9	35	20	45	0
	6		19	33.9	42	26	26	5
Two or More Races	3		4	10.0	--	--	--	--
	4		4	9.8	--	--	--	--
	5		3	5.1	--	--	--	--

Student Group	Grade	Number of Students		Percent of Students				
		Enrolled	Tested	Tested	Standard Not Met	Standard Nearly Met	Standard Met	Standard Exceeded
	6		4	7.1	--	--	--	--
Socioeconomically Disadvantaged	3		33	82.5	33	36	18	12
	4		30	73.2	33	23	23	20
	5		38	64.4	34	32	29	5
	6		45	80.4	36	29	31	4
English Learners	3		14	35.0	36	36	14	14
	4		10	24.4	--	--	--	--
	5		11	18.6	36	55	9	0
	6		13	23.2	69	31	0	0
Students with Disabilities	3		8	20.0	--	--	--	--
	4		10	24.4	--	--	--	--
	5		17	28.8	53	29	18	0
	6		18	32.1	67	28	6	0
Foster Youth	3		--	--	--	--	--	--
	4		--	--	--	--	--	--
	5		--	--	--	--	--	--
	6		--	--	--	--	--	--

Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: The number of students tested includes students that did not receive a score; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using students with scores.

CAASPP Assessment Results - Mathematics

Disaggregated by Student Groups, Grades Three through Eight and Eleven (School Year 2014-15)

Student Group	Grade	Number of Students		Percent of Students				
		Enrolled	Tested	Tested	Standard	Standard	Standard	Standard
All Students	3	40	40	100.0	45	28	28	0
	4	41	41	100.0	22	39	34	5
	5	59	50	84.7	38	42	16	4
	6	56	54	96.4	41	28	22	9
Male	3		18	45.0	33	28	39	0
	4		14	34.1	29	29	43	0
	5		25	42.4	32	44	24	0
	6		35	62.5	40	26	23	11
Female	3		22	55.0	55	27	18	0
	4		27	65.9	19	44	30	7
	5		25	42.4	44	40	8	8
	6		19	33.9	42	32	21	5
Black or African American	3		2	5.0	--	--	--	--
	4		2	4.9	--	--	--	--

Student Group	Grade	Number of Students		Percent of Students				
		Enrolled	Tested	Tested	Standard	Standard	Standard	Standard
	5		4	6.8	--	--	--	--
	6		6	10.7	--	--	--	--
Asian	3		4	10.0	--	--	--	--
	4		7	17.1	--	--	--	--
	5		8	13.6	--	--	--	--
	6		8	14.3	--	--	--	--
Filipino	5		1	1.7	--	--	--	--
	6		1	1.8	--	--	--	--
Hispanic or Latino	3		12	30.0	42	33	25	0
	4		10	24.4	--	--	--	--
	5		12	20.3	33	58	8	0
	6		14	25.0	36	29	29	7
Native Hawaiian or Pacific Islander	3		1	2.5	--	--	--	--
	5		1	1.7	--	--	--	--
	6		1	1.8	--	--	--	--
White	3		17	42.5	59	6	35	0
	4		18	43.9	28	33	33	6
	5		21	35.6	29	48	19	5
	6		19	33.9	47	32	11	11
Two or More Races	3		4	10.0	--	--	--	--
	4		4	9.8	--	--	--	--
	5		3	5.1	--	--	--	--
	6		4	7.1	--	--	--	--
Socioeconomically Disadvantaged	3		33	82.5	48	27	24	0
	4		30	73.2	23	37	33	7
	5		39	66.1	46	36	13	5
	6		45	80.4	44	29	18	9
English Learners	3		14	35.0	43	29	29	0
	4		10	24.4	--	--	--	--
	5		12	20.3	75	25	0	0
	6		13	23.2	62	31	8	0
Students with Disabilities	3		8	20.0	--	--	--	--
	4		10	24.4	--	--	--	--
	5		17	28.8	59	24	12	6
	6		18	32.1	89	6	6	0
Foster Youth	3		--	--	--	--	--	--
	4		--	--	--	--	--	--
	5		--	--	--	--	--	--

Student Group	Grade	Number of Students		Percent of Students			
		Enrolled	Tested	Tested	Standard	Standard	Standard
	6	--	--	--	--	--	--

Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: The number of students tested includes students that did not receive a score; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using students with scores.

California Standards Tests for All Students in Science (Three-Year Comparison)

Subject	Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards)								
	School			District			State		
	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15
Science (grades 5, 8, and 10)	54	48	39	58	56	57	59	60	56

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

California Standards Tests Results by Student Group in Science (School Year 2014-15)

Student Group	Percent of Students Scoring at Proficient or Advanced
All Students in the LEA	57
All Student at the School	39
Male	47
Female	33
Black or African American	--
American Indian or Alaska Native	--
Asian	--
Filipino	--
Hispanic or Latino	--
Native Hawaiian or Pacific Islander	--
White	30
Two or More Races	--
Socioeconomically Disadvantaged	--
English Learners	--
Students with Disabilities	37
Foster Youth	--

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

California Physical Fitness Test Results (School Year 2014-15)

Grade Level	Percent of Students Meeting Fitness Standards		
	Four of Six Standards	Five of Six Standards	Six of Six Standards
5	12.10	15.50	17.20

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

C. Engagement

State Priority: Parental Involvement

The SARC provides the following information relevant to the Parental Involvement State Priority (Priority 3):

- Efforts the school district makes to seek parent input in making decisions for the school district and each schoolsite.

Opportunities for Parental Involvement (Most Recent Year)

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

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

Opportunities to Volunteer:

Chaperon field trips
Classroom helper
Fundraising activities

Committees:

English Learner Advisory Council
School Site Council

School Activities:

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

State Priority: School Climate

The SARC provides the following information relevant to the School Climate State Priority (Priority 6):

- Pupil suspension rates;
- Pupil expulsion rates; and
- Other local measures on the sense of safety.

Suspensions and Expulsions

Rate	School			District			State		
	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15
Suspensions	5.35	1.93	2.01	8.54	6.95	5.25	5.07	4.36	3.80
Expulsions	0.00	0.00	0.00	0.02	0.02	0.00	0.13	0.10	0.09

School Safety Plan (Most Recent Year)

The Comprehensive School site Safety Plan was developed for Spinelli Elementary School in collaboration with local agencies and the district to fulfill Senate Bill 187 requirements. Components of this plan include crisis management procedures; an Incident Command System, lockdown and student release procedures, and yearly safety trainings. It also includes crisis readiness procedures; bomb threats, chemical spills, hostage situations, severe weather, and a shooting or stabbing incident. Lastly, the site action plan describing goals for school climate and the physical environment. The school's safety plan is reviewed and updated by the site safety committee using input from our safety surveys, and discussed with the staff by October of each school year.

D. Other SARC Information

The information in this section is required to be in the SARC but is not included in the state priorities for LCFF.

Adequate Yearly Progress Overall and by Criteria (School Year 2014-15)

AYP Criteria	School	District	State
Made AYP Overall	Yes	Yes	Yes
Met Participation Rate: English-Language Arts	Yes	Yes	Yes
Met Participation Rate: Mathematics	Yes	Yes	Yes
Met Percent Proficient: English-Language Arts	N/A	N/A	N/A
Met Percent Proficient: Mathematics	N/A	N/A	N/A
Met Attendance Rate	Yes	Yes	Yes
Met Graduation Rate	N/A	Yes	Yes

Federal Intervention Program (School Year 2015-16)

Indicator	School	District
Program Improvement Status	In PI	In PI
First Year of Program Improvement	2011-2012	2011-2012
Year in Program Improvement*	Year 3	Year 3
Number of Schools Currently in Program Improvement	N/A	4
Percent of Schools Currently in Program Improvement	N/A	100.0

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

Average Class Size and Class Size Distribution (Elementary)

Grade Level	2012-13			2013-14			2014-15					
	Avg. Class Size	Number of Classes			Avg. Class Size	Number of Classes			Avg. Class Size	Number of Classes		
		1-20	21-32	33+		1-20	21-32	33+		1-20	21-32	33+
K	15	2	1		27		2		15	2	1	
1	27		1		22		1		11	1	1	
2	30		1		29		1		22		2	
3	22	1	2		20	1			27		1	
4	28		1		24	1	2		22	1	2	
5	24	1	2		24		1		25		1	
6	29		2		25	1	2		20	2	2	
Other	12	3			10	3			8	1		

Note: Number of classes indicates how many classes fall into each size category (a range of total students per class).

Academic Counselors and Other Support Staff (School Year 2014-15)

Title	Number of FTE Assigned to School	Average Number of Students per Academic Counselor
Academic Counselor	0	0
Counselor (Social/Behavioral or Career Development)	0	N/A
Library Media Teacher (Librarian)	0	N/A
Library Media Services Staff (Paraprofessional)	1	N/A
Psychologist	1	N/A
Social Worker	0	N/A
Nurse	0	N/A
Speech/Language/Hearing Specialist	2	N/A
Resource Specialist	0	N/A
Other	0	N/A

Note: Cells with N/A values do not require data. One Full Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Expenditures per Pupil and School Site Teacher Salaries (Fiscal Year 2013-14)

Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Supplemental/ Restricted	Basic/ Unrestricted	
School Site	\$2,840,641	\$1,342,150	\$1,498,491	\$70,909
District	N/A	N/A		\$71,155
Percent Difference: School Site and District	N/A	N/A		-0.3
State	N/A	N/A	\$5,348	\$65,267
Percent Difference: School Site and State	N/A	N/A	27919.7	8.6

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

Types of Services Funded (Fiscal Year 2014-15)

As part of the new Local Control Funding Formula, school districts are required to develop, adopt, and annually update a three-year Local Control Accountability Plan (LCAP). The LCAP is a comprehensive plan showing how school districts support student success. The plan is organized around state and local priorities. Center Joint Unified School District has created goals to meet the LCAP requirements. The first goal is: CJUSD students will be challenged and supported to achieve academic success in a clean, safe environment. At Spinelli, we teach the Common Core State Standards, use district adopted curriculum, participate in staff development and collaboration to improve student learning, and ensure EL students get additional support where needed. To reach our goals, we provide a morning intervention program five days a week with two credentialed teachers, a morning EL intervention program four days a week for our LTELs with a credentialed teacher, and we offer additional support throughout the school day by pushing-in and pulling-out students with one full-time and one half-time credentialed teacher. The Family Resource Center is located on our campus. They provide academic support, mentoring, tutoring, clothing, school supplies, and mental health counseling services. The second goal: CJUSD students will be engaged in their educational process and opportunities. We offer incentives to remedy attendance issues by encouraging students to participate in after school extra curricular activities. The third goal: CJUSD families will be engaged and informed regarding their students' educational experience. We offer several opportunities during the school year for our families to participate in day and evening educational events. We communicate with families via email, auto-dialer messages, phone calls home, personal parent meetings, written communication, and internet access to student grades via Homelink.

Teacher and Administrative Salaries (Fiscal Year 2013-14)

Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$37,486	\$40,379
Mid-Range Teacher Salary	\$61,765	\$62,323
Highest Teacher Salary	\$78,953	\$81,127
Average Principal Salary (Elementary)	\$100,968	\$99,192
Average Principal Salary (Middle)	\$100,745	\$91,287
Average Principal Salary (High)	\$113,477	\$112,088
Superintendent Salary	\$153,250	\$159,821
Percent of Budget for Teacher Salaries	41%	36%
Percent of Budget for Administrative Salaries	4%	6%

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

Professional Development (Most Recent Three Years)

CIUSD adopted new math programs for the 2014-2015 school year aligned with the Common Core State Standards. The majority of professional development was focused on the new math programs. Teachers attended week long training sessions, and several early out days were focused on the Common Core State Standards for math. There was also a focus on the writing text types: narrative, informational/explanatory, and opinion/argument. Rubrics were implemented for the different text types, and exemplars were selected at each grade level. Benchmark data in math and language arts was recorded district-wide in grades K-2. Weekly collaboration time was spent reviewing and discussing student work samples, and sharing and implementing teaching strategies to improve student learning opportunities.

Wilson C. Riles Middle School

School Accountability Report Card

Reported Using Data from the 2014-15 School Year

Published During 2015-16

By February 1 of each year, every school in California is required by state law to publish a School Accountability Report Card (SARC). The SARC contains information about the condition and performance of each California public school. Under the Local Control Funding Formula (LCFF) all local educational agencies (LEAs) are required to prepare a Local Control Accountability Plan (LCAP), which describes how they intend to meet annual school-specific goals for all pupils, with specific activities to address state and local priorities. Additionally, data reported in an LCAP is to be consistent with data reported in the SARC.

- For more information about SARC requirements, see the California Department of Education (CDE) SARC Web page at <http://www.cde.ca.gov/ta/ac/sa/>.
- For more information about the LCFF or LCAP, see the CDE LCFF Web page at <http://www.cde.ca.gov/fg/aa/lc/>.
- For additional information about the school, parents/guardians and community members should contact the school principal or the district office.

DataQuest

DataQuest is an online data tool located on the CDE DataQuest Web page at <http://dq.cde.ca.gov/dataquest/> that contains additional information about this school and comparisons of the school to the district, the county, and the state. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g., test data, enrollment, high school graduates, dropouts, course enrollments, staffing, and data regarding English learners).

Internet Access

Internet access is available at public libraries and other locations that are publicly accessible (e.g., the California State Library). Access to the Internet at libraries and public locations is generally provided on a first-come, first-served basis. Other use restrictions may include the hours of operation, the length of time that a workstation may be used (depending on availability), the types of software programs available on a workstation, and the ability to print documents.

About This School

Contact Information (Most Recent Year)

School Contact Information	
School Name	Wilson C. Riles Middle School
Street	4747 PFE Road
City, State, Zip	Roseville, CA 95747
Phone Number	916-787-8100
Principal	Joyce Frisch
E-mail Address	joyce@centerusd.org
Web Site	www.centerusd.k12.ca.us/cusd/wcriles
Grades Served	7-8
CDS Code	34739730108621

District Contact Information	
District Name	Center Joint Unified School District
Phone Number	916-338-6400
Superintendent	Scott Loehr
E-mail Address	superintendentsoffice@centerusd.org
Web Site	www.centerusd.org

School Description and Mission Statement (Most Recent Year)

Wilson C. Riles Middle School is located in the northern region of Roseville and serves students in grades seven through eight following a traditional calendar. The mission of Wilson C. Riles Middle School is to develop our student's academic, emotional, and social skills for success today and in the future.

As a school, we are focused on providing all students with the opportunity to achieve. We accommodate individual learning styles while maintaining high and obtainable expectations for students. Riles is proud of the rigorous academic, great athletic, and extensive extracurricular programs that actively engage all students and provide a well-rounded educational experience at the school.

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

Student Enrollment by Grade Level (School Year 2014-15)

Grade Level	Number of Students
Grade 7	340
Grade 8	357
Total Enrollment	697

Student Enrollment by Group (School Year 2014-15)

Student Group	Percent of Percent of Total Enrollment
Black or African American	10.5
American Indian or Alaska Native	0.9
Asian	7.2
Filipino	3.3
Hispanic or Latino	23.7
Native Hawaiian or Pacific Islander	1.6
White	49.9
Two or More Races	2.9
Socioeconomically Disadvantaged	64.8
English Learners	9.3
Students with Disabilities	16.4
Foster Youth	0.4

A. Conditions of Learning

State Priority: Basic

The SARC provides the following information relevant to the Basic State Priority (Priority 1):

- Degree to which teachers are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching;
- Pupils have access to standards-aligned instructional materials; and
- School facilities are maintained in good repair.

Teacher Credentials

Teachers	School			District
	2013-14	2014-15	2015-16	2015-16
With Full Credential	30	31	30	208
Without Full Credential	0	0	0	0
Teaching Outside Subject Area of Competence (with full credential)	0	0	0	0

Teacher Misassignments and Vacant Teacher Positions

Indicator	2013-14	2014-15	2015-16
Misassignments of Teachers of English Learners	0	0	0
Total Teacher Misassignments *	0	0	0
Vacant Teacher Positions	0	0	0

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

* Total Teacher Misassignments includes the number of Misassignments of Teachers of English Learners.

Core Academic Classes Taught by Highly Qualified Teachers (School Year 2014-15)

Location of Classes	Percent of Classes in Core Academic Subjects	
	Taught by Highly Qualified Teachers	Not Taught by Highly Qualified Teachers
This School	100.0	0.0
All Schools in District	99.2	0.8
High-Poverty Schools in District	99.2	0.8
Low-Poverty Schools in District	100.0	0.0

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

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2015-16)

Year and month in which data were collected: January 2015

All textbooks used in the core curriculum at Wilson C. Riles Middle School are currently aligned or being aligned to the Common Core State Standards. Instructional materials are selected from the state's most recent list of standards-based materials and adopted by the State Board of Education. Textbooks and instructional materials are provided to all students, including English learners, to the extent that each pupil has a textbook or instructional materials, or both, to use in class and to take home.

Core Curriculum Area	Textbooks and Instructional Materials/ Year of Adoption	From Most Recent Adoption?	Percent of Students Lacking Own Assigned Copy
Reading/Language Arts	Pearson Prentice Hall/2009	No	0
Mathematics	CPM Educational Program/2014	Yes	0
Science	Prentice Hall/2008	No	0

Core Curriculum Area	Textbooks and Instructional Materials/ Year of Adoption	From Most Recent Adoption?	Percent of Students Lacking Own Assigned Copy
History-Social Science	MCDougal Littell/2007	No	0

School Facility Conditions and Planned Improvements (Most Recent Year)

School Facility Good Repair Status (Most Recent Year)

School Facility Good Repair Status (Most Recent Year)				
Year and month in which data were collected: December 2015				
System Inspected	Repair Status			Repair Needed and Action Taken or Planned
	Good	Fair	Poor	
Systems: Gas Leaks, Mechanical/HVAC, Sewer	X			
Interior: Interior Surfaces		X		ceiling tile stains
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	X			cleaned cluttered rooms
Electrical: Electrical		X		transformer humming / burglar alarm repaired
Restrooms/Fountains: Restrooms, Sinks/ Fountains	X			fountain missing push button
Safety: Fire Safety, Hazardous Materials	X			
Structural: Structural Damage, Roofs	X			exterior plaster has cracks
External: Playground/School Grounds, Windows/ Doors/Gates/Fences		X		double door lock by library broken; Rm 433 door handles need repair

Overall Facility Rating (Most Recent Year)

Year and month in which data were collected: December 2015				
Overall Rating	Exemplary	Good	Fair	Poor
			X	

B. Pupil Outcomes

State Priority: Pupil Achievement

The SARC provides the following information relevant to the State priority: Pupil Achievement (Priority 4):

- Statewide assessments (i.e., California Assessment of Student Performance and Progress [CAASPP], Science California Standards Tests); and
- The percentage of pupils who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study

California Assessment of Student Performance and Progress Results for All Students (School Year 2014-15)

Subject	Percent of Students Meeting or Exceeding the State Standards (grades 3-8 and 11)		
	School	District	State
English Language Arts/Literacy	38	41	44
Mathematics	34	30	33

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

CAASPP Assessment Results - English Language Arts (ELA)

Disaggregated by Student Groups, Grades Three through Eight and Eleven (School Year 2014-15)

Student Group	Grade	Number of Students		Percent of Students				
		Enrolled	Tested	Tested	Standard Not Met	Standard Nearly Met	Standard Met	Standard Exceeded
All Students	7	335	329	98.2	32	28	29	10
	8	351	333	94.9	26	36	32	5
Male	7		153	45.7	40	27	24	8
	8		171	48.7	32	40	23	2
Female	7		176	52.5	25	28	34	12
	8		162	46.2	20	32	41	7
Black or African American	7		28	8.4	43	25	14	18
	8		41	11.7	24	46	22	7
American Indian or Alaska Native	7		2	0.6	--	--	--	--
	8		1	0.3	--	--	--	--
Asian	7		28	8.4	25	25	43	7
	8		25	7.1	20	40	40	0
Filipino	7		13	3.9	15	23	31	31
	8		14	4.0	14	43	29	7
Hispanic or Latino	7		72	21.5	47	31	15	6
	8		81	23.1	32	36	25	4
Native Hawaiian or Pacific Islander	7		7	2.1	--	--	--	--
	8		3	0.9	--	--	--	--
White	7		162	48.4	26	27	36	10
	8		163	46.4	26	34	36	4
Two or More Races	7		15	4.5	27	60	7	0
	8		5	1.4	--	--	--	--
Socioeconomically Disadvantaged	7		216	64.5	37	28	27	7
	8		223	63.5	29	37	28	5
English Learners	7		34	10.1	59	32	9	0
	8		31	8.8	58	35	6	0
Students with Disabilities	7		44	13.1	77	16	2	0

Student Group	Grade	Number of Students		Percent of Students				
		Enrolled	Tested	Tested	Standard Not Met	Standard Nearly Met	Standard Met	Standard Exceeded
	8		49	14.0	67	22	8	0
Foster Youth	7		--	--	--	--	--	--
	8		--	--	--	--	--	--

Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: The number of students tested includes students that did not receive a score; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using students with scores.

CAASPP Assessment Results - Mathematics

Disaggregated by Student Groups, Grades Three through Eight and Eleven (School Year 2014-15)

Student Group	Grade	Number of Students		Percent of Students				
		Enrolled	Tested	Tested	Standard	Standard	Standard	Standard
All Students	7	335	328	97.9	34	26	25	14
	8	351	332	94.6	41	30	20	9
Male	7		152	45.4	38	23	26	13
	8		170	48.4	45	29	18	8
Female	7		176	52.5	31	29	24	15
	8		162	46.2	36	31	21	10
Black or African American	7		28	8.4	46	29	14	11
	8		41	11.7	49	24	20	7
American Indian or Alaska Native	7		2	0.6	--	--	--	--
	8		1	0.3	--	--	--	--
Asian	7		28	8.4	21	29	25	21
	8		25	7.1	24	32	44	0
Filipino	7		13	3.9	15	15	38	31
	8		14	4.0	21	43	14	14
Hispanic or Latino	7		72	21.5	53	31	13	4
	8		80	22.8	51	31	10	6
Native Hawaiian or Pacific Islander	7		7	2.1	--	--	--	--
	8		3	0.9	--	--	--	--
White	7		161	48.1	29	20	33	17
	8		163	46.4	37	29	21	12
Two or More Races	7		15	4.5	27	60	13	0
	8		5	1.4	--	--	--	--
Socioeconomically Disadvantaged	7		215	64.2	40	29	20	10
	8		222	63.2	46	27	17	9
English Learners	7		34	10.1	59	21	18	0
	8		31	8.8	77	13	3	6

Student Group	Grade	Number of Students		Percent of Students				
		Enrolled	Tested	Tested	Standard	Standard	Standard	Standard
Students with Disabilities	7		43	12.8	67	23	5	0
	8		49	14.0	90	10	0	0
Foster Youth	7		--	--	--	--	--	--
	8		--	--	--	--	--	--

Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: The number of students tested includes students that did not receive a score; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using students with scores.

California Standards Tests for All Students in Science (Three-Year Comparison)

Subject	Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards)								
	School			District			State		
	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15
Science (grades 5, 8, and 10)	78	75	76	58	56	57	59	60	56

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

California Standards Tests Results by Student Group in Science (School Year 2014-15)

Student Group	Percent of Students Scoring at Proficient or Advanced
All Students in the LEA	57
All Student at the School	76
Male	79
Female	74
Black or African American	65
American Indian or Alaska Native	--
Asian	90
Filipino	76
Hispanic or Latino	66
Native Hawaiian or Pacific Islander	--
White	82
Two or More Races	--
Socioeconomically Disadvantaged	72
English Learners	34
Students with Disabilities	75
Foster Youth	--

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

California Physical Fitness Test Results (School Year 2014-15)

Grade Level	Percent of Students Meeting Fitness Standards		
	Four of Six Standards	Five of Six Standards	Six of Six Standards
7	21.90	20.10	9.20

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

C. Engagement

State Priority: Parental Involvement

The SARC provides the following information relevant to the Parental Involvement State Priority (Priority 3):

- Efforts the school district makes to seek parent input in making decisions for the school district and each schoolsite.

Opportunities for Parental Involvement (Most Recent Year)

Parents are encouraged to get involved in their child's learning environment either by volunteering in the classroom, participating in a decision-making group, or simply attending school events. Parents stay informed on upcoming events and school activities through automated telephone messages, email, flyers, parent conferences, progress reports, the school marquee, the school website, and Homelink. Parents may also contact the school office at 916-787-8100 for more information on how to become involved in your child's learning environment. Wilson C. Riles is proud of our active PTA, SSC and dedicated parent volunteers. Some of the numerous opportunities to volunteer include: field trips, fundraising, jog-a-thon, book fairs, library or office help, and PTA events. We invite parents to join us for all activities at the school including: athletic events, back to school night, open house, 8th grade dance at CSUS, music and drama performances, honor roll breakfast, assemblies, open tours, staff appreciation events and student performances.

State Priority: School Climate

The SARC provides the following information relevant to the School Climate State Priority (Priority 6):

- Pupil suspension rates;
- Pupil expulsion rates; and
- Other local measures on the sense of safety.

Suspensions and Expulsions

Rate	School			District			State		
	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15
Suspensions	12.74	16.15	7.16	8.54	6.95	5.25	5.07	4.36	3.80
Expulsions	0.13	0.13	0.00	0.02	0.02	0.00	0.13	0.10	0.09

School Safety Plan (Most Recent Year)

The Comprehensive School Site Safety Plan was developed for Wilson C. Riles Middle School in collaboration with local agencies and the district office. Components of this plan include child abuse reporting procedures, disaster response procedures, procedures for safe arrival and departure from school, sexual harassment policy and dress code policy.

School administration and staff place a high priority on providing adequate adult supervision on campus before, during and after school. Administrators, campus monitors and noon duty staff monitor lunch time activity in the cafeteria and common areas. Riles is a closed campus and during school hours, all visitors must sign in at the school's office and wear identification badges while on school grounds.

Wilson C. Riles Middle School's discipline practices and behavior management strategies comply with approved board policies and are designed to create effective learning environments and minimize classroom disruptions. Positive behavior is explicitly taught to students. Appropriate and effective interventions and supports are employed for students demonstrating difficulty following the school's big three- be safe, be responsible, be respectful. The school fully implements the district's anti-bullying policies.

D. Other SARC Information

The information in this section is required to be in the SARC but is not included in the state priorities for LCFF.

Adequate Yearly Progress Overall and by Criteria (School Year 2014-15)

AYP Criteria	School	District	State
Made AYP Overall	Yes	Yes	Yes
Met Participation Rate: English-Language Arts	Yes	Yes	Yes
Met Participation Rate: Mathematics	Yes	Yes	Yes
Met Percent Proficient: English-Language Arts	N/A	N/A	N/A
Met Percent Proficient: Mathematics	N/A	N/A	N/A
Met Attendance Rate	Yes	Yes	Yes
Met Graduation Rate	N/A	Yes	Yes

Federal Intervention Program (School Year 2015-16)

Indicator	School	District
Program Improvement Status	In PI	In PI
First Year of Program Improvement	2011-2012	2011-2012
Year in Program Improvement*	Year 3	Year 3
Number of Schools Currently in Program Improvement	N/A	4
Percent of Schools Currently in Program Improvement	N/A	100.0

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

Average Class Size and Class Size Distribution (Elementary)

Grade Level	2012-13			2013-14			2014-15					
	Avg. Class Size	Number of Classes			Avg. Class Size	Number of Classes			Avg. Class Size	Number of Classes		
		1-20	21-32	33+		1-20	21-32	33+		1-20	21-32	33+
6	1	23			1	34						

Note: Number of classes indicates how many classes fall into each size category (a range of total students per class).

Average Class Size and Class Size Distribution (Secondary)

Subject	2012-13				2013-14				2014-15			
	Avg. Class Size	Number of Classrooms			Avg. Class Size	Number of Classrooms			Avg. Class Size	Number of Classrooms		
		1-22	23-32	33+		1-22	23-32	33+		1-22	23-32	33+
English	24	15	11	8	23	15	13	6	23	14	18	1
Mathematics	24	13	13	6	25	10	13	6	25	8	13	5
Science	28	2	23		26	3	22		26	4	23	
Social Science	29	3	13	8	28	2	17	4	30	3	9	11

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

Academic Counselors and Other Support Staff (School Year 2014-15)

Title	Number of FTE Assigned to School	Average Number of Students per Academic Counselor
Academic Counselor	1	695
Counselor (Social/Behavioral or Career Development)	0	N/A
Library Media Teacher (Librarian)	0	N/A
Library Media Services Staff (Paraprofessional)	1	N/A
Psychologist	1	N/A
Social Worker	0	N/A
Nurse	1	N/A
Speech/Language/Hearing Specialist	1	N/A
Resource Specialist	0	N/A
Other	0	N/A

Note: Cells with N/A values do not require data. One Full Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Expenditures per Pupil and School Site Teacher Salaries (Fiscal Year 2013-14)

Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Supplemental/ Restricted	Basic/ Unrestricted	
School Site	\$4,034,254	\$928,745	\$3,105,509	\$72,694
District	N/A	N/A		\$71,155
Percent Difference: School Site and District	N/A	N/A		2.2
State	N/A	N/A	\$5,348	\$65,267
Percent Difference: School Site and State	N/A	N/A	57968.6	11.4

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

Types of Services Funded (Fiscal Year 2014-15)

In addition to general fund State funding, Center Joint Unified School District receives State and Federal categorical funding for special programs. The district receives categorical, special education and support funds for: class size reduction, grades K-3(optional), Department of Rehabilitation, economic impact aid, lottery, Medi-Cal billing option, special education, State Lottery, Title I, Title II, Title III, Title X McKinney-Vento, homeless assistance, transportation, transportation-special education, and vocational programs.

Teacher and Administrative Salaries (Fiscal Year 2013-14)

Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$37,486	\$40,379
Mid-Range Teacher Salary	\$61,765	\$62,323
Highest Teacher Salary	\$78,953	\$81,127
Average Principal Salary (Elementary)	\$100,968	\$99,192
Average Principal Salary (Middle)	\$100,745	\$91,287
Average Principal Salary (High)	\$113,477	\$112,088
Superintendent Salary	\$153,250	\$159,821
Percent of Budget for Teacher Salaries	41%	36%
Percent of Budget for Administrative Salaries	4%	6%

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

Professional Development (Most Recent Three Years)

All training and curriculum development activities at Wilson C. Riles Middle School revolve around the California Common Core State Standards and the Center Joint Unified School District Local Control Accountability Plan Annual Measurable Objectives. Teachers at Wilson C. Riles collaborate on a weekly basis in content area departments or as a whole faculty/staff. Decisions regarding selection of staff development activities are performed by the principal, academic coordinator, and department leaders using tools such as teacher input, student performance data, and local measures to identify areas of need. Teaching staff are provided the opportunity to participate in district sponsored staff development workshops or training sessions as a supplement to site-based staff development. The focus for the last three years at Wilson C. Riles Middle School has been on academic vocabulary, high quality first instruction, Common Core State Standards, technology, data analysis, and SBAC testing.

Center High School

School Accountability Report Card

Reported Using Data from the 2014-15 School Year

Published During 2015-16

By February 1 of each year, every school in California is required by state law to publish a School Accountability Report Card (SARC). The SARC contains information about the condition and performance of each California public school. Under the Local Control Funding Formula (LCFF) all local educational agencies (LEAs) are required to prepare a Local Control Accountability Plan (LCAP), which describes how they intend to meet annual school-specific goals for all pupils, with specific activities to address state and local priorities. Additionally, data reported in an LCAP is to be consistent with data reported in the SARC.

- For more information about SARC requirements, see the California Department of Education (CDE) SARC Web page at <http://www.cde.ca.gov/ta/ac/sa/>.
- For more information about the LCFF or LCAP, see the CDE LCFF Web page at <http://www.cde.ca.gov/fg/aa/lc/>.
- For additional information about the school, parents/guardians and community members should contact the school principal or the district office.

DataQuest

DataQuest is an online data tool located on the CDE DataQuest Web page at <http://dq.cde.ca.gov/dataquest/> that contains additional information about this school and comparisons of the school to the district, the county, and the state. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g., test data, enrollment, high school graduates, dropouts, course enrollments, staffing, and data regarding English learners).

Internet Access

Internet access is available at public libraries and other locations that are publicly accessible (e.g., the California State Library). Access to the Internet at libraries and public locations is generally provided on a first-come, first-served basis. Other use restrictions may include the hours of operation, the length of time that a workstation may be used (depending on availability), the types of software programs available on a workstation, and the ability to print documents.

About This School

Contact Information (Most Recent Year)

School Contact Information	
School Name	Center High School
Street	3111 Center Court Lane
City, State, Zip	Antelope, Ca. 95843
Phone Number	916-338-6420
Principal	Mike Jordan
E-mail Address	mikejordan@centerusd.org
Web Site	www.CenterHigh.org
Grades Served	9-12
CDS Code	34739733430378

District Contact Information	
District Name	Center Joint Unified School District
Phone Number	916-338-6400
Superintendent	Scott Loehr
E-mail Address	superintendentoffice@centerusd.org
Web Site	www.centerusd.org

School Description and Mission Statement (Most Recent Year)

School Profile

Center High School is located in the northern region of Antelope and serves students in grades nine through twelve. At the beginning of the 2014-15 school year there were 1225 students enrolled with over 50% qualifying for free and reduced lunch. CHS is home to the Media Communications Academy (MCA), AVID, Project Lead the Way Biomedical Sciences and Engineering Programs, 911/Call Center/Customer Service Program, Pharmacy Technician Program, Geometry in Construction Program, and a variety of advanced placement courses. In addition, a full range of extracurricular activities/ clubs and athletic teams operate year round.

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.

Student Enrollment by Grade Level (School Year 2014-15)

Grade Level	Number of Students
Grade 9	332
Grade 10	328
Grade 11	300
Grade 12	292
Total Enrollment	1,252

Student Enrollment by Group (School Year 2014-15)

Student Group	Percent of Percent of Total Enrollment
Black or African American	11.5
American Indian or Alaska Native	1.5
Asian	7.7
Filipino	3.5
Hispanic or Latino	21.8
Native Hawaiian or Pacific Islander	1.1
White	48.9
Two or More Races	3.9
Socioeconomically Disadvantaged	55.1
English Learners	5.8
Students with Disabilities	14.3
Foster Youth	0.4

A. Conditions of Learning

State Priority: Basic

The SARC provides the following information relevant to the Basic State Priority (Priority 1):

- Degree to which teachers are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching;
- Pupils have access to standards-aligned instructional materials; and
- School facilities are maintained in good repair.

Teacher Credentials

Teachers	School			District
	2013-14	2014-15	2015-16	2015-16
With Full Credential	60	58	59	208
Without Full Credential	0	0	0	0
Teaching Outside Subject Area of Competence (with full credential)	2	0	0	0

Teacher Misassignments and Vacant Teacher Positions

Indicator	2013-14	2014-15	2015-16
Misassignments of Teachers of English Learners	0	0	0
Total Teacher Misassignments *	1	0	0
Vacant Teacher Positions	0	0	0

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

* Total Teacher Misassignments includes the number of Misassignments of Teachers of English Learners.

Core Academic Classes Taught by Highly Qualified Teachers (School Year 2014-15)

Location of Classes	Percent of Classes In Core Academic Subjects	
	Taught by Highly Qualified Teachers	Not Taught by Highly Qualified Teachers
This School	100.0	0.0
All Schools in District	99.2	0.8
High-Poverty Schools in District	99.2	0.8
Low-Poverty Schools in District	100.0	0.0

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

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2015-16)

Year and month in which data were collected: December 2015

Core Curriculum Area	Textbooks and Instructional Materials/ Year of Adoption	From Most Recent Adoption?	Percent of Students Lacking Own Assigned Copy
Reading/Language Arts	Pearson Prentice Hall, English Language Arts / 2009 Pearson Literature Grades 9-12 / 2010 Literature An Introduction to Fiction, Poetry, and Drama. Pearson/Longman. 9th edition / 2005 Prentice Hall Literature World Masterpieces Penguin Edition / 2007 Bedford/St. Martin's The Language of Composition Reading Writing Rhetoric 2nd Edition / 2013	Yes	0

Core Curriculum Area	Textbooks and Instructional Materials/ Year of Adoption	From Most Recent Adoption?	Percent of Students Lacking Own Assigned Copy
Mathematics	CPM Publishing, Core Connections / 2014 CPM Publishing, Integrated Math 1 / 2014 CPM Integrated Math 2/2014 Houghton Mifflin, Larson & Hostetler's Pre-Calculus / 2008 Key Curriculum Press, Calculus / 2008 McDougal Littell, Algebra II / 2008 Yates, Moore, Starnes, AP Statistics: The Practice of Statistics" 3rd edition / 2008 CPM Publishing, Honors Precalculus: CPM Pre-Calculus with Trigonometry Version 4.0 / 2009	Yes	0
Science	Holt, Rinehart and Winston, Holt Chemistry / 2008 Holt, Rinehart and Winston, Holt Physics / 2008 McDougal Littell, Biology / 2008 Pearson Prentice Hall, Earth Science / 2008 Pearson (Benjamin Cummings) Campbell Biology ninth edition, AP Edition 2011	Yes	0
History-Social Science	EMC Publishing, Economics: New Ways of Thinking / 2006 Holt McDougal, Modern World History: Patterns of Interaction / 2006 Houghton Mifflin, US History - The American Pageant / 2006 McDougal Littell, The Americans Reconstruction to the 21st Century / 2006 Pearson Prentice Hall, Magruder's American Government / 2006 Holt McDougal, Psychology- Principles in Practice / 2010	Yes	0
Science Laboratory Equipment (grades 9-12)	Science Laboratory Equipment	Yes	0

School Facility Conditions and Planned Improvements (Most Recent Year)

School Facility Good Repair Status (Most Recent Year)

School Facility Good Repair Status (Most Recent Year)				
Year and month in which data were collected: December 2015				
System Inspected	Repair Status			Repair Needed and Action Taken or Planned
	Good	Fair	Poor	
Systems: Gas Leaks, Mechanical/HVAC, Sewer	X			outside lighting timer failing; HVAC unit needs attention / HVAC units repaired
Interior: Interior Surfaces		X		ceiling tiles moved; Formica counter missing; door needs paint; hole in wall of theater lobby; missing tiles; missing carpet trim / wall covering replaced; ceiling tiles replaced; interior doors painted

School Facility Good Repair Status (Most Recent Year)				
Year and month in which data were collected: December 2015				
System Inspected	Repair Status			Repair Needed and Action Taken or Planned
	Good	Fair	Poor	
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	X			badly cluttered storeroom / clutter removed from other rooms; patio area cleaned
Electrical: Electrical	X			exterior outlet cover missing; burglar alarm not working in library
Restrooms/Fountains: Restrooms, Sinks/Fountains	X			vandalized paint in RR; burglar alarm missing in RR; loose toilet
Safety: Fire Safety, Hazardous Materials	X			electrical panel room cleaned
Structural: Structural Damage, Roofs	X			hole in wall inside tool room; exterior trim losing paint; skirting missing / exterior tiles replaced
External: Playground/School Grounds, Windows/ Doors/Gates/Fences		X		back door handle loose; door signage deteriorated / exit device replaced; room numbers replaced

Overall Facility Rating (Most Recent Year)

Year and month in which data were collected: December 2015				
Overall Rating	Exemplary	Good	Fair	Poor
			X	

B. Pupil Outcomes

State Priority: Pupil Achievement

The SARC provides the following information relevant to the State priority: Pupil Achievement (Priority 4):

- Statewide assessments (i.e., California Assessment of Student Performance and Progress [CAASPP], Science California Standards Tests); and
- The percentage of pupils who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study

California Assessment of Student Performance and Progress Results for All Students (School Year 2014-15)

Subject	Percent of Students Meeting or Exceeding the State Standards (grades 3-8 and 11)		
	School	District	State
English Language Arts/Literacy	61	41	44
Mathematics	43	30	33

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

CAASPP Assessment Results - English Language Arts (ELA)

Disaggregated by Student Groups, Grades Three through Eight and Eleven (School Year 2014-15)

Student Group	Grade	Number of Students		Percent of Students				
		Enrolled	Tested	Tested	Standard Not Met	Standard Nearly Met	Standard Met	Standard Exceeded
All Students	11	287	271	94.4	14	23	38	23
Male	11		132	46.0	17	25	34	22
Female	11		139	48.4	12	22	42	24

Student Group	Grade	Number of Students		Percent of Students			
		Enrolled	Tested	Tested	Standard Not Met	Standard Nearly Met	Standard Met	Standard Exceeded
Black or African American	11	28	9.8	14	29	43	14
American Indian or Alaska Native	11	4	1.4	--	--	--	--
Asian	11	21	7.3	5	14	38	43
Filipino	11	8	2.8	--	--	--	--
Hispanic or Latino	11	61	21.3	13	26	43	16
Native Hawaiian or Pacific Islander	11	1	0.3	--	--	--	--
White	11	138	48.1	16	22	35	25
Two or More Races	11	10	3.5	--	--	--	--
Socioeconomically Disadvantaged	11	141	49.1	18	24	40	17
English Learners	11	11	3.8	64	27	0	0
Students with Disabilities	11	41	14.3	59	24	12	2
Foster Youth	11	--	--	--	--	--	--

Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: The number of students tested includes students that did not receive a score; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using students with scores.

CAASPP Assessment Results - Mathematics

Disaggregated by Student Groups, Grades Three through Eight and Eleven (School Year 2014-15)

Student Group	Grade	Number of Students		Percent of Students				
		Enrolled	Tested	Tested	Standard	Standard	Standard	Standard
All Students	11	287	267	93.0	34	20	30	14
Male	11	129	44.9	35	19	27	18	
Female	11	138	48.1	33	21	32	10	
Black or African American	11	27	9.4	56	15	22	4	
American Indian or Alaska Native	11	4	1.4	--	--	--	--	
Asian	11	21	7.3	14	14	57	14	
Filipino	11	6	2.1	--	--	--	--	
Hispanic or Latino	11	60	20.9	38	23	25	12	
Native Hawaiian or Pacific Islander	11	1	0.3	--	--	--	--	
White	11	138	48.1	30	21	30	16	
Two or More Races	11	10	3.5	--	--	--	--	
Socioeconomically Disadvantaged	11	142	49.5	40	22	25	11	
English Learners	11	12	4.2	83	0	0	8	

Student Group	Grade	Number of Students		Percent of Students			
		Enrolled	Tested	Tested	Standard	Standard	Standard	Standard
Students with Disabilities	11	41	14.3	71	10	15	0
Foster Youth	11	--	--	--	--	--	--

Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: The number of students tested includes students that did not receive a score; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using students with scores.

California Standards Tests for All Students in Science (Three-Year Comparison)

Subject	Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards)								
	School			District			State		
	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15
Science (grades 5, 8, and 10)	47	48	52	58	56	57	59	60	56

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

California Standards Tests Results by Student Group in Science (School Year 2014-15)

Student Group	Percent of Students Scoring at Proficient or Advanced
All Students in the LEA	57
All Student at the School	52
Male	55
Female	50
Black or African American	28
American Indian or Alaska Native	--
Asian	75
Filipino	--
Hispanic or Latino	42
Native Hawaiian or Pacific Islander	--
White	57
Two or More Races	61
Socioeconomically Disadvantaged	18
English Learners	17
Students with Disabilities	49
Foster Youth	--

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

Career Technical Education Programs (School Year 2014-15)

Center High School receives funding through the Carl D. Perkins Vocational and Technical Education Act (Perkins). This grant enables Center High School to provide its students with the academic and technical skills needed to succeed in a knowledge and skills based economy and helps provide programs that prepare students for both postsecondary education and careers of their choice.

During the 2014-15 school year, Center High School offered the following career technical education programs as elective courses:

Computer Graphics

Advanced Computer Graphics
 911 Dispatcher/Customer Service/Call Center
 Pharmacy Technician
 Career Technical Education - articulated with American River College
 Digital Photography
 Broadcasting
 Advanced Broadcasting
 Newspaper Productions
 Yearbook Productions
 Project Lead the Way (PLTW) Biomedical Sciences
 Principles of Biomedical Sciences
 Human Body Systems
 Project Lead the Way (PLTW) Engineering
 Principles of Engineering
 Introduction to Engineering Design

Career Technical Education Participation (School Year 2014-15)

Measure	CTE Program Participation
Number of pupils participating in CTE	727
% of pupils completing a CTE program and earning a high school diploma	97.93
% of CTE courses sequenced or articulated between the school and institutions of postsecondary education	18

Courses for University of California and/or California State University Admission

UC/CSU Course Measure	Percent
2014-15 Students Enrolled in Courses Required for UC/CSU Admission	96.74
2013-14 Graduates Who Completed All Courses Required for UC/CSU Admission	20.66

State Priority: Other Pupil Outcomes

The SARC provides the following information relevant to the Other Pupil Outcomes State Priority (Priority 8):

- Pupil outcomes in the subject areas of English, mathematics, and physical education.

California High School Exit Examination Results for Grade Ten Students (Three-Year Comparison)

Subject	Percent of Students Scoring at Proficient or Advanced								
	School			District			State		
	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15
English-Language Arts	51	59	63	50	28	30	57	56	58
Mathematics	67	66	68	63	28	29	60	62	59

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

California High School Exit Examination Grade Ten Results by Student Group (School Year 2014-15)

Group	English-Language Arts			Mathematics		
	Percent Not Proficient	Percent Proficient	Percent Advanced	Percent Not Proficient	Percent Proficient	Percent Advanced
All Students in the LEA	39	27	34	36	41	23
All Students at the School	37	27	37	32	43	25
Male	41	25	34	31	40	28
Female	33	28	39	33	46	21
Black or African American	62	12	26	59	24	17
Asian	25	25	50	17	42	42
Hispanic or Latino	44	29	27	38	41	21
White	33	29	38	28	47	24
Two or More Races	15	31	54	25	50	25
Socioeconomically Disadvantaged	40	25	35	37	43	20
English Learners	92	8		67	33	
Students with Disabilities	75	19	6	70	25	5

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

California Physical Fitness Test Results (School Year 2014-15)

Grade Level	Percent of Students Meeting Fitness Standards		
	Four of Six Standards	Five of Six Standards	Six of Six Standards
9	24.10	20.60	19.70

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

C. Engagement

State Priority: Parental Involvement

The SARC provides the following information relevant to the Parental Involvement State Priority (Priority 3):

- Efforts the school district makes to seek parent input in making decisions for the school district and each schoolsite.

Opportunities for Parental Involvement (Most Recent Year)

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

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

State Priority: Pupil Engagement

The SARC provides the following information relevant to the Pupil Engagement State Priority (Priority 5):

- High school dropout rates; and
- High school graduation rates.

Dropout Rate and Graduation Rate (Four-Year Cohort Rate)

Indicator	School			District			State		
	2011-12	2012-13	2013-14	2011-12	2012-13	2013-14	2011-12	2012-13	2013-14
Dropout Rate	7.40	4.70	3.80	11.00	8.40	6.30	13.10	11.40	11.50
Graduation Rate	89.68	93.90	94.34	83.66	89.08	90.61	78.87	80.44	80.95

Completion of High School Graduation Requirements (Graduating Class of 2014)

Group	Graduating Class of 2014		
	School	District	State
All Students	93.85	91.73	84.6
Black or African American	97.83	94.83	76
American Indian or Alaska Native	50	60	78.07
Asian	94.74	95	92.62
Filipino	100	100	96.49
Hispanic or Latino	97.3	96.88	81.28
Native Hawaiian/Pacific Islander	83.33	83.33	83.58
White	92.16	88.36	89.93
Two or More Races	66.67	75	82.8
Socioeconomically Disadvantaged	70.59	67.24	61.28
English Learners	33.33	42.86	50.76
Students with Disabilities	101.84	100.49	81.36
Foster Youth	--	--	--

State Priority: School Climate

The SARC provides the following information relevant to the School Climate State Priority (Priority 6):

- Pupil suspension rates;
- Pupil expulsion rates; and
- Other local measures on the sense of safety.

Suspensions and Expulsions

Rate	School			District			State		
	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15
Suspensions	11.70	8.77	6.72	8.54	6.95	5.25	5.07	4.36	3.80
Expulsions	0.00	0.00	0.00	0.02	0.02	0.00	0.13	0.10	0.09

School Safety Plan (Most Recent Year)

The Center High School School Site Safety Plan is reviewed and updated on a yearly basis. Components of the plan include child abuse reporting procedures, disaster response processes and procedures, sexual harassment policy, as well as, goals for improving both the safety of the school and overall school climate. The latest plan was reviewed, updated, and discussed with school staff in November of 2014.

D. Other SARC Information

The information in this section is required to be in the SARC but is not included in the state priorities for LCFF.

Adequate Yearly Progress Overall and by Criteria (School Year 2014-15)

AYP Criteria	School	District	State
Made AYP Overall	Yes	Yes	Yes
Met Participation Rate: English-Language Arts	Yes	Yes	Yes
Met Participation Rate: Mathematics	Yes	Yes	Yes
Met Percent Proficient: English-Language Arts	N/A	N/A	N/A
Met Percent Proficient: Mathematics	N/A	N/A	N/A
Met Attendance Rate	N/A	Yes	Yes
Met Graduation Rate	Yes	Yes	Yes

Federal Intervention Program (School Year 2015-16)

Indicator	School	District
Program Improvement Status		In PI
First Year of Program Improvement		2011-2012
Year in Program Improvement*		Year 3
Number of Schools Currently in Program Improvement	N/A	4
Percent of Schools Currently in Program Improvement	N/A	100.0

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

Average Class Size and Class Size Distribution (Secondary)

Subject	2012-13			2013-14			2014-15					
	Avg. Class Size	Number of Classrooms			Avg. Class Size	Number of Classrooms			Avg. Class Size	Number of Classrooms		
		1-22	23-32	33+		1-22	23-32	33+		1-22	23-32	33+
English	30	9	18	19	25	15	26	12	24	19	25	11
Mathematics	29	6	18	17	26	12	19	13	24	18	21	10
Science	30	3	12	11	26	6	11	9	28	5	15	8
Social Science	33	3	8	18	26	7	22	8	25	11	17	10

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

Academic Counselors and Other Support Staff (School Year 2014-15)

Title	Number of FTE Assigned to School	Average Number of Students per Academic Counselor
Academic Counselor	3	400
Counselor (Social/Behavioral or Career Development)	0	N/A
Library Media Teacher (Librarian)	0	N/A
Library Media Services Staff (Paraprofessional)	1	N/A
Psychologist	1	N/A
Social Worker	0	N/A
Nurse	1	N/A
Speech/Language/Hearing Specialist	1	N/A
Resource Specialist	0	N/A
Other	0	N/A

Note: Cells with N/A values do not require data. One Full Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Expenditures per Pupil and School Site Teacher Salaries (Fiscal Year 2013-14)

Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Supplemental/ Restricted	Basic/ Unrestricted	
School Site	\$7,870,993	\$1,421,682	\$6,449,311	\$70,706
District	N/A	N/A		\$71,155
Percent Difference: School Site and District	N/A	N/A		-0.6
State	N/A	N/A	\$5,348	\$65,267
Percent Difference: School Site and State	N/A	N/A	120493.0	8.3

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

Types of Services Funded (Fiscal Year 2014-15)

In addition to general fund state funding, Center Joint Unified School District receives state and federal categorical funding for special programs. For the 2014/15 school year, the district received categorical, special education, and support programs funds for:

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

Teacher and Administrative Salaries (Fiscal Year 2013-14)

Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$37,486	\$40,379
Mid-Range Teacher Salary	\$61,765	\$62,323
Highest Teacher Salary	\$78,953	\$81,127
Average Principal Salary (Elementary)	\$100,968	\$99,192
Average Principal Salary (Middle)	\$100,745	\$91,287
Average Principal Salary (High)	\$113,477	\$112,088
Superintendent Salary	\$153,250	\$159,821
Percent of Budget for Teacher Salaries	41%	36%
Percent of Budget for Administrative Salaries	4%	6%

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

Advanced Placement (AP) Courses (School Year 2014-15)

Subject	Number of AP Courses Offered*	Percent of Students In AP Courses
Computer Science		N/A
English	4	N/A
Fine and Performing Arts		N/A
Foreign Language		N/A
Mathematics	3	N/A
Science	1	N/A
Social Science	5	N/A
All courses	13	.9

Note: Cells with N/A values do not require data. Where there are student course enrollments.

Professional Development (Most Recent Three Years)

Staff Development

All training and curriculum development activities at Center High School revolve around the California State Content Standards and Frameworks. Decisions concerning selection of staff development activities are performed by the administrative team using tools such as teacher input, state assessment results, and data analysis to determine the areas in which additional teacher training may enhance classroom instruction and increase student achievement levels. Center High School supports ongoing professional growth throughout the year on minimum days. Teachers meet in both grade level and department level teams to conduct data analysis to identify areas of need. Teaching staff are provided the opportunity to participate in district-sponsored staff development workshops or training session as 1) a supplement to site-based staff development, 2) for reinforcement of or follow-up on previous training, or 3) follow-up training for newly implemented programs/curricula. Many teachers also participate in professional development opportunities on weekends and during the summer.

McClellan High School

School Accountability Report Card

Reported Using Data from the 2014-15 School Year

Published During 2015-16

By February 1 of each year, every school in California is required by state law to publish a School Accountability Report Card (SARC). The SARC contains information about the condition and performance of each California public school. Under the Local Control Funding Formula (LCFF) all local educational agencies (LEAs) are required to prepare a Local Control Accountability Plan (LCAP), which describes how they intend to meet annual school-specific goals for all pupils, with specific activities to address state and local priorities. Additionally, data reported in an LCAP is to be consistent with data reported in the SARC.

- For more information about SARC requirements, see the California Department of Education (CDE) SARC Web page at <http://www.cde.ca.gov/ta/ac/sa/>.
- For more information about the LCFF or LCAP, see the CDE LCFF Web page at <http://www.cde.ca.gov/fg/aa/lc/>.
- For additional information about the school, parents/guardians and community members should contact the school principal or the district office.

DataQuest

DataQuest is an online data tool located on the CDE DataQuest Web page at <http://dq.cde.ca.gov/dataquest/> that contains additional information about this school and comparisons of the school to the district, the county, and the state. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g., test data, enrollment, high school graduates, dropouts, course enrollments, staffing, and data regarding English learners).

Internet Access

Internet access is available at public libraries and other locations that are publicly accessible (e.g., the California State Library). Access to the Internet at libraries and public locations is generally provided on a first-come, first-served basis. Other use restrictions may include the hours of operation, the length of time that a workstation may be used (depending on availability), the types of software programs available on a workstation, and the ability to print documents.

About This School

Contact Information (Most Recent Year)

School Contact Information	
School Name	McClellan High School
Street	8725 Watt Avenue
City, State, Zip	Antelope California 95843
Phone Number	(916) 338-6440
Principal	David L. French
E-mail Address	davidlf@centerusd.org
Web Site	www.centerusd.k12.ca.us/cusd/mhs
Grades Served	10-12
CDS Code	34 73973 3430451

District Contact Information	
District Name	Center Joint Unified School District
Phone Number	(916) 338-6440
Superintendent	Scott Loehr
E-mail Address	superintendentsoffice@centerusd.org
Web Site	www.centerusd.org

School Description and Mission Statement (Most Recent Year)

The mission of McClellan High School is to provide an environment for students to develop integrity, responsibility and respect as they complete an academic plan leading to a high school diploma and post-secondary options in preparation for their adult lives.

McClellan High School provides a family atmosphere for 10th-12th grade students to support their academic, social, and emotional growth. Students who have fallen behind in credits can use our program to catch up and earn a high school diploma. Our experienced staff presents a standards-centered, challenging, and complete curriculum, directed by concern for each student's individual needs and abilities. We emphasize continual improvement, taking steps to success in all areas.

We are committed to providing the best educational program possible for each student, to help each student reach his or her maximum potential. We welcome input from parents, guardians, and community members. If you have questions about this report or our school, please contact us.

Student Enrollment by Grade Level (School Year 2014-15)

Grade Level	Number of Students
Grade 10	5
Grade 11	45
Grade 12	30
Total Enrollment	80

Student Enrollment by Group (School Year 2014-15)

Student Group	Percent of Percent of Total Enrollment
Black or African American	17.5
American Indian or Alaska Native	3.8
Asian	2.5
Filipino	1.3
Hispanic or Latino	23.8
Native Hawaiian or Pacific Islander	1.3
White	48.8
Two or More Races	1.3
Socioeconomically Disadvantaged	70
English Learners	6.3
Foster Youth	1.3

A. Conditions of Learning

State Priority: Basic

The SARC provides the following information relevant to the Basic State Priority (Priority 1):

- Degree to which teachers are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching;
- Pupils have access to standards-aligned instructional materials; and
- School facilities are maintained in good repair.

Teacher Credentials

Teachers	School			District
	2013-14	2014-15	2015-16	2015-16
With Full Credential	5	5	5	208
Without Full Credential	0	0	0	0
Teaching Outside Subject Area of Competence (with full credential)	0	0	0	0

Teacher Misassignments and Vacant Teacher Positions

Indicator	2013-14	2014-15	2015-16
Misassignments of Teachers of English Learners	0	0	0
Total Teacher Misassignments *	0	0	0
Vacant Teacher Positions	0	0	0

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

* Total Teacher Misassignments includes the number of Misassignments of Teachers of English Learners.

Core Academic Classes Taught by Highly Qualified Teachers (School Year 2014-15)

Location of Classes	Percent of Classes In Core Academic Subjects	
	Taught by Highly Qualified Teachers	Not Taught by Highly Qualified Teachers
This School	90.0	10.0
All Schools in District	99.2	0.8
High-Poverty Schools in District	99.2	0.8
Low-Poverty Schools in District	100.0	0.0

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

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2015-16)

Year and month in which data were collected: December 2015

Staff at McClellan High School have worked diligently to align curriculum and instruction to the Common Core State Standards. In adoption years, McClellan selected core texts and materials from the lists that were at that time approved by the State Board of Education and our district School Board. We make sure every student has access to necessary texts and materials both at school and at home.

Core Curriculum Area	Textbooks and Instructional Materials/ Year of Adoption	From Most Recent Adoption?	Percent of Students Lacking Own Assigned Copy
Reading/Language Arts	AGS English for the World of Work/ 2009 AGS English to Use/2009 Holt, Rinehart, & Winston, Holt Literature & Language Arts/2009 National Geographic/Hampton Brown, EDGE/2009 Hampton Brown, EDGE TM 2009	Yes	0
Mathematics	Core Connections, CPM Educational Program/2014 CPM Educational Program, Foundations for Algebra/2008 Glencoe/McGraw-Hill, Pre Algebra/2008 Pearson Prentice Hall	Yes	0
Science	AGS, Biology - Cycles of Life/2008 AGS, Physical Science/2008	Yes	0
History-Social Science	Globe-Fearon, Pacemaker American Government/2008 Globe-Fearon, Pacemaker Economics/2008 Globe-Fearon, Pacemaker US History/2008 Globe-Fearon, Pacemaker World History/2008 Ramsey Education Solutions, Foundations in Personal Finance/2015	Yes	0
Science Laboratory Equipment (grades 9-12)			

School Facility Conditions and Planned Improvements (Most Recent Year)

Although built in 1960, the McClellan High School site is kept clean and free of hazards. All staff observe the school carefully and immediately report any safety concerns to our secretary, who submits a work order to our district maintenance division. McClellan High School is cleaned and maintained regularly by our one full-time custodian. Maintenance and repairs that our custodian is not able to perform are referred to our district maintenance department. During school vacations, our custodian performs deep cleaning. In addition to daily observations, our custodian performs monthly facilities inspections, including inspection of playground equipment and fire extinguishers and files his report with the principal.

Last year, our district implemented some efficiency upgrades to the McClellan site. Lights in the multipurpose room were upgraded to LED fixtures which use less electricity and emit more light than the old fluorescent lighting. Waterless urinals were also installed in the boys' restrooms. The facility is in good repair and no major improvements are planned for this year.

School Facility Good Repair Status (Most Recent Year)

School Facility Good Repair Status (Most Recent Year)				
Year and month in which data were collected: December 2015				
System Inspected	Repair Status			Repair Needed and Action Taken or Planned
	Good	Fair	Poor	
Systems: Gas Leaks, Mechanical/HVAC, Sewer	X			

School Facility Good Repair Status (Most Recent Year)				
Year and month in which data were collected: December 2015				
System Inspected	Repair Status			Repair Needed and Action Taken or Planned
	Good	Fair	Poor	
Interior: Interior Surfaces		X		ceiling tiles stained; torn & stained carpet; wire molding coming down; door needs paint; wallpaper needs replacement; clock missing / ceiling tiles replaced
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	X			storage room clutter cleaned up
Electrical: Electrical		X		switch cover broken; light switch cover broken; blank covers bent
Restrooms/Fountains: Restrooms, Sinks/ Fountains	X			
Safety: Fire Safety, Hazardous Materials	X			
Structural: Structural Damage, Roofs	X			siding dry rot
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	X			door handles replaced

Overall Facility Rating (Most Recent Year)

Year and month in which data were collected: December 2015				
Overall Rating	Exemplary	Good	Fair	Poor
			X	

B. Pupil Outcomes

State Priority: Pupil Achievement

The SARC provides the following information relevant to the State priority: Pupil Achievement (Priority 4):

- Statewide assessments (i.e., California Assessment of Student Performance and Progress [CAASPP], Science California Standards Tests); and
- The percentage of pupils who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study

California Assessment of Student Performance and Progress Results for All Students (School Year 2014-15)

Subject	Percent of Students Meeting or Exceeding the State Standards (grades 3-8 and 11)		
	School	District	State
English Language Arts/Literacy	14	41	44
Mathematics	3	30	33

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

CAASPP Assessment Results - English Language Arts (ELA)
Disaggregated by Student Groups, Grades Three through Eight and Eleven (School Year 2014-15)

Student Group	Grade	Number of Students		Percent of Students				
		Enrolled	Tested	Tested	Standard Not Met	Standard Nearly Met	Standard Met	Standard Exceeded
All Students	11	66	58	87.9	40	45	9	5
Male	11		37	56.1	41	46	5	5
Female	11		21	31.8	38	43	14	5
Black or African American	11		6	9.1	--	--	--	--
American Indian or Alaska Native	11		2	3.0	--	--	--	--
Asian	11		1	1.5	--	--	--	--
Hispanic or Latino	11		16	24.2	50	31	13	0
Native Hawaiian or Pacific Islander	11		2	3.0	--	--	--	--
White	11		28	42.4	32	54	7	7
Two or More Races	11		2	3.0	--	--	--	--
Socioeconomically Disadvantaged	11		40	60.6	40	43	10	5
English Learners	11		2	3.0	--	--	--	--
Students with Disabilities	11		2	3.0	--	--	--	--
Foster Youth	11		--	--	--	--	--	--

Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: The number of students tested includes students that did not receive a score; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using students with scores.

CAASPP Assessment Results - Mathematics
Disaggregated by Student Groups, Grades Three through Eight and Eleven (School Year 2014-15)

Student Group	Grade	Number of Students		Percent of Students				
		Enrolled	Tested	Tested	Standard	Standard	Standard	Standard
All Students	11	66	58	87.9	84	10	3	0
Male	11		37	56.1	84	14	3	0
Female	11		21	31.8	86	5	5	0
Black or African American	11		6	9.1	--	--	--	--
American Indian or Alaska Native	11		2	3.0	--	--	--	--
Asian	11		1	1.5	--	--	--	--
Hispanic or Latino	11		16	24.2	81	13	0	0
Native Hawaiian or Pacific Islander	11		2	3.0	--	--	--	--
White	11		28	42.4	82	14	4	0
Two or More Races	11		2	3.0	--	--	--	--

Student Group	Grade	Number of Students		Percent of Students				
		Enrolled	Tested	Tested	Standard	Standard	Standard	Standard
Socioeconomically Disadvantaged	11		40	60.6	85	10	3	0
English Learners	11		2	3.0	--	--	--	--
Students with Disabilities	11		2	3.0	--	--	--	--
Foster Youth	11		--	--	--	--	--	--

Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: The number of students tested includes students that did not receive a score; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using students with scores.

California Standards Tests for All Students in Science (Three-Year Comparison)

Subject	Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards)								
	School			District			State		
	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15
Science (grades 5, 8, and 10)	26	10	--	58	56	57	59	60	56

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

California Standards Tests Results by Student Group in Science (School Year 2014-15)

Student Group	Percent of Students Scoring at Proficient or Advanced
All Students in the LEA	57
All Student at the School	--
Male	--
Female	--
Filipino	--
Hispanic or Latino	--
Native Hawaiian or Pacific Islander	--
Students with Disabilities	--
Foster Youth	--

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

Career Technical Education Programs (School Year 2014-15)

McClellan High School is a continuation school, with a focus on helping students make up missed credits so they can graduate on time. We do not offer CTE classes. We do emphasize students' need to prepare for their post-high school lives, whether they go on to college or into the work force. Our teaching staff continually encourages students to value a high school diploma as a step into a more fruitful life after graduation, and our counselor meets with students individually and in groups to discuss and prepare for next steps after high school. We bring in guest speakers from various professions and from the military to explain to students how they can approach their next phase of life, and we work with students on job interview skills and applications for college and financial aid. Our goal is to help students successfully enter into their adult lives past high school.

Career Technical Education Participation (School Year 2014-15)

Measure	CTE Program Participation
Number of pupils participating in CTE	0
% of pupils completing a CTE program and earning a high school diploma	0
% of CTE courses sequenced or articulated between the school and institutions of postsecondary education	0

Courses for University of California and/or California State University Admission

UC/CSU Course Measure	Percent
2014-15 Students Enrolled in Courses Required for UC/CSU Admission	24.69
2013-14 Graduates Who Completed All Courses Required for UC/CSU Admission	0

State Priority: Other Pupil Outcomes

The SARC provides the following information relevant to the Other Pupil Outcomes State Priority (Priority 8):

- Pupil outcomes in the subject areas of English, mathematics, and physical education.

California High School Exit Examination Results for Grade Ten Students (Three-Year Comparison)

Subject	Percent of Students Scoring at Proficient or Advanced								
	School			District			State		
	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15
English-Language Arts	32	37	13	50	28	30	57	56	58
Mathematics	32	25	14	63	28	29	60	62	59

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

California High School Exit Examination Grade Ten Results by Student Group (School Year 2014-15)

Group	English-Language Arts			Mathematics		
	Percent Not Proficient	Percent Proficient	Percent Advanced	Percent Not Proficient	Percent Proficient	Percent Advanced
All Students in the LEA	39	27	34	36	41	23
All Students at the School	87	13		86	14	

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

California Physical Fitness Test Results (School Year 2014-15)

Grade Level	Percent of Students Meeting Fitness Standards		
	Four of Six Standards	Five of Six Standards	Six of Six Standards

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

C. Engagement

State Priority: Parental Involvement

The SARC provides the following information relevant to the Parental Involvement State Priority (Priority 3):

- Efforts the school district makes to seek parent input in making decisions for the school district and each schoolsite.

Opportunities for Parental Involvement (Most Recent Year)

We welcome involvement by all stakeholders. Parents and guardians can contact their children’s teachers regarding opportunities to help with individual classes. Parents and guardians wishing to give input into school policies and programs can contact our office to meet with the principal. We also need parents and guardians to work with our district superintendent in advisory committees. All community members are invited to the school board meetings, held the third Wednesday of each month in the school year. For more information about any of these opportunities, please call our office at (916) 338-6440.

To keep parents and guardians informed, our school uses a variety of methods of contact. We send out a monthly newsletter with school-related articles and a list of upcoming events. We also post a calendar of events on our school website, www.centerusd.k12.ca.us/cusd/mhs. Parents and guardians may view student grades through our Homelink portal. Information about this can be found on our website or by contacting our office. Our office and teachers maintain contact with parents through phone and email, and through automated phone, email, and text messages. We are happy to meet with parents and guardians, and welcome visitors to our classrooms. To be sure we are able to meet with parents and guardians, we require at least 24 hours’ notice in advance of any meeting or classroom visit.

State Priority: Pupil Engagement

The SARC provides the following information relevant to the Pupil Engagement State Priority (Priority 5):

- High school dropout rates; and
- High school graduation rates.

Dropout Rate and Graduation Rate (Four-Year Cohort Rate)

Indicator	School			District			State		
	2011-12	2012-13	2013-14	2011-12	2012-13	2013-14	2011-12	2012-13	2013-14
Dropout Rate	11.00	8.40	6.30	11.00	8.40	6.30	13.10	11.40	11.50
Graduation Rate	83.66	89.08	90.61	83.66	89.08	90.61	78.87	80.44	80.95

Completion of High School Graduation Requirements (Graduating Class of 2014)

Group	Graduating Class of 2014		
	School	District	State
All Students	94.87	91.73	84.6
Black or African American	100	94.83	76
American Indian or Alaska Native	100	60	78.07
Asian		95	92.62
Filipino	100	100	96.49
Hispanic or Latino	110	96.88	81.28
Native Hawaiian/Pacific Islander		83.33	83.58
White	80	88.36	89.93
Two or More Races		75	82.8
Socioeconomically Disadvantaged	50	67.24	61.28
English Learners		42.86	50.76
Students with Disabilities	100	100.49	81.36
Foster Youth	--	--	--

State Priority: School Climate

The SARC provides the following information relevant to the School Climate State Priority (Priority 6):

- Pupil suspension rates;
- Pupil expulsion rates; and
- Other local measures on the sense of safety.

Suspensions and Expulsions

Rate	School			District			State		
	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15
Suspensions	41.29	34.92	28.89	8.54	6.95	5.25	5.07	4.36	3.80
Expulsions	0.00	0.00	0.00	0.02	0.02	0.00	0.13	0.10	0.09

School Safety Plan (Most Recent Year)

Our school safety plan is updated and submitted for board approval by January each year. Staff is briefed on the current plan at the start of each school year, and discussions continue throughout the year as questions arise. The plan covers crisis readiness, response, and management, goals for site maintenance and improvement, listings of important phone numbers, information about utilities, and pertinent laws and policies related to school safety.

D. Other SARC Information

The information in this section is required to be in the SARC but is not included in the state priorities for LCFF.

Adequate Yearly Progress Overall and by Criteria (School Year 2014-15)

AYP Criteria	School	District	State
Made AYP Overall	No	Yes	Yes
Met Participation Rate: English-Language Arts	Yes	Yes	Yes
Met Participation Rate: Mathematics	No	Yes	Yes
Met Percent Proficient: English-Language Arts	N/A	N/A	N/A
Met Percent Proficient: Mathematics	N/A	N/A	N/A
Met Attendance Rate	N/A	Yes	Yes
Met Graduation Rate	N/A	Yes	Yes

Federal Intervention Program (School Year 2015-16)

Indicator	School	District
Program Improvement Status		In PI
First Year of Program Improvement		2011-2012
Year in Program Improvement*		Year 3
Number of Schools Currently in Program Improvement	N/A	4
Percent of Schools Currently in Program Improvement	N/A	100.0

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

Average Class Size and Class Size Distribution (Secondary)

Subject	2012-13			2013-14			2014-15					
	Avg. Class Size	Number of Classrooms			Avg. Class Size	Number of Classrooms			Avg. Class Size	Number of Classrooms		
		1-22	23-32	33+		1-22	23-32	33+		1-22	23-32	33+
English	11	15			12	12			16	14		
Mathematics	11	13			11	11			15	8		
Science	15	6			15	7			16	8		
Social Science	11	10			10	9			13	10		

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

Academic Counselors and Other Support Staff (School Year 2014-15)

Title	Number of FTE Assigned to School	Average Number of Students per Academic Counselor
Academic Counselor	0.40	100
Counselor (Social/Behavioral or Career Development)	0	N/A
Library Media Teacher (Librarian)	0	N/A
Library Media Services Staff (Paraprofessional)	0	N/A
Psychologist	0	N/A
Social Worker	0	N/A
Nurse	0	N/A
Speech/Language/Hearing Specialist	0	N/A
Resource Specialist	0	N/A
Other	0	N/A

Note: Cells with N/A values do not require data. One Full Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Expenditures per Pupil and School Site Teacher Salaries (Fiscal Year 2013-14)

Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Supplemental/ Restricted	Basic/ Unrestricted	
School Site	\$917,578	\$186,361	\$731,217	\$68,944
District	N/A	N/A		\$71,155
Percent Difference: School Site and District	N/A	N/A		-3.1
State	N/A	N/A	\$5,348	\$65,267
Percent Difference: School Site and State	N/A	N/A	13572.7	5.6

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

Types of Services Funded (Fiscal Year 2014-15)

In addition to general fund state funding, Center Joint Unified School District receives state and federal categorical funding for special programs. For the 2014-2015 school year, the district received categorical, special education, and support programs funds for:

- Class Size Reduction, Grades K-3 (optional)
- Department of Rehabilitation
- Economic Impact Aid (EIA)
- Education Protection Account
- Lottery: Instructional Materials
- Medi-Cal billing Option
- Other Local – Locally defined
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- State Lottery
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- Title III
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- Transportation
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Category	District Amount	State Average for Districts in Same Category
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Mid-Range Teacher Salary	\$61,765	\$62,323
Highest Teacher Salary	\$78,953	\$81,127
Average Principal Salary (Elementary)	\$100,968	\$99,192
Average Principal Salary (Middle)	\$100,745	\$91,287
Average Principal Salary (High)	\$113,477	\$112,088
Superintendent Salary	\$153,250	\$159,821
Percent of Budget for Teacher Salaries	41%	36%
Percent of Budget for Administrative Salaries	4%	6%

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

Advanced Placement (AP) Courses (School Year 2014-15)

Subject	Number of AP Courses Offered*	Percent of Students In AP Courses
Computer Science		N/A
English		N/A
Fine and Performing Arts		N/A
Foreign Language		N/A
Mathematics		N/A
Science		N/A
Social Science		N/A
All courses		

Note: Cells with N/A values do not require data. Where there are student course enrollments.

Professional Development (Most Recent Three Years)

Professional Development at McClellan High School has revolved around 2 main themes: 1) Standards-based, objective-focused instruction and 2) Use of technology to support learning. These areas were selected based on in-class observations of teaching methods and based on assessment and polling of teacher needs, with respect to district goals.

Over the last three years, we have had two days of staff development at the beginning of each school year, and we present staff development workshops at many of our regular staff meetings during the course of the year. Additionally, teachers are encouraged to attend off-site workshops when available and appropriate. Since we are a small staff (5 teachers), we are able to provide individual mentoring for staff. The principal performs regular in-class observations to provide feedback and coaching on implementation of new strategies and technologies, and staff meets weekly, providing opportunity for discussion.

Global Youth Charter High School School Accountability Report Card Reported Using Data from the 2014-15 School Year Published During 2015-16

By February 1 of each year, every school in California is required by state law to publish a School Accountability Report Card (SARC). The SARC contains information about the condition and performance of each California public school. Under the Local Control Funding Formula (LCFF) all local educational agencies (LEAs) are required to prepare a Local Control Accountability Plan (LCAP), which describes how they intend to meet annual school-specific goals for all pupils, with specific activities to address state and local priorities. Additionally, data reported in an LCAP is to be consistent with data reported in the SARC.

- For more information about SARC requirements, see the California Department of Education (CDE) SARC Web page at <http://www.cde.ca.gov/ta/ac/sa/>.
- For more information about the LCFF or LCAP, see the CDE LCFF Web page at <http://www.cde.ca.gov/fg/aa/lc/>.
- For additional information about the school, parents/guardians and community members should contact the school principal or the district office.

DataQuest

DataQuest is an online data tool located on the CDE DataQuest Web page at <http://dq.cde.ca.gov/dataquest/> that contains additional information about this school and comparisons of the school to the district, the county, and the state. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g., test data, enrollment, high school graduates, dropouts, course enrollments, staffing, and data regarding English learners).

Internet Access

Internet access is available at public libraries and other locations that are publicly accessible (e.g., the California State Library). Access to the Internet at libraries and public locations is generally provided on a first-come, first-served basis. Other use restrictions may include the hours of operation, the length of time that a workstation may be used (depending on availability), the types of software programs available on a workstation, and the ability to print documents.

About This School

Contact Information (Most Recent Year)

School Contact Information	
School Name	Global Youth Charter High School
Street	3243 Center Court Lane
City, State, Zip	Antelope, CA 95843
Phone Number	916-339-4680
Principal	Doug Hughey
E-mail Address	dhughey@centerusd.org
Web Site	www.centerusd.org
Grades Served	7-12
CDS Code	34-73973-0106377

District Contact Information	
District Name	Center Joint Unified School District
Phone Number	916-338-6400
Superintendent	Scott Loehr
E-mail Address	superintendentsoffice@centerusd.org
Web Site	www.centerusd.org

School Description and Mission Statement (Most Recent Year)

Our Mission is to inspire students to develop a love of learning and empower them to become self-sufficient adults through effective and challenging instruction, extra-curricular activities and a wide range of experiences in a safe and supportive community.

As a collaborative learning community, GYCS decided to re-write its SLOs – (the description “Expected Schoolwide Learning Results”: [ESLR] has evolved to “Schoolwide Learning Outcomes”: [SLO]) – to represent concrete academic outcomes. Over the period of 2 months, with input from staff, parents and students, the following Schoolwide Learning Outcomes (SLO) were developed in the 2013-2014 year:

Graduates of Global Youth Charter will be:

Complex Thinkers Who:

- Demonstrate creative and critical thinking skills to solve problems
- Illustrate a variety of perspectives when drawing conclusions
- Identify and use resources effectively

Academic Achievers Who:

- Strive to meet or exceed state standards
- Demonstrate consistent improvement
- Produce high quality work
- Work independently to seek and evaluate information
- Develop and monitor personal education and career goals

Responsible Citizens Who Demonstrate:

- Cultural awareness and appreciation of diversity
- Responsibility, integrity and respect for others
- The ability to work as part of a team
- Leadership and service within their community

Effective Communicators Who:

- Articulate ideas clearly in presentations and interactions with others
- Speak, read, write, and listen reflectively and critically
- Use technology to gather, process, and communicate information

Student Enrollment by Grade Level (School Year 2014-15)

Grade Level	Number of Students
-------------	--------------------

Student Enrollment by Group (School Year 2014-15)

Student Group	Percent of Percent of Total Enrollment
---------------	--

A. Conditions of Learning

State Priority: Basic

The SARC provides the following information relevant to the Basic State Priority (Priority 1):

- Degree to which teachers are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching;
- Pupils have access to standards-aligned instructional materials; and
- School facilities are maintained in good repair.

Teacher Credentials

Teachers	School			District
	2013-14	2014-15	2015-16	2015-16
With Full Credential	5	5	5	208
Without Full Credential	0	0	0	0
Teaching Outside Subject Area of Competence (with full credential)	0	0	0	0

Teacher Misassignments and Vacant Teacher Positions

Indicator	2013-14	2014-15	2015-16
Misassignments of Teachers of English Learners	0	0	0
Total Teacher Misassignments *	0	0	0
Vacant Teacher Positions	0	0	0

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

* Total Teacher Misassignments includes the number of Misassignments of Teachers of English Learners.

Core Academic Classes Taught by Highly Qualified Teachers (School Year 2014-15)

Location of Classes	Percent of Classes in Core Academic Subjects	
	Taught by Highly Qualified Teachers	Not Taught by Highly Qualified Teachers
This School		
All Schools in District		
High-Poverty Schools in District		
Low-Poverty Schools in District		

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

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2015-16)

Year and month in which data were collected: December 2015

Core Curriculum Area	Textbooks and Instructional Materials/ Year of Adoption	From Most Recent Adoption?	Percent of Students Lacking Own Assigned Copy
Reading/Language Arts	Prentice Hall: 9,10,11,12	Yes	0
Mathematics	Prentice Hall: Alg. 1, 2, Geometry. Larson/Hostetler: PreCalculus	Yes	0
Science	Holt: Earth Science, Chemistry. Glencoe: Biology. Hewitt: Conceptual Physics	Yes	0
History-Social Science	Glencoe: Geography, US Government, Economics. McDougal/Littell: World History. US History	Yes	0

Core Curriculum Area	Textbooks and Instructional Materials/ Year of Adoption	From Most Recent Adoption?	Percent of Students Lacking Own Assigned Copy
Health	Glencoe	Yes	0

School Facility Conditions and Planned Improvements (Most Recent Year)

Rooms 25 - 38 are currently not in use.

School Facility Good Repair Status (Most Recent Year)

School Facility Good Repair Status (Most Recent Year)				
Year and month in which data were collected: December 2015				
System Inspected	Repair Status			Repair Needed and Action Taken or Planned
	Good	Fair	Poor	
Systems: Gas Leaks, Mechanical/HVAC, Sewer	X			missing HVAC
Interior: Interior Surfaces			X	bad ceiling tiles; linoleum needing repair; light defuser missing; stained carpet; cracked plaster; paint needed; folding tables & benches missing; torn wallpaper; local phone missing. THESE ISSUES WERE FOUND IN ROOMS NOT CURRENTLY BEING USED.
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	X			Rooms 25 & 26 dirty
Electrical: Electrical		X		wiring replaced
Restrooms/Fountains: Restrooms, Sinks/ Fountains	X			
Safety: Fire Safety, Hazardous Materials	X			
Structural: Structural Damage, Roofs	X			
External: Playground/School Grounds, Windows/ Doors/Gates/Fences		X		exterior door rusty; handle loose; closer to kitchen missing; window boarded up; rusty ramp / numbers replaced

Overall Facility Rating (Most Recent Year)

Year and month in which data were collected: December 2015				
Overall Rating	Exemplary	Good	Fair	Poor
				X

B. Pupil Outcomes

State Priority: Pupil Achievement

The SARC provides the following information relevant to the State priority: Pupil Achievement (Priority 4):

- Statewide assessments (i.e., California Assessment of Student Performance and Progress [CAASPP], Science California Standards Tests); and
- The percentage of pupils who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study

California Assessment of Student Performance and Progress Results for All Students (School Year 2014-15)

Subject	Percent of Students Meeting or Exceeding the State Standards (grades 3-8 and 11)		
	School	District	State
English Language Arts/Literacy			
Mathematics			

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

CAASPP Assessment Results - English Language Arts (ELA)

Disaggregated by Student Groups, Grades Three through Eight and Eleven (School Year 2014-15)

Student Group	Grade	Number of Students		Percent of Students				
		Enrolled	Tested	Tested	Standard Not Met	Standard Nearly Met	Standard Met	Standard Exceeded

Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: The number of students tested includes students that did not receive a score; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using students with scores.

CAASPP Assessment Results - Mathematics

Disaggregated by Student Groups, Grades Three through Eight and Eleven (School Year 2014-15)

Student Group	Grade	Number of Students		Percent of Students				
		Enrolled	Tested	Tested	Standard	Standard	Standard	Standard

Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: The number of students tested includes students that did not receive a score; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using students with scores.

California Standards Tests for All Students in Science (Three-Year Comparison)

Subject	Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards)								
	School			District			State		
	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15
Science (grades 5, 8, and 10)									

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

California Standards Tests Results by Student Group in Science (School Year 2014-15)

Student Group	Percent of Students Scoring at Proficient or Advanced

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

Career Technical Education Programs (School Year 2014-15)

Although Global Youth as yet to implement a CTE course, a video/media class was developed for students to work on the yearbook and newspaper. In addition, students will be developing a Global Youth video that will be put on the school website. The video will show the academic and non-academic options for all students. In addition to the video/media class Global students have the opportunity to concurrently attend American River College. Students use this opportunity to enroll in a foreign language or enhance their skills in a math or science course not offered at Global Youth.

Career Technical Education Participation (School Year 2014-15)

Measure	CTE Program Participation
Number of pupils participating in CTE	0
% of pupils completing a CTE program and earning a high school diploma	0
% of CTE courses sequenced or articulated between the school and institutions of postsecondary education	0

Courses for University of California and/or California State University Admission

UC/CSU Course Measure	Percent
2014-15 Students Enrolled in Courses Required for UC/CSU Admission	
2013-14 Graduates Who Completed All Courses Required for UC/CSU Admission	

State Priority: Other Pupil Outcomes

The SARC provides the following information relevant to the Other Pupil Outcomes State Priority (Priority 8):

- Pupil outcomes in the subject areas of English, mathematics, and physical education.

California High School Exit Examination Results for Grade Ten Students (Three-Year Comparison)

Subject	Percent of Students Scoring at Proficient or Advanced								
	School			District			State		
	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15
English-Language Arts									
Mathematics									

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

California High School Exit Examination Grade Ten Results by Student Group (School Year 2014-15)

Group	English-Language Arts			Mathematics		
	Percent Not Proficient	Percent Proficient	Percent Advanced	Percent Not Proficient	Percent Proficient	Percent Advanced

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

California Physical Fitness Test Results (School Year 2014-15)

Grade Level	Percent of Students Meeting Fitness Standards		
	Four of Six Standards	Five of Six Standards	Six of Six Standards

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

C. Engagement

State Priority: Parental Involvement

The SARC provides the following information relevant to the Parental Involvement State Priority (Priority 3):

- Efforts the school district makes to seek parent input in making decisions for the school district and each schoolsite.

Opportunities for Parental Involvement (Most Recent Year)

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

State Priority: Pupil Engagement

The SARC provides the following information relevant to the Pupil Engagement State Priority (Priority 5):

- High school dropout rates; and
- High school graduation rates.

Dropout Rate and Graduation Rate (Four-Year Cohort Rate)

Indicator	School			District			State		
	2011-12	2012-13	2013-14	2011-12	2012-13	2013-14	2011-12	2012-13	2013-14
Dropout Rate									
Graduation Rate									

Completion of High School Graduation Requirements (Graduating Class of 2014)

Group	Graduating Class of 2014		
	School	District	State

State Priority: School Climate

The SARC provides the following information relevant to the School Climate State Priority (Priority 6):

- Pupil suspension rates;
- Pupil expulsion rates; and
- Other local measures on the sense of safety.

Suspensions and Expulsions

Rate	School			District			State		
	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15
Suspensions									
Expulsions									

School Safety Plan (Most Recent Year)

The Global Youth School Safety Plan is updated on a yearly basis. The last full update was in the spring of 2015. Staff plays a part in developing and implementing the safety plan. Students and staff participate in monthly drills to assure proper procedures are understood should a real emergency place. Global Youth also takes part in the district-wide disaster drill put on once a year in the spring semester. The key elements of the plan include: roles of staff, individual plans for different drills, communication with district and parents, contact numbers for all stakeholders.

D. Other SARC Information

The information in this section is required to be in the SARC but is not included in the state priorities for LCFF.

Adequate Yearly Progress Overall and by Criteria (School Year 2014-15)

AYP Criteria	School	District	State
Made AYP Overall			Yes
Met Participation Rate: English-Language Arts			Yes
Met Participation Rate: Mathematics			Yes
Met Percent Proficient: English-Language Arts			N/A
Met Percent Proficient: Mathematics			N/A
Met Attendance Rate			Yes
Met Graduation Rate			Yes

Federal Intervention Program (School Year 2015-16)

Indicator	School	District
Program Improvement Status		
First Year of Program Improvement		
Year in Program Improvement*		
Number of Schools Currently in Program Improvement	N/A	
Percent of Schools Currently in Program Improvement	N/A	

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

Average Class Size and Class Size Distribution (Elementary)

Grade Level	2012-13			2013-14			2014-15					
	Avg. Class Size	Number of Classes			Avg. Class Size	Number of Classes			Avg. Class Size	Number of Classes		
		1-20	21-32	33+		1-20	21-32	33+		1-20	21-32	33+

Note: Number of classes indicates how many classes fall into each size category (a range of total students per class).

Average Class Size and Class Size Distribution (Secondary)

Subject	2012-13			2013-14			2014-15					
	Avg. Class Size	Number of Classrooms			Avg. Class Size	Number of Classrooms			Avg. Class Size	Number of Classrooms		
		1-22	23-32	33+		1-22	23-32	33+		1-22	23-32	33+
English												
Mathematics												
Science												
Social Science												

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

Academic Counselors and Other Support Staff (School Year 2014-15)

Title	Number of FTE Assigned to School	Average Number of Students per Academic Counselor
Academic Counselor	0	
Counselor (Social/Behavioral or Career Development)	0	N/A
Library Media Teacher (Librarian)	0	N/A
Library Media Services Staff (Paraprofessional)	0	N/A
Psychologist	0	N/A
Social Worker	0	N/A
Nurse	1	N/A
Speech/Language/Hearing Specialist	1	N/A
Resource Specialist	0	N/A
Other	1	N/A

Note: Cells with N/A values do not require data. One Full Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Expenditures per Pupil and School Site Teacher Salaries (Fiscal Year 2013-14)

Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Supplemental/ Restricted	Basic/ Unrestricted	
School Site	\$731,491.00	\$26,161.00	\$705,330.00	\$51,065.00
District	N/A	N/A		
Percent Difference: School Site and District	N/A	N/A		
State	N/A	N/A		
Percent Difference: School Site and State	N/A	N/A		

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

Types of Services Funded (Fiscal Year 2014-15)

In addition to general fund state funding, Center Joint Unified School District receives state and federal categorical funding for special programs. For the 2014/15 school year, the district received categorical, special education, and support programs funds for:

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

Teacher and Administrative Salaries (Fiscal Year 2013-14)

Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary		
Mid-Range Teacher Salary		
Highest Teacher Salary		
Average Principal Salary (Elementary)		
Average Principal Salary (Middle)		
Average Principal Salary (High)		
Superintendent Salary		
Percent of Budget for Teacher Salaries		
Percent of Budget for Administrative Salaries		

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

Advanced Placement (AP) Courses (School Year 2014-15)

Subject	Number of AP Courses Offered*	Percent of Students In AP Courses
Computer Science		N/A
English		N/A
Fine and Performing Arts		N/A
Foreign Language		N/A
Mathematics		N/A
Science		N/A
Social Science		N/A
All courses		

Note: Cells with N/A values do not require data. Where there are student course enrollments.

Professional Development (Most Recent Three Years)

Monday Staff Development Days, Teacher collaboration, All staff received training in Google technologies, Staff training from CJUSD curriculum department on the implementation of Common Core in Mathematics and English, Two staff members are completing BTSA program, Staff Development Days are spent two ways: Looking at student data, looking at individual personal student growth. Teachers are supported by daily classroom observations followed by immediate feedback, one on one meetings with the Principal, and constant collaboration with their peers.

Freshman Math Placement Flowchart

Revised 12/3/15

For students taking Integrated Math 1 in middle/junior high school:

1. Honors Integrated Math 2 - At least two of the criteria listed below must be met:
 - a. Grade of B or higher in Integrated Math 1
 - b. Finals - Grade of B or higher
 - c. Smarter balanced math testing = Exceeds
2. Integrated Math 2 - At least two of the criteria listed below must be met:
 - a. Grade of C or higher in Integrated Math 1
 - b. Finals - Grade of C or higher
 - c. Smarter balanced math testing at least Meets
3. All others will repeat Integrated Math 1

For students taking 8th Grade Math/Algebra/Algebra 1a or 1b in middle/junior high school:

1. Integrated Math 1 - At least two of the criteria listed below must be met:
 - a. Grade of C or higher in Math 8/Algebra/Algebra 1a or 1b
 - b. Placement test of Introduction to Integrated Math I final exam (second semester) with a score of 60% or higher.
 - c. Smarter balanced math testing at least "Nearly Meets"
2. All others will take Introduction to Integrated Math 1

AVID® STANDARD TERMS AND CONDITIONS

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

Article I. Definitions

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

1.6 **AVID Programs:**

Other AVID offerings that are supplementary to AVID Elementary, AVID Secondary, or AVID for Higher Education (as indicated in parentheses). The specific AVID Programs are further defined in their corresponding Exhibit. This list is subject to change without notice: AVID Excel (AVID Secondary); AVID Roadtrip Nation Experience (AVID Secondary); AVID Summer Bridge (AVID Secondary); AVID Weekly (versions for each: AVID Elementary, AVID Secondary, AVID for Higher Education. AVID Elementary and AVID for Higher Education subscriptions are included as part of membership; AVID Secondary subscriptions are included in Middle School and High School Libraries, if so ordered by Client).

1.7 **Exhibit:** The document with terms and conditions that relate specifically to a corresponding service or product ordered on the Quote(s).

1.8 **Payment Terms:** The terms of when payment is due, as listed on the Quote.

1.9 **Quote:** The order document that is fully incorporated into this Agreement by reference.

1.10 **AVID District Director:** District leaders that coordinate the implementation of AVID Secondary and/or AVID Elementary at AVID Member Sites within their school system according to the AVID Methodologies. If Client implements AVID Elementary and/or AVID Secondary at any of its AVID Member Sites, then Client agrees to maintain, at its expense, at least one AVID District Director who will enroll in and complete, or have previously completed, the series of AVID District Leadership (ADL) trainings (as described in the corresponding Exhibit).

Article II. Period of Agreement

2.1 **Term:** The Term ("Term") of this Agreement shall be July 1, 2016 to June 30, 2017 unless earlier terminated as provided herein.

Article III. Licenses and Rights

Copyright License:

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

- (a) Client may distribute, reproduce, and display the AVID Materials only to appropriate staff and students of the AVID Member Sites listed in Quote(s), for the sole purpose of implementing the specified AVID service or product at the AVID Member Sites and for no other purpose. Client will not permit any of the AVID Materials or AVID Methodologies to be used by anyone other than the AVID Member Sites.
- (b) Further, Client will only distribute, display, photocopy, reproduce or otherwise duplicate, those AVID Materials and AVID Methodologies corresponding to the specific AVID service or product listed for each AVID Member Site in Quote(s). [For example, if Quote(s) specifies both AVID Elementary and AVID Secondary membership at ABC School Site, but only specifies AVID Elementary membership at XYZ School Site, Client will not distribute, display, photocopy, reproduce, duplicate, or otherwise make available the AVID Secondary Materials and Methodologies to XYZ School Site.]
- (c) Client and any AVID Member Sites will not distribute, display, photocopy, reproduce or otherwise duplicate, all or any part of the AVID Materials or AVID Methodologies to anyone other than the AVID Member Sites without AVID Center's prior written consent.
- (d) Should Client wish to make any of the AVID Materials or AVID Methodologies accessible to its AVID Member Sites through the Internet, it will do so on a password-protected website, and it will ensure that only appropriate staff and students of the AVID Member Sites are allowed access to the website.
- (e) Should Client wish to make electronic versions of any of the AVID Materials or AVID Methodologies available for download by its AVID Member Sites, it will ensure that only appropriate staff and students of the AVID Member Sites are allowed access to those materials, and it will require that those staff and students agree not to distribute, reproduce, display, or transfer those materials to anyone other than appropriate staff and students of the AVID Member Sites before downloading those materials.
- (f) Client and any AVID Member Sites shall not modify or otherwise alter the AVID Materials or AVID Methodologies in any way, or create or distribute any derivative works of the AVID Methodologies or the AVID Materials in any way. Client also agrees not to use or adopt the AVID Methodologies or AVID Materials with respect to any educational or other program except solely to implement AVID under the provisions of this Agreement.
- (g) Client and any AVID Member Sites acknowledge that they do not have the right to sell, sublicense, transfer, or lease any of the AVID Materials or AVID Methodologies to any person or entity.

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

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

Article IV. Compensation

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

Article V. Status of Parties

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

Article VI. Authority

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

Article VII. Termination

- 7.1 **Termination for Cause:** Subject to the last sentence of this Paragraph 7.1, either party has the right to terminate this Agreement at any time if the other party is in material breach of any warranty, term, condition or covenant of this Agreement and (i) fails to cure that breach within thirty (30) days of receiving notice from the non-breaching party which specifies such material breach and demands cure thereof, or (ii) fails to provide the non-breaching party assurance that the breach will be cured within a longer period of time which is acceptable to the non-breaching party. In the case of a breach by Client that is not cured as described above, AVID Center shall have the right to terminate Client's right to conduct all or part of an AVID product or service at one or more specific AVID Member Sites, by giving written notice to Client of the sites so terminated, without terminating this Agreement with respect to the other products or services at the particular AVID Member Site and/or other AVID Member Site(s) subject to this Agreement. Any termination under this Paragraph 7.1 will become effective automatically upon expiration of the cure period in the absence of a cure or mutually agreed-upon resolution. Notwithstanding the foregoing, any material breach by Client, which is further defined as a breach of any of the provisions of Article III, shall be deemed non-curable and AVID Center shall have the right to immediately terminate this Agreement upon such material breach by Client.
- 7.2 **Termination for Convenience:** Notwithstanding Paragraph 7.1 above, either party may terminate this Agreement upon thirty (30) days prior written notice to the other party.
- 7.3 **Cessation of Use:** Upon termination or expiration of this Agreement: (a) the licenses in Article III shall automatically terminate and revert to AVID Center, (b) Client shall thereafter immediately discontinue AVID in all of its school sites and cease using the AVID Materials, AVID Methodologies, or AVID Trademarks in any way, and (c) Client shall pay any unpaid balances to AVID Center and remain liable for its obligations or other actions that accrued or occurred prior to the termination date.
- 7.4 **Cumulative Remedies:** All rights and remedies conferred herein shall be cumulative and in addition to all of the rights and remedies available to each party at law, equity or otherwise. In addition, Sections 3.3, 3.4, 3.5, 3.6, 4.1, and all of the provisions of Articles VII and VIII shall survive the termination or expiration of this Agreement.

Article VIII. General Provisions

- 8.1 **Governing Law and Venue:** If any action at law or in equity is brought to enforce or interpret the provisions of this Agreement, then (i) if Client is the party initiating that action (e.g., as plaintiff), this Agreement shall be interpreted under California law, the action shall be submitted to the exclusive jurisdiction of the applicable court in San Diego, California, and venue for the action shall be San Diego, California; and (ii) if AVID is the party initiating the action (e.g., as plaintiff), this Agreement shall be interpreted under the law of the State in which Client is located, the action shall be submitted to the exclusive jurisdiction of the applicable court in the city and State where Client is located and venue for the action shall be that city and State.
- 8.2 **Entire Agreement:** All Quotes, Exhibits, and other addenda to this Agreement are fully incorporated herein. This Agreement, including all addenda, constitutes the entire agreement between the parties regarding this subject matter hereof and supersedes all prior oral or written agreements or understandings regarding this subject matter. This Agreement can only be amended by a written document signed by both parties.
- 8.3 **Limitation of Liability:** NEITHER PARTY SHALL BE LIABLE FOR ANY INDIRECT, SPECIAL, INCIDENTAL, CONSEQUENTIAL OR EXEMPLARY DAMAGES, WHETHER FORESEEABLE OR NOT, THAT ARE IN ANY WAY RELATED TO THIS AGREEMENT, THE BREACH THEREOF, THE USE OR THE INABILITY TO USE THE AVID COLLEGE READINESS SYSTEM SERVICES AND PRODUCTS, THE RESULTS GENERATED FROM THE USE OF THE AVID COLLEGE READINESS SYSTEM SERVICES AND PRODUCTS, LOSS OF GOODWILL OR PROFITS AND/OR FROM ANY OTHER CAUSE WHATSOEVER.
- 8.4 **Force Majeure:** Neither party shall have any liability to the other hereunder by reason of any delay or failure to perform any obligation or covenant if the delay or failure to perform is occasioned by force majeure, meaning any act of God, storm, fire, casualty, unanticipated work stoppage, strike, lockout, labor dispute, civil disturbance, riot, war, national emergency, act of Government, act of public enemy, or other cause of similar or dissimilar nature beyond its control.
- 8.5 **Severability:** If any provision of this Agreement is judicially determined to be invalid, void or unenforceable, the remaining provisions shall remain in full force and effect.
- 8.6 **Attorney Fees:** In the event a dispute arises regarding this Agreement and a legal proceeding is brought by either party, each party shall be responsible for paying their own attorney fees regardless of the outcome or resolution of the dispute.
- 8.7 **Assignment:** Client acknowledges that the favorable terms of this Agreement were granted solely to Client, and that the substitution of any party by Client would destroy the intent of the parties. Accordingly, Client shall have no right to assign, delegate, transfer or otherwise encumber this Agreement or any portion thereof without AVID Center's prior written consent, which can be withheld in its sole discretion.

- 8.8 **Notice:** All notices, requests or other communications under this Agreement shall be in writing, shall be sent to the designated representatives of the parties at the addresses set forth in Quote(s), and shall be deemed to have been duly given on the date of service if sent by facsimile or electronic mail, or on the day following service if sent by overnight air courier service with next day delivery and with written confirmation of delivery, or five (5) days after mailing if sent by first class, registered or certified mail, return receipt requested. Each party is required to notify the other party in the above manner of any change of address.
- 8.9 **Counterparts:** This Agreement may be executed in several counterparts that together shall be originals and constitute one and the same instrument.
- 8.10 **Non-Waiver:** The failure of a party to enforce any of its rights hereunder or at law or in equity shall not be deemed a waiver or a continuing waiver of any of its rights or remedies against the other party, unless such waiver is in writing and signed by the party to be charged.
- 8.11 **Facsimile and Electronic Signatures:** The parties hereto (i) each agree to permit the use, from time to time and where appropriate under the circumstances, of signatures sent via facsimile or electronically in a .pdf file or other digital format in order to expedite the transaction(s) contemplated by this Agreement; (ii) each intend to be bound by its respective signature sent by that party via facsimile or electronically in a .pdf file or other digital format; (iii) are each aware that the other, and the other's agents and employees, will rely on signature pages sent via facsimile or electronically in a .pdf file or other digital format; and (iv) each acknowledge such reliance and waive any defenses to the enforcement of this Agreement or of other documents effecting the transactions contemplated by this Agreement based on the signature page being a facsimile, .pdf copy or other digital format. The parties covenant to each other that each time they send a signature page via facsimile or electronically in a .pdf file or other digital format, they will in a timely manner send the other party the countersigned signature page(s).

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

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

Center Joint Unified School District
CA

Signature: AVID Center Authorized

Signature: Client Authorized

Printed or Typed Name

Printed or Typed Name

Title

Title of Designee

Date

Date

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



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

Quote: Center Joint Unified School District

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

Summary

Total Amount:	\$7,390.00	Quote ID:	QUO-05353-V1N9J4
Shipping Method:	FedEx	Date:	1/7/2016
Payment Terms:	Net 30		

Number of SI:		Number of Elementary Libraries:	
Number of Memberships:	2	Number of Middle Libraries:	
Number of AVID Weekly:		Number of High Libraries:	

Details

Site	Product ID	Product	Quantity	Price	Sub Total
Site: Center High School					
Program Level: Secondary	MEMBERSHIP AVID	Membership Fees	1.00	\$3,695.00	\$3,695.00
	SECONDARY				
Site: Wilson C. Riles Middle School					
Program Level: Secondary	MEMBERSHIP AVID	Membership Fees	1.00	\$3,695.00	\$3,695.00
	SECONDARY				

Pre Freight Amount	\$7,390.00
Total Tax	\$0.00
Total	\$7,390.00

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

Purchase Order is not required.

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

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

Client Signature

Title

Date

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

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

Article I. AVID Membership Benefits

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

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

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

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

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

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

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

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

Article II. Term of Exhibit

2.1 Term: The parties agree that this Exhibit shall be in effect from July 1, 2016 to June 30, 2017 unless earlier terminated as provided for in the Standard Terms and Conditions ("Term").

Article III. Client Responsibilities

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

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

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

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

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

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

Center Joint Unified School District

Dept./Site: Instructional Services	AGENDA REQUEST FOR:
To: Board of Trustees	Action Item <u> X </u>
Date: January 20, 2016	Information Item <u> </u>
From: Scott Loehr, Superintendent	# Attached Pages <u> </u>
Principal/Administrator Initials: _____	

SUBJECT: Agreement for PCOE Consulting Services
<p>This contract is for PBIS (Positive Behavioral Interventions and Supports) Training between Center Joint Unified School District and Placer County Office of Education.</p>
RECOMMENDATION: The CJUSD Board of Trustees approve the Agreement for PCOE Consulting Services.

CONSENT AGENDA

AGREEMENT FOR PCOE CONSULTING SERVICES

This agreement ("Agreement") for consulting services offered by Placer County Office of Education, "Consultant", is entered into between Gayle Garbolino-Mojica, Placer County Superintendent of Schools, in her capacity as the Chief Executive Officer of the Placer County Office of Education ("PCOE") and Center Joint Unified School District("Agency"). This Agreement is effective when signed by PCOE and Agency and for reference only is dated December 1, 2015.

1.0 SCOPE OF SERVICES

Consultant shall provide the following specialized consulting services to Agency: Positive Behavioral Interventions and Supports outlined in the Work Plan (see Attachment A for breakdown of yearly costs and additional fees for individualized makeup training dates as needed). These services to be provided by Consultant may be further described in Attachment A which is attached hereto and is incorporated herein by this reference.

2.0 FEES

Agency shall pay Consultant for all specialized services set forth herein for the amount as determined on Attachment A. Any reimbursement rate or amount for expenses such as travel, materials, copying etc. shall be described in Section 7.0 and further outlined on the fee schedule herein referred to as Attachment A. All fees for services and any reimbursement for expenses shall be paid directly to PCOE.

3.0 RECORDS

Any records shall be maintained and stored by the Agency as may be required by the Education Code or other legal mandate. Copies of records may also be maintained and stored by PCOE.

4.0 WORK PRODUCT

All work product including intellectual property, such as trade secrets and copyrights, documents, records, files and supporting data accumulated, prepared and/or distributed by Consultant within the course and scope of this Agreement shall be as specified below the property of:

- a. PCOE _____
- b. Agency _____

c. Not Applicable _____

5.0 TERM

The term of this Agreement shall be from December 1, 2015 through June 30, 2016.

6.0 TERMINATION

Either party may terminate this Agreement by giving the other party at least thirty (30) calendar days written notice. In the event of the early termination of this Agreement, Consultant shall be paid for all work performed and all reasonable expenses incurred up to and including the date of termination.

7.0 PAYMENT

PCOE will invoice Agency annually for any specialized services rendered as outlined in Attachment A. Agency will pay PCOE within 30 days after receipt of invoice.

8.0 AMENDMENTS

Any amendments to this Agreement shall be in writing and signed by both parties.

9.0 INDEMNIFICATION

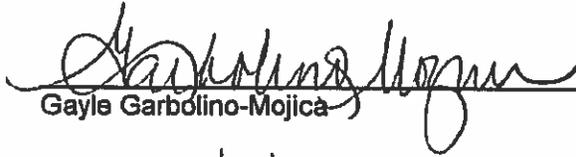
Both parties agree to indemnify and hold harmless each other, their agents, officials, officers and employees from and against any and all actions, claims, damages (including but not limited to death, bodily injury, or property damage), liabilities, losses, or expenses of whatsoever kind, name or nature, including legal costs and attorneys' fees, whether or not suit is actually filed, and any judgments rendered against the other party and/or its agents, officials, officers, or employees that may be asserted or claimed by any person, firm or entity arising out of or in connection with the party's performance or the performance of its agents, officials, officers, or employees, including any acts, errors, or omissions of the party's its agents, officials, officers or employees.

10.0 ENTIRE AGREEMENT

This Agreement constitutes the entire agreement and understanding of the parties. There are no oral understandings, terms or conditions, and no party has relied upon any representation, express or implied, that are not otherwise contained in this Agreement. All prior understandings, terms or conditions are deemed merged into this Agreement.

IN WITNESS WHEREOF, the parties do hereby certify that they are duly authorized to execute this Agreement.

PLACER COUNTY SUPERINTENDENT OF SCHOOLS


Gayle Garbolino-Mojica

12/10/15
Date

AGENCY – CENTER JOINT UNIFIED SCHOOL DISTRICT

(Signature of Agency Representative)

Date

Title

Attachment A - 12/15/2015

Center Jt. Unified School District - PBIS Training Fees 2015-2016 Year 1												
Training Dates		# of Schools	Tier I - Cost per school	Total	Tier II Cost per School	Total	Tier III Cost per School	Total	Materials Cost New Schools	Travel Fee/1 Trainer	One Time SWIS/PBIS Assessment Technical Assist.	
Tier I Schools												
Dudley Elem.	Day 1 1/13/16 Day 2 2/9/16 Day 3 3/17/16 Day 4 5/18/16	1	\$4,000	\$4,000				\$0	\$1,000	\$2,000	\$1,000	\$8,000
Total Annual Training Fee												
											\$8,000	

Center Joint Unified School District

		AGENDA REQUEST FOR:
Dept./Site:	ERMHS	
Date:	January 20, 2016	Action Item <input checked="" type="checkbox"/>
To:	Board of Trustees	Information Item
From:	Scott A. Loehr Superintendent	# Attached Pages
	Initials: <u>S.L.</u>	

CONSENT AGENDA

SUBJECT: PROFESSIONAL SERVICE AGREEMENT	
CONSULTANT'S NAME:	Gary Henderson, MFT
COMPANY NAME (if applicable)	
SERVICE(S) TO BE RENDERED:	Provide clinical supervision: practical application of engagement, assessment, treatment planning, treatment and evaluation strategies. Review of termination process. Case consultation and support. Coverage of DBT, CBT, motivational interviewing and Solution-focused therapies.
DATE(S) OF SERVICE:	9/14/15 through 6/30/16 (weekly session)
PAYMENT PER HOUR:	\$100.00
TOTAL AMOUNT OF CONTRACT:	\$ 10,000.00
FUNDING SOURCE:	01-6512-0-5800-102-5750-1180-003-000
RECOMMENDATION:	CJUSD Board of Trustees approve Professional Service Agreement with: Gary Henderson, MFT



Center Unified School District
8408 Watt Avenue
Antelope, California 95843

PROFESSIONAL SERVICES AGREEMENT

This agreement for professional services is entered into this 9/14/15 day of 6/30/16 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: GARY Henderson MFT
Address: 720 Sunrise Ave, #0115, Roseville, CA. 95661
Phone: 916 201-7348 Taxpayer ID#: [REDACTED]

*Full description of services to be provided:
Clinical Supervision

*Payment \$100 per hr. 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: 9-14-15 *Frequency of Service Dates: Weekly
*Ending Date of Service: 6-30-16

Method of Payment and Tax Reporting: (check one)
 Variable Payroll- W-2 Generated (requires completion of W-4 & I-9 in Personnel Dept.)
 Accounts Payable-1099 Generated (Requires completion of W-9 on pg. 2 of this form)

Total amount of this contract \$ 10,000.00 Budget # 01-6512-0-5800-102.5750.

Reason service cannot be provided by a District employee: 1180-003-000
See attached Board agenda

Signature of CONTRACTOR * Gary Henderson Date: * 12-14-15
Signature of District employee requesting service: _____ Date: _____
Signature of Accounting Supervisor: _____ Date: _____
Date Board of Trustees Approved _____ Date: _____
Signature of Authorized Contracting Official: _____ Date: _____

CONTRACT NOT VALID WITHOUT AUTHORIZED DISTRICT SIGNATURE

Form **W-9**
(Rev. January 2011)
Department of the Treasury
Internal Revenue Service

Request for Taxpayer Identification Number and Certification

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

Name (as shown on your income tax return)
Gary Henderson

Business name/disregarded entity name, if different from above

Check appropriate box for federal tax classification (required):
 Individual/sole proprietor C Corporation S Corporation Partnership Trust/estate
 Limited liability company. Enter the tax classification (C=C corporation, S=S corporation, P=partnership) ▶ Exempt payee
 Other (see instructions) ▶

Address (number, street, and apt. or suite no.)
770 Sunrise Ave # 0115

City, state, and ZIP code
Roseville, CA 95661

List account number(s) here (optional)

Requester's name and address (optional)

Part I Taxpayer Identification Number (TIN)

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

Social security number								

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

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. citizen or other U.S. person (defined below).

Certification instructions. You must cross out item 2 above if you have been notified by the IRS that you are currently subject to backup withholding because you have failed to report all interest and dividends on your tax return. For real estate transactions, item 2 does not apply. For mortgage interest paid, acquisition or abandonment of secured property, cancellation of debt, contributions to an individual retirement arrangement (IRA), and generally, payments other than interest and dividends, you are not required to sign the certification, but you must provide your correct TIN. See the instructions on page 4.

Sign Here Signature of U.S. person ▶ Gary Henderson

Date ▶ 12-14-15

General Instructions

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

Purpose of Form

A person who is required to file an information return with the IRS must obtain your correct taxpayer identification number (TIN) to report, for example, income paid to you, real estate transactions, mortgage interest you paid, acquisition or abandonment of secured property, cancellation of debt, or contributions you made to an IRA.

Use Form W-9 only if you are a U.S. person (including a resident alien), to provide your correct TIN to the person requesting it (the requester) and, when applicable, to:

- Certify that the TIN you are giving is correct (or you are waiting for a number to be issued),
- Certify that you are not subject to backup withholding, or
- Claim exemption from backup withholding if you are a U.S. exempt payee. If applicable, you are also certifying that as a U.S. person, your allocable share of any partnership income from a U.S. trade or business is not subject to the withholding tax on foreign partners' share of effectively connected income.

Note. If a requester gives you a form other than Form W-9 to request your TIN, you must use the requester's form if it is substantially similar to this Form W-9.

Definition of a U.S. person. For federal tax purposes, you are considered a U.S. person if you are:

- An individual who is a U.S. citizen or U.S. resident alien,
- A partnership, corporation, company, or association created or organized in the United States or under the laws of the United States,
- An estate (other than a foreign estate), or
- A domestic trust (as defined in Regulations section 301.7701-7).

Special rules for partnerships. Partnerships that conduct a trade or business in the United States are generally required to pay a withholding tax on any foreign partners' share of income from such business. Further, in certain cases where a Form W-9 has not been received, a partnership is required to presume that a partner is a foreign person, and pay the withholding tax. Therefore, if you are a U.S. person that is a partner in a partnership conducting a trade or business in the United States, provide Form W-9 to the partnership to establish your U.S. status and avoid withholding on your share of partnership income.

**INDEPENDENT CONTRACTOR OR EMPLOYEE?
DISTRICT GUIDELINES**

PART I

	YES	NO
1. Has this category of worker already been classified an "employee" by the IRS? Refer to page 1 for individuals listed in IRS Publication SWR 40 and others identified during the IRS compliance studies in San Diego County.		✓
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 <u>both</u> 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
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>	✓	
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>	✓	

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>	✓	
14. Is this paid by the job or on a commission?	✓	
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>	✓	

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:	December 9, 2015	Action Item <u> X </u>
To:	Board of Trustees	Information Item
From:	Kathleen Lord, Principal	
		# Attached Pages: 22
Principal's Initials:	<u>KL</u>	

SUBJECT: APPROVAL OF SINGLE PLAN FOR STUDENT ACHIEVEMENT
Please approve North Country's Single Plan for Student Achievement.

CONSENT AGENDA



North Country Elementary School

Single Plan For Student Achievement

Center Joint Unified School District

CDS Code: 34-73973-6032924

Principal: Kathleen Lord

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

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

Kathleen Lord, Principal
916-338-6480
3901 Little Rock Drive
Antelope, CA 95843
klord@centerusd.org

The District Governing Board approved this revision of the SPSA on December 16, 2015.

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Average Scale Score Percentage in Each Claims Performance Category Smarter
Summative ELA/Literacy

Average Scale Score Percentage in Each Claims Performance Category
Smarter Summative Mathematics

California English Language Development (CELDT) Data

Form E: School Site Council Membership

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

The School Site Council has analyzed the academic performance of all student groups and had considered the effectiveness of key elements of the instructional program for students failing to meet academic performance index and adequate yearly progress growth targets. As a result, it has adopted the following school goals , related actions, and expenditures to raise the academic performance of students not yet meeting the state standards.

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

SCHOOL GOAL: English Language Arts: For the 2015-2016 school year we have established baseline data for the SBAC, and will use formative and summative local assessment to show proficiency towards the Common Core English Language Arts Standards. Math- Students will continue to work toward developing, understanding and applying grade level curriculum through problem solving methods and performance tasks.

What data did you use to form this goal?

- Smarter Summative Assessments ELA and Math 2014-2015
- CELDT results from 2015-2016
- My Math local Assessments
- Open Court Assessments
- Accelerated Reader
- Reading Fluency Scores
- San Diego Quick
- BPST
- APST
- Read Naturally
- District Writing Assessment
- K-2 Benchmark Assessments

What were the findings from the analysis of this data?

- The Reading and Writing claims are areas of concern requiring a continued instructional focus.
- Student performance in the Concepts and Procedures claim is the lowest across all grades 3-6.

How will the school evaluate the progress of this goal?

- Daily, weekly, monthly, and at the end of each trimester students will be monitored and evaluated for progress towards grade level standards.
- K-2 benchmark assessments 3 times per year.
- Interim SBAC assessments
- Spring SBAC assessment results

Where can a budget plan of the proposed expenditures for this goal be found?

- Form C of this SPSA

STRATEGY: During the 2015-2016 school year, at-risk students will receive interventions to address their area of academic weakness. These interventions will be based on their needs in the area of English Language Arts.

Action / Date	August 2015-May 2016 1. Identify at-risk students and target their literacy needs.	August 2015-May 2016 2. Plan and implement the literacy intervention plan for at-risk students	August 2015-May 2016 3. Conduct on-going evaluations based on student outcomes
Person(s) Responsible	Title 1 Coordinator, EL Coordinator, Instructional Specialists, Classroom Teachers, Collaborative Teacher groups.	Title 1 Coordinator, EL Coordinator, Instructional Specialists, Classroom Teachers, Collaborative Teacher groups.	Title 1 Coordinator, EL Coordinator, Instructional Specialists, Classroom Teachers, Collaborative Teacher groups.
Task / Date	August 2015-May 2016 <ul style="list-style-type: none"> • Assess at-risk student to determine literacy needs • Analyze formative and summative assessment data for at-risk students • Identify specific literacy needs 	August 2015-May 2016 <ul style="list-style-type: none"> • Select appropriate literacy intervention strategies/materials for at-risk students • Train staff as needed for interventions • Implement literacy interventions to meet needs of at-risk students on a daily, weekly and monthly basis 	August 2015-May 2016 <ul style="list-style-type: none"> • Monitor and evaluate student progress on a daily, weekly and monthly basis • Adjust/re-evaluate student goals according to their needs • Collaborative teacher groups provide input/suggestions for interventions.
Cost and Funding Source (Itemize for Each Source)	Title 1: Title I Coordinator \$53,300 Instructional Assistants \$59,300 Form C of SPSA	Title 1: \$70,000 Academic Coordinator \$59,300 Instructional Assistants Form C of SPSA	Title 1: \$70,000 Academic Coordinator \$59,300 Instructional Assistants Form C of SPSA

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

The School Site Council has analyzed the academic performance of all student groups and had considered the effectiveness of key elements of the instructional program for students failing to meet academic performance index and adequate yearly progress growth targets. As a result, it has adopted the following school goals, related actions, and expenditures to raise the academic performance of students not yet meeting the state standards.

LEA GOAL: Center JUSD students are college and career ready.

SCHOOL GOAL: Student Leadership (Data) Notebooks and Student-Led Conferences
100% of students will maintain a Leadership notebook to track and monitor their own academic progress toward individually established learning goals. Students will lead the parent conference by sharing goals and academic data in their Leadership Notebooks.

What data did you use to form this goal?

- The Leader in Me Lighthouse Criteria
- Classroom assessments
- Local summative and formative assessments
- Feedback from teachers
- Report Cards

What were the findings from the analysis of this data?

- Parent conference schedules
- Teacher reporting
- Data notebooks

How will the school evaluate the progress of this goal?

- Teachers will report on results of student led conferences (parent/student participation)
- Administrative and teacher discussions with students about their Leadership Notebooks
- Feedback from post-conference parent surveys

Where can a budget plan of the proposed expenditures for this goal be found?

- Form C of this SPSA

STRATEGY: During the 2015-2016 school year, students will create and maintain individual Leadership (Data) Notebooks. Students use these data notebooks to set and track individual goals. They present their data during parent conferences.

Action / Date	August 2015-October 2016 1. Create Leadership Notebooks and establish data to be tracked.	October 2015-May 2016 2. Students continue to track performance data and establish plans to attain their established goals.	May 2016 3. Review of implementation of Leadership Notebooks and student-led conferences
Person(s) Responsible	Title 1 Academic Coordinator, Instructional Assistants, Classroom Teachers, Collaborative Teacher groups.	Title 1 Academic Coordinator, Instructional Assistants, Classroom Teachers, Collaborative Teacher groups.	Principal, Title 1 Coordinator, Academic Coordinator, Classroom Teachers, Collaborative Teacher groups.
Task / Date	August 2014-October 2014 <ul style="list-style-type: none"> • Teachers collaborate with grade level partners to determine which data they want to have students track. • Students develop initial academic goals 	August 2014-May 2015 <ul style="list-style-type: none"> • Assessment data is graphed in Leadership notebooks • Student accountability partners meet to collaborate on each partner's academic progress • Goals are reviewed and new academic goals are created as needed. • Teachers will collaborate to evaluate the impact of Leadership notebooks as it relates to improvements on local assessments and overall academic performance. 	May 2015 <ul style="list-style-type: none"> • Adjust/re-evaluate Leadership Notebook template • Identify components in Leadership Notebooks that require further development and/or training • Collaborative teacher groups provide input/suggestions for academic data tracking for following school year.
Cost and Funding Source (Itemize for Each Source)			

Form A, Non-Academic Goal # 1

LEA GOAL: Center JUSD students and families are engaged and informed regarding the educational process and opportunities.

SCHOOL GOAL: North Country will continue as a LIM (Leader In Me) school integrating culture, academics and leadership.

What data did you use to form this goal?

- Staff and Parent survey results compiled by Franklin Covey May 2014
- Parent survey from Seven Habits Parent Night September 2014
- North Country website/ Facebook page comments
- Teachers' commitment to aligning academic systems and leadership to our culture

What were the findings from the analysis of this data?

- Students' school environment reinforces the leadership model
- Students are provided with meaningful leadership roles and responsibilities
- Parent response to student led conferences

How will the school evaluate the progress of this goal?

- Lighthouse School Criteria

<http://www.theleaderinmeonline.org/community/view/2107/lighthouse-criteria-checklist>

STRATEGIES: North Country's teacher Lighthouse Team along with classroom teachers and classified staff will continue to take the recommended steps to grow in the leadership model.

<p>Action / Date</p>	<p>August 2015-May 2016</p> <p>Classroom teachers will work together on the core paradigms building expertise and knowledge in the implementation of LIM.</p> <p>Leadership events are being held to share the leadership model with parents and the community</p>	<p>August 2015-May 2016</p> <p>Student Leadership opportunities will be offered to reinforce individual worth and leadership principles</p> <p>A common language (the seven habits) is being used by teachers and staff throughout the school</p> <p>Professional development is done by the staff and best practices are shared.</p>
<p>Person(s) Responsible</p>	<p>All Staff</p>	<p>All Staff</p>
<p>Task / Date</p>	<p>August 2015-May 2016</p> <ul style="list-style-type: none"> • All classrooms have a mission statement • Every student has at least one personal and at least one academic goal • Students understand and define WIGS, Wildly Important Goals and can explain how scoreboards measure them • Every student has a leadership notebook, can explain their data and has participated in student led conferences • Schedule parent nights, community involvement and Leadership Day 	<p>August 2015-May 2016</p> <ul style="list-style-type: none"> • Garden Club, Grades 4-6 partners with OSH to update and maintain the garden/life lab area. One or two workdays are scheduled each year to keep the outdoor areas accessible to our students • Ambassadors of Technology will be offered to students in grades 4-6 on a weekly basis • Timberwolf Trotters will be offered 3 days per week. • Student Lighthouse Leadership Team offered to students in grades 2-6; The Lighthouse Team will be involved with at least two community service projects • Drama Club for students in grades 4-6 culminating in a spring musical. • Newscaster Leaders • Photography Leaders • Postal Leaders • Library Leaders • Lost and Found Leaders • Morning greeters • Playground Equipment Leaders • Buddy System
<p>Cost and Funding Source (Itemize for</p>	<p>\$5,000 FranklinCovey coaching/support and materials</p>	<p>Club stipends of \$1,000.00 per club will be paid by site stipend funds and the site's general fund</p>

Each Source)		
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Form A, Non-Academic Goal #2

LEA GOAL: Center JUSD students and families are engaged and informed regarding the educational process and opportunities.

SCHOOL GOAL: By May of the 2015-2016 school year, 100% of the students will be actively engaged in a school and/or classroom leadership role.

What data did you use to form this goal?

- Teachers' commitment to the leadership process
- Lighthouse Criteria for a Leadership School
- FranklinCovey Community Coaching Support in the form of community coaching days and assigned school coach

What were the findings from the analysis of this data?

- Survey data, 57% of parents feel students are happy and motivated to be at school
- Meaningful leadership roles and responsibilities lead to higher academic achievement and a feel of belonging
- Student connections to a greater cause result in fewer disciplinary issues including complaints of bullying and off task behavior in the classroom

How will the school evaluate the progress of this goal?

- Data log of referrals/suspensions
- Feedback from parents
- Student progress on classroom assessments and SBAC
- Increased parent involvement

STRATEGIES: North Country staff will discover individual student strengths, communicate to families about school events and student activities and schedule opportunities for students to celebrate their successes.

Action / Date	<p>August 2015-May 2016</p> <p>Staff will reach out to families to invite them to school events/activities Relevant PTO and LIM school events involving students Look for student leadership opportunities to match students' strengths</p>
Person(s) Responsible	<p>All North Country Staff, Academic Coordinator, Principal</p>
Task / Date	<p>August 2015-May 2016</p> <ul style="list-style-type: none"> • Classroom teachers will invite families to events/activities via email, phone, face-to-face, or newsletters • The phone messaging system will be used to send out invitations to school events/activities • Facebook and website will be updated regularly to inform families of events • Student Lighthouse Team meetings, classroom and schoolwide celebrations will be scheduled on a monthly basis. • Classroom recognitions and celebrations for students meeting goals
Cost and Funding Source (Itemize for Each Source)	<p>None</p>

Form B: Centralized Services for Planned Improvements in Student Performance

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

School Goal #: 5

Actions to be Taken to Reach This Goal[1] Consider all appropriate dimensions (e.g., Teaching and Learning, Staffing, and Professional Development)	Start Date[2] Completion Date	Proposed Expenditures	Estimated Cost	Funding Source (itemize for each source)
For the 2015-2016 school year, Center JUSD will offer professional development to ensure the teaching staff is highly qualified and well prepared for the grade level Common Core State Standards, and the needs of all students	August 2015 to May 2016	Staff Development opportunities in the following areas will be offered to teachers: <ul style="list-style-type: none"> • Curriculum delivery • Research based instructional strategies • Technology assistance • Behavior management • Data disaggregation • EL support / strategies • Collaboration 	Academic Coord. \$14,674.00 Coord. of C & I \$13,654.00 EL Coord. \$11,895.00	Title 1 PI .65 FTE General Fund, .2 FTE Title 1, .15 FTE Title 1 PI .60 FTE EL, .40 FTE Title III

Note: Centralized services may include the following direct services:

- Research-based instructional strategies, curriculum development, school climate, and data disaggregation for instructional staff
- District-wide staff providing specific services to schools, e.g., English Language Development Coordinator, Teachers on Special Assignment, Instructional Coaches
- Afterschool and Summer School programs funded by categorical programs
- Data analysis services, software, and training for assessment of student progress

Centralized services do not include administrative costs.

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

[2] List the date an action will be taken, or will begin, and the date it will be completed.

Form C: Programs Included in this Plan

Identify each state and federal program in which the school participates. Enter the amounts allocated for each program in which the school participates and, if applicable, check the box indicating that the program's funds are being consolidated as part of operating a schoolwide program (SWP). The plan must describe the activities to be conducted at the school for each of

the state and federal programs in which the school participates. The totals on these pages should match the cost estimates in Form A and the school's allocation from the ConApp.

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

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

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

State Programs	Allocation	Consolidated in the SWP
<input checked="" type="checkbox"/> Local Control Funding Formula (LCFF) – Base Grant Purpose: To provide flexibility in the use of state and local funds by LEAs and schools	\$32,523,113	
<input checked="" type="checkbox"/> LCFF – Supplemental Grant Purpose: To provide a supplemental grant equal to 20 percent of the adjusted LCFF base grant for targeted disadvantaged students	\$2,436,724	
<input checked="" type="checkbox"/> LCFF – Concentration Grant Purpose: To provide an additional concentration grant equal to 50 percent of the adjusted LCFF base grant for targeted students exceeding 55 percent of an LEA's enrollment	\$812,241	
<input type="checkbox"/> California School Age Families Education (Carryover only) Purpose: Assist expectant and parenting students to succeed in school		
<input type="checkbox"/> Economic Impact Aid/State Compensatory Education (EIA-SCE) (Carryover only) Purpose: Help educationally disadvantaged students succeed in the regular program		
<input type="checkbox"/> Economic Impact Aid/Limited English Proficient (EIA-LEP) (Carryover only) Purpose: Develop fluency in English and academic proficiency of English learners		
<input type="checkbox"/> Peer Assistance and Review (Carryover only) Purpose: Assist teachers through coaching and mentoring		
<input type="checkbox"/> Professional Development Block Grant (Carryover only) Purpose: Attract, train, and retain classroom personnel to improve student performance in core curriculum areas		
<input type="checkbox"/> Pupil Retention Block Grant (Carryover only) Purpose: Prevent students from dropping out of school		
<input type="checkbox"/> Quality Education Investment Act (QEIA) Purpose: Funds are available for use in performing various specific measures to improve academic instruction and pupil academic achievement		
<input type="checkbox"/> School and Library Improvement Program Block Grant (Carryover only) Purpose: Improve library and other school programs		
<input type="checkbox"/> School Safety and Violence Prevention Act (Carryover only) Purpose: Increase school safety		
<input type="checkbox"/> Tobacco-Use Prevention Education Purpose: Eliminate tobacco use among students		

<input checked="" type="checkbox"/> List and Describe Other State or Local Funds (e.g., Career and Technical Education [CTE], etc.) Lottery	\$73,342	
Total amount of state categorical funds allocated to this school	\$73,342	

Federal Programs	Allocation	Consolidated in the SWP
<input checked="" type="checkbox"/> Title I, Part A: Allocation Purpose: To improve basic programs operated by local educational agencies (LEAs)	\$266,419	
<input checked="" type="checkbox"/> Title I, Part A: Parental Involvement (if applicable under Section 1118[a][3][c] of the Elementary and Secondary Education Act) Purpose: Ensure that parents have information they need to make well-informed choices for their children, more effectively share responsibility with their children's schools, and help schools develop effective and successful academic programs (this is a reservation from the total Title I, Part A allocation).	\$9,400	
<input checked="" type="checkbox"/> For Program Improvement Schools only: Title I, Part A Program Improvement (PI) Professional Development (10 percent minimum reservation from the Title I, Part A reservation for schools in PI Year 1 and 2)	\$93,492	
<input checked="" type="checkbox"/> Title II, Part A: Improving Teacher Quality Purpose: Improve and increase the number of highly qualified teachers and principals	\$121,172	
<input checked="" type="checkbox"/> Title III, Part A: Language Instruction for Limited-English-Proficient (LEP) Students Purpose: Supplement language instruction to help LEP students attain English proficiency and meet academic performance standards	\$64,363	Title III funds may not be consolidated as part of a SWP[3]
<input type="checkbox"/> Title VI, Part B: Rural Education Achievement Program Purpose: Provide flexibility in the use of ESEA funds to eligible LEAs		
<input type="checkbox"/> For School Improvement Schools only: School Improvement Grant (SIG) Purpose: to address the needs of schools in improvement, corrective action, and restructuring to improve student achievement		
<input type="checkbox"/> Other federal funds (list and describe)		
<input type="checkbox"/> Other federal funds (list and describe)		
<input type="checkbox"/> Other federal funds (list and describe)		
Total amount of federal categorical funds allocated to this school	\$266,419	
Total amount of state and federal categorical funds allocated to this school	\$339,761	

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

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

Form D: School and Student Performance Data

Average Scale Score Percentage in Each Claims Performance Category Smarter Summative ELA/Literacy

Legend: Claims Performance Category
 %Below Standard
 %At/Near Standard
 %Above Standard

Grade 3

Number of Students	Average Scale Score	Claims	Percentage in Each Claims Performance Level
86	2397 ±8	ELA/Literacy	
		Reading	47% Below Standard, 41% At/Near Standard, 11% Above Standard
		Writing	35% Below Standard, 52% At/Near Standard, 11% Above Standard
		Listening	23% Below Standard, 64% At/Near Standard, 11% Above Standard
		Research/Inquiry	40% Below Standard, 49% At/Near Standard, 11% Above Standard

Grade 4

Number of Students	Average Scale Score	Claims	Percentage in Each Claims Performance Level
75	2448 ±7	ELA/Literacy	
		Reading	39% Below Standard, 51% At/Near Standard, 11% Above Standard
		Writing	25% Below Standard, 63% At/Near Standard, 11% Above Standard
		Listening	24% Below Standard, 68% At/Near Standard, 11% Above Standard
		Research/Inquiry	29% Below Standard, 61% At/Near Standard, 11% Above Standard

Grade 5

Number of Students	Average Scale Score	Claims	Percentage in Each Claims Performance Level
70	2463 ±9	ELA/Literacy	
		Reading	47% Below Standard, 43% At/Near Standard, 11% Above Standard
		Writing	45% Below Standard, 46% At/Near Standard, 11% Above Standard
		Listening	29% Below Standard, 61% At/Near Standard, 11% Above Standard
		Research/Inquiry	29% Below Standard, 53% At/Near Standard, 11% Above Standard

Grade 6

Number of Students	Average Scale Score	Claims	Percentage in Each Claims Performance Level
53	2486 ±10	ELA/Literacy	
		Reading	49% Below Standard, 45% At/Near Standard, 11% Above Standard
		Writing	34% Below Standard, 57% At/Near Standard, 11% Above Standard
		Listening	15% Below Standard, 75% At/Near Standard, 11% Above Standard
		Research/Inquiry	25% Below Standard, 66% At/Near Standard, 11% Above Standard

Average Scale Score Percentage in Each Claims Performance Category Smarter Summative Mathematics

Legend Claims Performance Category
 %Below Standard
 %At/Near Standard
 %Above Standard

Grade 3

Number of Students	Average Scale Score	Claims	Percentage in Each Claims Performance Level
86	2406 ±6	Mathematics	
		Concepts and Procedures	42 43 15
		Problem Solving and Modeling & Data Analysis	41 45 14
		Communicating Reasoning	33 59 8

Grade 4

Number of Students	Average Scale Score	Claims	Percentage in Each Claims Performance Level
74	2468 ±6	Mathematics	
		Concepts and Procedures	45 32 23
		Problem Solving and Modeling & Data Analysis	24 55 21
		Communicating Reasoning	24 64 12

Grade 5

Number of Students	Average Scale Score	Claims	Percentage in Each Claims Performance Level
70	2445 ±9	Mathematics	
		Concepts and Procedures	66 33 1
		Problem Solving and Modeling & Data Analysis	59 41
		Communicating Reasoning	46 53 1

Grade 6

Number of Students	Average Scale Score	Claims	Percentage in Each Claims Performance Level
53	2473 ±13	Mathematics	
		Concepts and Procedures	68 21 11
		Problem Solving and Modeling & Data Analysis	49 40 11
		Communicating Reasoning	43 47 10

California English Language Development (CELDT) Data

Grade	Advanced		Early Advanced		Intermediate		Early Intermediate		Beginning		Number Tested
	#	%	#	%	#	%	#	%	#	%	
TK	0	0%	0	0%	3	60%	0	0%	2	40%	5
K	0	0%	3	10%	4	14%	6	21%	16	55%	29
1	1	4%	11	41%	8	30%	3	11%	4	15%	27
2	2	8%	8	32%	10	40%	3	12%	2	8%	25
3	0	0%	6	27%	11	50%	5	23%	0	0%	22
4	2	7%	9	32%	15	54%	2	7%	0	0%	28
5	3	23%	7	54%	2	15%	0	0%	1	8%	13
6	0	0%	3	33%	5	56%	0	0%	1	11%	9
Total	8	5%	47	30%	58	37%	19	12%	26	16%	158

Conclusions indicated by the data:

1. Our English Learners scores are consistent with years past. Intense focus is placed in students scoring Intermediate.
2. Students scoring Intermediate for two years in a row, or whose scores have dropped from Advanced or Early Advanced to Intermediate or below, receive strategic instructional support.
3. All EL students receive integrated classroom instruction and students scoring EI or B also receive designated instruction from the ELD teacher and ELD instructional assistant.
4. Long Term English Learners (LTELs) are students who have been enrolled in American schools for more than six years, who are not progressing toward English proficiency, and who are struggling academically due to their limited English skills. LTEL students receive additional instructional minutes in a before school program.

Form E: School Site Council Membership

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

Names of Members	Principal	Classroom Teacher	Other School Staff	Parent or Community Member	Secondary Student
Kathleen Lord	X				
Jason Farrel			X		
Monica Smith		X			
Diane Chidlaw			X		
Tina Loesch				X	
Dawn Roland			X	X	
Jennifer Rinker				X	
Cera Impson				X	
Numbers of members in each category	1	1	2	4	0

[4] EC Section 52852

Form F: Recommendations and Assurances

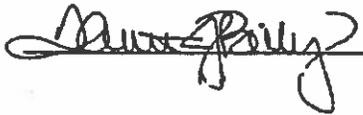
The school site council (SSC) recommends this school plan and proposed expenditures to the district governing board for approval and assures the board of the following:

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

○ **English Learner Advisory Committee**

Signature

○ **District/School Liaison Team for schools in Program Improvement**



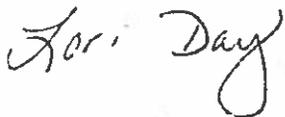
Signature

○ **PAWS PTO**



Signature

○ **Safety Committee**



Signature

4. The SSC reviewed the content requirements for school plans of programs included in this SPSA and believes all such content requirements have been met, including those found in district governing board policies and in the local educational agency plan.

5. This SPSA is based on a thorough analysis of student academic performance. The actions proposed herein form a sound, comprehensive, coordinated plan to reach stated school goals to improve student academic performance.

6. This SPSA was adopted by the SSC at a public meeting on:

Attested:

Kathleen Lord



December 10, 2015

Name of School Principal	Signature of School Principal	Date
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Cera Impson



December 10, 2015

Name of SSC Chairperson		Date
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Center Joint Unified School District

AGENDA REQUEST FOR:

Dept./Site: **Dudley Elementary**

Date: **January 8, 2016**

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

From: **Steve Jackson**

Principal's Initials: SJ

Action Item X

Information Item

of Attached Pages 18

SUBJECT: 2015-2016 Single School Plan for Student Achievement -- Dudley Elementary

CONSENT AGENDA

RECOMMENDATION: The CJUSD Board of Trustees to Approve the 2015-2016 Single School Plan for Student Achievement -- Dudley Elementary

Single Plan for Student Achievement

Part II: The Single Plan for Student Achievement Template



A Resource for the School Site Council

Part II: The Single Plan for Student Achievement Template

School: Dudley (Arthur S.) Elementary School

District: Center Joint Unified School District

County-District School (CDS) Code: 34-73973-6032908

Principal: Steven Jackson

Date of this revision: January 4, 2016

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

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

Contact Person: Steven Jackson

Position: Principal

Telephone Number: (916) 338-6470

Address: 8000 Aztec Way
Antelope, CA 95843

E-mail Address: sjackson@centerusd.org

The District Governing Board approved this revision of the SPSA on January 20, 2016.



Table of Contents

II. Template for the Single Plan for Student Achievement

Form A: Planned Improvements in Student Performance	1
Form A (Non-Academic Goal)	5
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Form C: Programs Included in This Plan	10
Form D: School Site Council Membership	13
Form E: Recommendations and Assurances	14

Form A: Planned Improvements in Student Performance Goal #1

The School Site Council has analyzed the academic performance of all student groups and has considered the effectiveness of key elements of the instructional program for students failing to meet academic performance index and adequate yearly progress growth targets. As a result, it has adopted the following school goals, related actions, and expenditures to raise the academic performance of students not yet meeting state standards:

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

SCHOOL GOAL: English Language Arts: For the 2015-16 school year, we will use baseline data from the CAASPP, and use formative and summative local assessments to show proficiency towards the Common Core English Language Arts State Standards

<p>What data did you use to form this goal?</p> <ul style="list-style-type: none"> • CAASPP data from 2014-2015 • CELDT data from 2014-2015 • Open Court Assessments • Accelerated Reader data • STAR Initial Reading Inventory • Fluency Scores • San Diego Quick • BPST • APST • Read Naturally Program 	<p>What were the findings from the analysis of this data?</p> <p>CAASPP—English Language Arts</p> <ul style="list-style-type: none"> • Students who met or exceeded state standards <ul style="list-style-type: none"> ○ Grade 3: 24% ○ Grade 4: 41% ○ Grade 5: 51% ○ Grade 6: 47% <p>CELDT</p> <table border="1" style="width: 100%; border-collapse: collapse; text-align: center;"> <thead> <tr> <th></th> <th>K</th> <th>1</th> <th>2</th> <th>3</th> <th>4</th> <th>5</th> </tr> </thead> <tbody> <tr> <td>B</td> <td>6</td> <td>2</td> <td>1</td> <td>2</td> <td>0</td> <td>1</td> </tr> <tr> <td>EI</td> <td>8</td> <td>2</td> <td>2</td> <td>1</td> <td>1</td> <td>0</td> </tr> <tr> <td>I</td> <td>6</td> <td>11</td> <td>7</td> <td>13</td> <td>4</td> <td>1</td> </tr> <tr> <td>EA</td> <td>1</td> <td>5</td> <td>10</td> <td>2</td> <td>8</td> <td>8</td> </tr> <tr> <td>A</td> <td>0</td> <td>1</td> <td>0</td> <td>1</td> <td>0</td> <td>3</td> </tr> </tbody> </table>		K	1	2	3	4	5	B	6	2	1	2	0	1	EI	8	2	2	1	1	0	I	6	11	7	13	4	1	EA	1	5	10	2	8	8	A	0	1	0	1	0	3	<p>How will the school evaluate the progress of this goal?</p> <ul style="list-style-type: none"> • Daily, weekly, monthly, and at the end of each trimester, students will be monitored and evaluated for progress toward grade level standards <p>Where can a budget plan of the proposed expenditures for this goal be found?</p> <ul style="list-style-type: none"> • Form C, pages 10-12 of this SPSA
	K	1	2	3	4	5																																						
B	6	2	1	2	0	1																																						
EI	8	2	2	1	1	0																																						
I	6	11	7	13	4	1																																						
EA	1	5	10	2	8	8																																						
A	0	1	0	1	0	3																																						

STRATEGY: During the 2015-2016 school year, at risk students will receive interventions to address their areas of concern. These interventions will be based on their needs in the area of English Language Arts.

Action/Date	Person(s) Responsible	Task/Date	Cost and Funding Source (Itemize for Each Source)
<p>August 2015-May 2016</p> <p>1. Identify at-risk students and target their literacy needs</p>	<p>Title I Teacher, Instructional Specialists, Classroom Teacher, Collaborative Teacher Groups</p>	<p>August 2015-May 2016</p> <ul style="list-style-type: none"> • Assess at-risk students to determine literacy needs • Analyze formative and summative assessment data for at-risk students • Identify specific literacy needs of individual students • Brainstorm intervention and accommodation strategies with Collaboration Group • Develop SMART Goals related to student's identified need 	<p>Title I: \$48,776.00 Teacher \$52,975.00 Instructional Specialists (3)</p> <p>Form C, pages 10-12 of this SPSA</p>
<p>August 2015-May 2016</p> <p>2. Plan and implement literacy intervention plans for at-risk students</p>	<p>Title I Teacher, Instructional Specialists, Classroom Teacher, Collaborative Teacher Groups</p>	<p>August 2015-May 2016</p> <ul style="list-style-type: none"> • Select appropriate literacy intervention strategies/materials for at-risk students • Provide professional development to staff related to accommodations and interventions • Implement literacy interventions to meet at-risk student's needs on a daily, weekly, and monthly basis • Develop and implement intervention rotation and workshop intervention activities within the school day to be used on a daily basis 	<p>Title I: \$48,776.00 Teacher \$52,975.00 Instructional Specialists (3)</p> <p>Form C, pages 10-12 of this SPSA</p>
<p>August 2015-May 2016</p> <p>3. Conduct ongoing evaluations based on student outcomes</p>	<p>Title I Teacher, Instructional Specialists, Classroom Teacher, Collaborative Teacher Groups</p>	<p>August 2015-May 2016</p> <ul style="list-style-type: none"> • Monitor and evaluate student progress on a daily, weekly, and monthly basis • Adjust/re-evaluate student goals according to their progress toward stated goals 	<p>Title I: \$48,776.00 Teacher \$52,975.00 Instructional Specialists (3)</p> <p>Form C, pages 10-12 of this SPSA</p>

Form A: Planned Improvements in Student Performance Goal #2

The School Site Council has analyzed the academic performance of all student groups and has considered the effectiveness of key elements of the instructional program for students failing to meet academic performance index and adequate yearly progress growth targets. As a result, it has adopted the following school goals, related actions, and expenditures to raise the academic performance of students not yet meeting state standards:

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

SCHOOL GOAL: Mathematics: For the 2015-16 school year, we will use baseline data from the CAASPP, and use formative and summative local assessments to show proficiency towards the Common Core Mathematics State Standards

<p>What data did you use to form this goal?</p> <ul style="list-style-type: none"> • CAASPP data from 2014-2015 • CELDT data from 2014-2015 • MyMath Assessment Data • CPM Assessment Data • SumDog Data 	<p>What were the findings from the analysis of this data?</p> <p>CAASPP—Mathematics</p> <ul style="list-style-type: none"> • Students who met or exceeded state standards <ul style="list-style-type: none"> ○ Grade 3: 28% ○ Grade 4: 27% ○ Grade 5: 23% ○ Grade 6: 24% <p>CELDT</p> <table border="1" style="width: 100%; border-collapse: collapse; text-align: center;"> <thead> <tr> <th></th> <th>K</th> <th>1</th> <th>2</th> <th>3</th> <th>4</th> <th>5</th> </tr> </thead> <tbody> <tr> <td>B</td> <td>6</td> <td>2</td> <td>1</td> <td>2</td> <td>0</td> <td>1</td> </tr> <tr> <td>EI</td> <td>8</td> <td>2</td> <td>2</td> <td>1</td> <td>1</td> <td>0</td> </tr> <tr> <td>I</td> <td>6</td> <td>11</td> <td>7</td> <td>13</td> <td>4</td> <td>1</td> </tr> <tr> <td>EA</td> <td>1</td> <td>5</td> <td>10</td> <td>2</td> <td>8</td> <td>8</td> </tr> <tr> <td>A</td> <td>0</td> <td>1</td> <td>0</td> <td>1</td> <td>0</td> <td>3</td> </tr> </tbody> </table>		K	1	2	3	4	5	B	6	2	1	2	0	1	EI	8	2	2	1	1	0	I	6	11	7	13	4	1	EA	1	5	10	2	8	8	A	0	1	0	1	0	3	<p>How will the school evaluate the progress of this goal?</p> <ul style="list-style-type: none"> • Daily, weekly, monthly, and at the end of each trimester, students will be monitored and evaluated for progress toward grade level standards <p>Where can a budget plan of the proposed expenditures for this goal be found?</p> <ul style="list-style-type: none"> • Form C, pages 10-12 of this SPSA
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A	0	1	0	1	0	3																																						

STRATEGY: During the 2015-2016 school year, at risk students will receive interventions to address their areas of concern. These interventions will be based on their needs in the area of Mathematics.

Action/Date	Person(s) Responsible	Task/Date	Cost and Funding Source (Itemize for Each Source)
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<p>August 2015-May 2016</p> <p>4. Identify at-risk students and target their mathematics needs</p>	<p>Title I Teacher, Instructional Specialists, Classroom Teacher, Collaborative Teacher Groups</p>	<p>August 2015-May 2016</p> <ul style="list-style-type: none"> • Assess at-risk students to determine mathematics needs • Analyze formative and summative assessment data for at-risk students • Identify specific literacy needs of individual students • Brainstorm intervention and accommodation strategies with Collaboration Group • Develop SMART Goals related to student's identified need 	<p>Title I: \$48,776.00 Teacher \$52,975.00 Instructional Specialists (3)</p> <p>Form C, pages 10-12 of this SPSA</p>
<p>August 2015-May 2016</p> <p>5. Plan and implement mathematics intervention plans for at-risk students</p>	<p>Title I Teacher, Instructional Specialists, Classroom Teacher, Collaborative Teacher Groups</p>	<p>August 2015-May 2016</p> <ul style="list-style-type: none"> • Select appropriate mathematics intervention strategies/materials for at-risk students • Provide professional development to staff related to accommodations and interventions • Implement mathematics interventions to meet at-risk student's needs on a daily, weekly, and monthly basis • Develop and implement intervention rotation and workshop intervention activities within the school day to be used on a daily basis 	<p>Title I: \$48,776.00 Teacher \$52,975.00 Instructional Specialists (3)</p> <p>Form C, pages 10-12 of this SPSA</p>
<p>August 2015-May 2016</p> <p>6. Conduct ongoing evaluations based on student outcomes</p>	<p>Title I Teacher, Instructional Specialists, Classroom Teacher, Collaborative Teacher Groups</p>	<p>August 2015-May 2016</p> <ul style="list-style-type: none"> • Monitor and evaluate student progress on a daily, weekly, and monthly basis • Adjust/re-evaluate student goals according to their progress toward stated goals 	<p>Title I: \$48,776.00 Teacher \$52,975.00 Instructional Specialists (3)</p> <p>Form C, pages 10-12 of this SPSA</p>

Form A (Non-Academic Goal #1)

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

SCHOOL GOAL: By May 2016, survey data will show a minimum of 90% of the students, parents, and staff feeling safe at school.

<p>What data did you use to form this goal?</p> <ul style="list-style-type: none"> ▪ 2013-2014 California Healthy Kids Survey ▪ 2014-2015 Dudley Safe School Survey for staff, students, and parents. ▪ Comments and testimonials of Dudley Elementary School parents, students and staff 	<p>What were the findings from the analysis of this data?</p> <ul style="list-style-type: none"> ▪ The 2014-2015 Dudley Safe School Survey reported: <ul style="list-style-type: none"> ○ Students- 90% indicate that they feel safe at school ○ Parents- 79% indicate that their child feels safe at school ○ Staff- 86% indicate that they feel safe and secure at school 	<p>How will the school evaluate the progress of this goal?</p> <ul style="list-style-type: none"> ▪ Every other year survey results data
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STRATEGIES: Dudley Classroom teachers will identify student safety issues, review current practices, and identify potential strategies or interventions to increase student safety.

Action/Date	Person(s) Responsible	Task/Date	Cost and Funding Source (Itemize for Each Source)
August 2015-May 2016 Classroom teachers will identify safety concerns	Classroom teachers, Collaborative Teacher Groups, Principal	<ul style="list-style-type: none"> • Classroom teachers will hold class meetings to identify safety concerns • Classroom teachers will share their findings with the collaborative groups and brainstorm a plan for improvement • Information will also be shared with the Principal 	No costs associated with these events
August 2015-May 2016 Staff will be trained in Positive Behavior Intervention and Supports for August 2016 implementation	All Staff	<ul style="list-style-type: none"> • Beginning in January 2016, a team of staff members will attend training on the PBIS system. • PBIS team will bring information back to the rest of the staff and help set expectations and implement the program. • Tier I of PBIS will initiate in August of 2016 	The CJUSD is providing financial support for this training

<p>August 2015-May 2016</p> <p>School Counselor will institute a Dragon Brigade peer mediation program</p>	<p>School Counselor (0.8 FTE)</p>	<ul style="list-style-type: none"> • School counselor will identify and train perspective peer mediators from the 5th and 6th grade classes • School counselor will monitor efforts of the peer mediators and provide follow-up training as needed • Presentations will be made in all of the classrooms, grades 1-6, to introduce the students to the Dragon Brigade and how they function 	<p>Title I: \$65,435.00 School Counselor</p>
<p>August 2015-May 2016</p> <p>On site counseling and support is available within the school day</p>	<p>School Counselor (0.8 FTE) and Child Aide (0.375 FTE)</p>	<ul style="list-style-type: none"> • School counselor provides individual crisis support as well as small group counseling/skill building • Child Aide will work with children in the Dragon Pals and Toolbox programs 	<p>Title I: \$65,435.00 School Counselor \$10,204 Child Aide</p>

Form A (Non-Academic Goal #2)

LEA GOAL: Center JUSD students will be engaged in and informed regarding their student's educational experience.

SCHOOL GOAL: By May 2016, survey data will show a minimum of 90% of the students, parents, and staff feel "connected" at school.

<p>What data did you use to form this goal?</p> <ul style="list-style-type: none"> ▪ 2013-2014 California Healthy Kids Survey ▪ 2014-2015 Dudley Safe School Survey for staff, students, and parents. ▪ Comments and testimonials of Dudley Elementary School parents, students and staff 	<p>What were the findings from the analysis of this data?</p> <ul style="list-style-type: none"> ▪ The 2014-2015 Dudley Safe School Survey reported: <ul style="list-style-type: none"> ○ Students- 84% indicate that they feel that "they belong" at Dudley ○ Parents- 78% indicate that they are encouraged to participate in school activities ○ Staff- 86% indicate that they feel "valued and appreciated" at Dudley 	<p>How will the school evaluate the progress of this goal?</p> <ul style="list-style-type: none"> ▪ Every other year survey results data
---	---	--

STRATEGIES: Dudley Classroom teachers will identify student safety issues, review current practices, and identify potential strategies or interventions to increase student safety.

Action/Date	Person(s) Responsible	Task/Date	Cost and Funding Source (Itemize for Each Source)
<p>August 2015-May 2016</p> <p>Staff will reach out to families to invite them to school events/activities</p>	<p>Classroom teachers, Principal</p>	<ul style="list-style-type: none"> • Classroom teachers will invite families to events/activities via email, phone, face-to-face, and/or newsletters • Each grade level will hold one parent evening so that families are welcomed to attend an evening event at Dudley once per month: <ul style="list-style-type: none"> ○ August- Back to School Night 8.6.15 ○ September- 4th Grade Family Night "A California Adventure" ○ October- ○ November ○ December- Kindergarten Holiday 	<ul style="list-style-type: none"> • No costs associated with these events

		<p>Performance</p> <ul style="list-style-type: none"> ○ January- 3rd Grade Family Math Night ○ February- 2nd Grade Family Night ○ March- 1st Grade Family Night ○ April- 5th Grade Family Night ○ May- 6th Grade Family Night ○ May- Open House 5.12.16 <ul style="list-style-type: none"> ● Families will be encouraged to participate in several community service projects supporting Dudley as well as groups not affiliated with Dudley: <ul style="list-style-type: none"> ○ Community Campus Clean-Up ○ Toy Drive to support Well-Space Family Health Center ○ Canned Food Drive to support the community pantry at Wilson C Riles. ○ Heavenly Hats ○ Pennies for Patients ● Families will be invited to attend community building events sponsored by our dedicated and hard working PTA: <ul style="list-style-type: none"> ○ September- Big Hero 6 Movie Night ○ October- Harvest Festival ○ December- Polar Express Movie Night ○ January- Art Show and General Meeting ○ February- Father-Daughter Dance ○ March- Inside Out Movie Night ○ April- Jog-A-Thon and Family Fun Night ○ Monthly Hospitality Mornings featuring hot chocolate, coffee and muffins for parents dropping their students off at school ● Classroom teachers will schedule Parent-Teacher Conferences for all families both in October and January. This provides additional opportunities to strengthen the relationship between teachers and parents. ● The principal will use the SchoolMessenger system to send out weekly email and audio message updates to families about important calendar reminders and upcoming events. 	
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Form B: Centralized Services for Planned Improvements in Student Performance

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

School Goal #: 1-4

Actions to be Taken to Reach This Goal ¹ Consider all appropriate dimensions (e.g., Teaching and Learning, Staffing, and Professional Development)	Start Date ² Completion Date	Proposed Expenditures	Estimated Cost	Funding Source (itemize for each source)
For the 2015-2016 school year, Center JUSD will offer professional development to ensure the teaching staff is highly qualified and well prepared for the grade level Common Core State Standards, and the needs of all students	August 2015 to May 2016	Staff Development opportunities in the following areas will be offered to teachers: <ul style="list-style-type: none"> • Curriculum delivery • Research based instructional strategies • Technology assistance • Behavior management • Data disaggregation • EL support/strategies • Collaboration 	Academic Coordinator \$14,674.00 Coordinator of C & I \$13,654.00 EL Coordinator \$11,895.00	Title 1 PI .65 FTE General Fund, .2 FTE Title 1, .15 FTE Title 1 PI .60 FTE EL, .40 FTE Title III

Note: Centralized services may include the following direct services:

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

Centralized services do not include administrative costs.

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

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

Form C: Programs Included in this Plan

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

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

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

State Programs	Allocation	Consolidated in the SWP
<input checked="" type="checkbox"/> Local Control Funding Formula (LCFF) – Base Grant Purpose: To provide flexibility in the use of state and local funds by LEAs and schools	\$28,988,662 (District)	<input type="checkbox"/>
<input checked="" type="checkbox"/> LCFF – Supplemental Grant Purpose: To provide a supplemental grant equal to 20 percent of the adjusted LCFF base grant for targeted disadvantaged students	\$1,581,871 (District)	<input type="checkbox"/>
<input checked="" type="checkbox"/> LCFF – Concentration Grant Purpose: To provide an additional concentration grant equal to 50 percent of the adjusted LCFF base grant for targeted students exceeding 55 percent of an LEA's enrollment	\$499,538 (District)	<input type="checkbox"/>
<input type="checkbox"/> California School Age Families Education (Carryover only) Purpose: Assist expectant and parenting students to succeed in school	\$	<input type="checkbox"/>
<input type="checkbox"/> Economic Impact Aid/State Compensatory Education (EIA-SCE) (Carryover only) Purpose: Help educationally disadvantaged students succeed in the regular program	\$	<input type="checkbox"/>
<input type="checkbox"/> Economic Impact Aid/Limited English Proficient (EIA-LEP) (Carryover only) Purpose: Develop fluency in English and academic proficiency of English learners	\$	<input type="checkbox"/>

<input type="checkbox"/>	Peer Assistance and Review (Carryover only) Purpose: Assist teachers through coaching and mentoring	\$	<input type="checkbox"/>
<input type="checkbox"/>	Professional Development Block Grant (Carryover only) Purpose: Attract, train, and retain classroom personnel to improve student performance in core curriculum areas	\$	<input type="checkbox"/>
<input type="checkbox"/>	Pupil Retention Block Grant (Carryover only) Purpose: Prevent students from dropping out of school	\$	<input type="checkbox"/>
<input type="checkbox"/>	Quality Education Investment Act (QEIA) Purpose: Funds are available for use in performing various specified measures to improve academic instruction and pupil academic achievement	\$	<input type="checkbox"/>
<input type="checkbox"/>	School and Library Improvement Program Block Grant (Carryover only) Purpose: Improve library and other school programs	\$	<input type="checkbox"/>
<input type="checkbox"/>	School Safety and Violence Prevention Act (Carryover only) Purpose: Increase school safety	\$	<input type="checkbox"/>
<input type="checkbox"/>	Tobacco-Use Prevention Education Purpose: Eliminate tobacco use among students	\$	<input type="checkbox"/>
<input checked="" type="checkbox"/>	List and Describe Other State or Local Funds (e.g., Career and Technical Education [CTE], etc.) <i>Lottery</i>	\$21,630 (School)	<input type="checkbox"/>
Total amount of state categorical funds allocated to this school		\$21,630	
Federal Programs		Allocation	Consolidated in the SWP
<input checked="" type="checkbox"/>	Title I, Part A: Allocation Purpose: To improve basic programs operated by local educational agencies (LEAs)	\$147,649 (School)	<input type="checkbox"/>
<input checked="" type="checkbox"/>	Title I, Part A: Parental Involvement (if applicable under Section 1118[a][3][c] of the Elementary and Secondary Education Act) Purpose: Ensure that parents have information they need to make well-informed choices for their children, more effectively share responsibility with their children's schools, and help schools develop effective and successful academic programs (this is a reservation from the total Title I, Part A allocation).	\$9,400 (District)	<input type="checkbox"/>

<input checked="" type="checkbox"/>	For Program Improvement Schools only: Title I, Part A Program Improvement (PI) Professional Development (10 percent minimum reservation from the Title I, Part A reservation for schools in PI Year 1 and 2)	\$93,492 (District)	<input type="checkbox"/>
<input checked="" type="checkbox"/>	Title II, Part A: Improving Teacher Quality Purpose: Improve and increase the number of highly qualified teachers and principals	\$120,366 (District)	<input type="checkbox"/>
<input checked="" type="checkbox"/>	Title III, Part A: Language Instruction for Limited-English-Proficient (LEP) Students Purpose: Supplement language instruction to help LEP students attain English proficiency and meet academic performance standards	\$52,632 (District)	Title III funds may not be consolidated as part of a SWP ³
<input type="checkbox"/>	Title VI, Part B: Rural Education Achievement Program Purpose: Provide flexibility in the use of ESEA funds to eligible LEAs	\$	<input type="checkbox"/>
<input type="checkbox"/>	For School Improvement Schools only: School Improvement Grant (SIG) Purpose: to address the needs of schools in improvement, corrective action, and restructuring to improve student achievement	\$	<input type="checkbox"/>
<input type="checkbox"/>	Other federal funds (list and describe)	\$	<input type="checkbox"/>
<input type="checkbox"/>	Other federal funds (list and describe)	\$	<input type="checkbox"/>
<input type="checkbox"/>	Other federal funds (list and describe)	\$	<input type="checkbox"/>
Total amount of federal categorical funds allocated to this school		\$147,649	
Total amount of state and federal categorical funds allocated to this school		\$169,279	

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

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

Form D: School Site Council Membership

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

Names of Members	Principal	Classroom Teacher	Other School Staff	Parent or Community Member	Secondary Student
Steven Jackson	X	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Patricia Rivas	<input type="checkbox"/>	<input type="checkbox"/>	X	<input type="checkbox"/>	<input type="checkbox"/>
Lisa Tarner	<input type="checkbox"/>	X	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Rebecca Wiley	<input type="checkbox"/>	<input type="checkbox"/>	X	X	<input type="checkbox"/>
Kalynn Geddes	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	X	<input type="checkbox"/>
Sangeeta Deo	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	X	<input type="checkbox"/>
Kayla Lozier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	X	<input type="checkbox"/>
RaeAnne Weaver	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	X	<input type="checkbox"/>
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Numbers of members in each category	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

⁴ EC Section 52852

Form E: Recommendations and Assurances

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

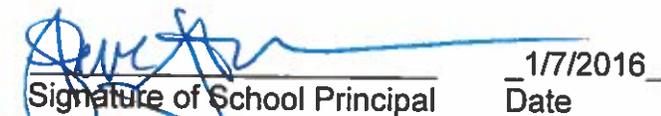
1. The SSC is correctly constituted and was formed in accordance with district governing board policy and state law.
2. The SSC reviewed its responsibilities under state law and district governing board policies, including those board policies relating to material changes in the Single Plan for Student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

- State Compensatory Education Advisory Committee _____ Signature
- English Learner Advisory Committee _____ Signature
- Special Education Advisory Committee _____ Signature
- Gifted and Talented Education Advisory Committee _____ Signature
- District/School Liaison Team for schools in Program Improvement _____ Signature
- Compensatory Education Advisory Committee _____ Signature
- Departmental Advisory Committee (secondary) _____ Signature
- Other committees established by the school or district (list) _____ Signature

4. The SSC reviewed the content requirements for school plans of programs included in this SPSA and believes all such content requirements have been met, including those found in district governing board policies and in the local educational agency plan.
5. This SPSA is based on a thorough analysis of student academic performance. The actions proposed herein form a sound, comprehensive, coordinated plan to reach stated school goals to improve student academic performance.
6. This SPSA was adopted by the SSC at a public meeting on: January 6, 2016.

Attested:

Steve Jackson
Typed name of School Principal


Signature of School Principal 1/7/2016
Date

Rebecca Wiley
Typed name of SSC Chairperson


Signature of SSC Chairperson 1/7/2016
Date

Center Joint Unified School District

AGENDA REQUEST FOR:

Dept./Site: Oak Hill Elementary

Date: 1/8/2016

Action Item X

To: Board of Trustees

Information Item

From: Patty Spore, Principal

Attached Pages 14

Principal's Initials: PS

**SUBJECT: OAK HILL SINGLE PLAN FOR STUDENT ACHIEVEMENT:
JANUARY 2016 REVISION**

Each school year we are required to update our Single Plan for Student Achievement. The current revision includes updated goals to reflect current needs of the students at Oak Hill.

RECOMMENDATION: The CJUSD Board of Trustees approve Oak Hill's Single Plan for Student Achievement: January 2016 Revision

CONSENT AGENDA

Single Plan for Student Achievement

Part II: The Single Plan for Student Achievement Template



A Resource for the School Site Council

Prepared by: California Department of Education, February 2014

Part II: The Single Plan for Student Achievement Template

School: Oak Hill Elementary

District: Center Joint Unified School District

County-District School (CDS) Code: 34-73973-6107734

Principal: Patricia Spore

Date of this revision: December 2015

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

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

Contact Person: Patricia Spore

Position: Principal

Telephone Number: (916) 338-6460

Address: 3909 North Loop Blvd. Antelope, CA 95843

E-mail Address: pspore@centerusd.org

The District Governing Board approved this revision of the SPSA on January 20, 2016.



Table of Contents

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Form A: Planned Improvements in Student Performance Goal #1

The School Site Council has analyzed the academic performance of all student groups and has considered the effectiveness of key elements of the instructional program for students failing to meet academic performance index and adequate yearly progress growth targets. As a result, it has adopted the following school goals, related actions, and expenditures to raise the academic performance of students not yet meeting state standards:

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

SCHOOL GOAL: English Language Arts: For the 2015-2016 school year, we will use the interim assessments provided through the CAASPP testing system to 1) give teachers insight into their students' ability in reading test questions and writing a response, 2) allow students an opportunity to become familiar with Common Core aligned test questions and 3) give students practice in taking a Common Core aligned test. We will then use formative and summative local assessments to show proficiency towards Common Core English Language Arts State Standards.

What data did you use to form this goal?	What were the findings from the analysis of this data?	How will the school evaluate the progress of this goal?
<ul style="list-style-type: none"> • ELA CAASPP data from 2014-2015 • CELDT results from 2014-2015 • Open Court Assessments • Accelerated Reader • STAR Initial Reading Inventory • Fluency Scores • San Diego Quick • BPST • APST 	<p>School-wide achievement in English Language Arts on the CAASPP was approximately 23% at or above "met" standards. Our English Learner subgroup was approximately 14% at or above "met" standards.</p>	<p>Daily, weekly, monthly and at the end of each trimester students will be monitored and evaluated for progress towards grade level standards.</p> <p>Where can a budget plan of the proposed expenditures for this goal be found?</p> <p>Form C, pages 11-13 of this SPSA</p>

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

Action/Date	Person(s) Responsible	Task/Date	Cost and Funding Source (Itemize for Each Source)
<p>August 2014-May 2016</p> <p>1. Identify at-risk students and target their literacy needs</p>	<p>Classroom Teacher, Collaborative Teacher groups</p>	<p>August 2015-May 2016</p> <ul style="list-style-type: none"> • Assess at-risk students to determine literacy needs • Analyze formative and summative assessment data for at-risk students • Identify specific literacy needs 	<p>None:</p> <p>Form C pages 11-13 of this SPSA</p>
<p>August 2015-May 2016</p> <p>2. Plan and implement the literacy intervention plan for at-risk students</p>	<p>Classroom Teacher, Collaborative Teacher groups, Before/After School Intervention Teachers</p>	<p>August 2015-May 2016</p> <ul style="list-style-type: none"> • Select appropriate literacy intervention strategies/ materials for at-risk students • Train staff as needed for interventions • Implement literacy interventions to meet at-risk student's needs on a daily, weekly, monthly basis 	<p>Site General Fund: \$15,000 Before/After School Intervention Teachers (9)</p> <p>Form C pages 11-13 of this SPSA</p>
<p>August 2015-October 2015</p> <p>3. Provide Professional Development for teachers in 3rd – 6th grades in the use of the CAASPP Interim Assessment Program.</p>	<p>District Curriculum Coordinator, Classroom Teachers, Collaborative Teacher groups</p>	<p>August 2015-October 2015</p> <ul style="list-style-type: none"> • District Curriculum Coordinator will arrange for County to provide Professional Development for Classroom Teachers • Teachers will administer Interim Brief Writes to students. • District Curriculum Coordinator, County Personnel, and Classroom Teachers will hand score Brief Writes 	<p>District C&I: \$6850 for training by County Office personnel</p>

<p>November 2015-January 2016</p> <p>4. Apply for The United Way Grant - AARP Scaling Reading Success grant that will bring trained volunteer tutors to the classroom</p>	<p>District Curriculum Coordinator, Site Administrator</p>	<p>November 2015-January 2016</p> <ul style="list-style-type: none"> • District Curriculum Coordinator and Site Administrator will apply to The United Way Grant -AARP Scaling Reading Success grant. 	<p>District C&I: None at this time. If we get the grant, this year is free, next year and subsequent years there will be an "in kind" portion.</p>
<p>February 2016-May 2016</p> <p>5. Identify at-risk students for participation in The United Way Grant - AARP Scaling Reading Success grant.</p>	<p>Classroom Teachers, Collaborative Teacher Groups</p>	<p>February 2016-May 2016</p> <ul style="list-style-type: none"> • Select appropriate literacy materials for at-risk students to be used by the AARP volunteer tutors. 	<p>None</p>

Form A: Planned Improvements in Student Performance Goal #2

The School Site Council has analyzed the academic performance of all student groups and has considered the effectiveness of key elements of the instructional program for students failing to meet academic performance index and adequate yearly progress growth targets. As a result, it has adopted the following school goals, related actions, and expenditures to raise the academic performance of students not yet meeting state standards:

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

SCHOOL GOAL: Math: For the 2015-2016 school year, we will establish baseline data for the SBAC, and use formative and summative local assessments to show proficiency towards Common Core Math State Standards.

What data did you use to form this goal?	What were the findings from the analysis of this data?	How will the school evaluate the progress of this goal?
<ul style="list-style-type: none"> • Math CAASPP data from 2014-2015 • CELDT results from 2014-2015 • McGraw Hill Math Assessments • Math Fact Fluency Assessments 	<p>School-wide achievement in Math was approximately 16% at or above “met” the standards. Our English Learner subgroup was approximately 10% at or above “met” the standards.</p>	<p>Daily, weekly, monthly and at the end of each trimester students will be monitored and evaluated for progress towards grade level standards.</p> <p>Where can a budget plan of the proposed expenditures for this goal be found?</p> <p>Form C, pages 11-13 of this SPSA</p>

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

Action/Date	Person(s) Responsible	Task/Date	Cost and Funding Source (Itemize for Each Source)
<p>August 2014-May 2015</p> <p>1. Identify at-risk students and target their areas of weakness in math</p>	<p>Classroom Teacher, Collaborative Teacher groups</p>	<p>August 2014-May 2015</p> <ul style="list-style-type: none"> • Assess at-risk students to determine areas of weakness in math • Analyze formative and summative assessment data for at-risk students • Identify specific math needs 	<p>None:</p> <p>Form C pages 11-13 of this SPSA</p>
<p>August 2014-May 2015</p> <p>2. Plan and implement the math intervention plan for at-risk students</p>	<p>Classroom Teacher, Collaborative Teacher groups, Before/After School Intervention Teachers</p>	<p>August 2014-May 2015</p> <ul style="list-style-type: none"> • Select appropriate literacy intervention strategies/ materials for at-risk students • Train staff as needed for interventions • Implement literacy interventions to meet at-risk student's needs on a daily, weekly, monthly basis 	<p>Site General Fund: \$15,000 Before/After School Intervention Teachers (9)</p> <p>Form C pages 11-13 of this SPSA</p>

Form A: Non-Academic Goal #1

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

SCHOOL GOAL: By May of the 2015-2016, survey data will show a 5% increase in the number of staff and students feeling safe and connected at school.

What data did you use to form this goal?	What were the findings from the analysis of this data?	How will the school evaluate the progress of this goal?
<ul style="list-style-type: none"> ▪ 2013-2014 California Healthy Kids Survey ▪ 2013-2014 California School Climate Staff Survey ▪ 2014-2015 Oak Hill Safe School Survey for staff, students, and parents 	<ul style="list-style-type: none"> ▪ Results of the 2013-1014 CHKS states 66% of 5th grade students feel safe at school, and 70% feel connected at school ▪ Results of the California School Climate Staff Survey ▪ The 2014-2015 Oak Hill Safe School Survey reported similar data 	<ul style="list-style-type: none"> ▪ Every other year survey results data

STRATEGIES: 1) Oak Hill classroom teachers will identify student safety issues and the lack of feeling connected at school, review current practices, and identify potential strategies or interventions to increase student safety and connectedness.

Action/Date	Person(s) Responsible	Task/Date	Cost and Funding Source (Itemize for Each Source)
<p>August 2015-May 2016</p> <p>Classroom teachers will identify safety concerns</p>	<p>Classroom teachers, Collaborative teacher groups, Principal</p>	<p>August 2015-May 2016</p> <ul style="list-style-type: none"> ▪ Classroom teachers will hold class meetings to identify safety concerns ▪ Classroom teachers will share their findings with their collaborative teacher groups and brainstorm a plan for improvement ▪ Classroom teachers will share the information with the Principal, changes will be implemented 	<p>None</p>
<p>After school clubs will be offered to address student connectedness</p>	<p>All Staff</p>	<ul style="list-style-type: none"> ▪ An Arts Club will be offered to students grades 2-6 on a bi-weekly basis 	<p>Club stipend of for Art Club will be paid by Oak Hill PTA</p>

<p>Green Beret Program</p> <p>School Garden</p> <p>On site counseling and support is available within the school.</p>	<p>Principal</p> <p>Cecille Valoria 5th grade teacher</p> <p>School counselor (0.25 FTE) and Child Aide (0.375 FTE)</p>	<ul style="list-style-type: none"> ▪ A Spirit Squad will be offered to students in grades 4-6 on a weekly basis ▪ A Computer Tech Club will be offered for students in grades 4-6 on a weekly basis ▪ Band will be offered to students in 6th grade on a weekly basis ▪ Student Council will be offered for grades 2-6 on a monthly basis ▪ GATE club will be offered to GATE students in grades 4-6 on a weekly basis <ul style="list-style-type: none"> ▪ Green Berets solve student conflicts at recesses ▪ Classes use the garden for science as well as participation in recycling program ▪ School counselor provides individual crisis support as well as small group counseling ▪ Child Aide will work with children in the Otter Pals and Toolbox programs 	<p>Club Stipends of \$1000 will be paid by site stipend funds and the site's general fund</p> <p>None</p> <p>Grant: Lowes' Toolbox for Education \$5000</p> <p>McKinney and LEA Medical Funds: \$21,041 School Counselor \$9,606 Child Aide</p>
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Form A: Non-Academic Goal #2

LEA GOAL: Center JUSD families will be engaged and informed regarding their student’s educational experience

SCHOOL GOAL: By May of the 2015-2016 school year, data will show a 5% increase in the number of families attending school events/activities. school.

What data did you use to form this goal?	What were the findings from the analysis of this data?	How will the school evaluate the progress of this goal?
<ul style="list-style-type: none"> ▪ 2013-2014 California Healthy Kids Survey ▪ 2013-2014 California School Climate Staff Survey ▪ 2014-2015 Oak Hill Safe School Survey for staff, students, and parents 	<ul style="list-style-type: none"> ▪ Survey data, 70% of students feel connected at school ▪ Survey data, 92% of staff feel parents are encouraged to participate in activities, actual participation less than 80% ▪ Low attendance at school events/activities reported through sign-in sheets 	<ul style="list-style-type: none"> ▪ Sign-in sheets for events/activities

STRATEGIES: 2) Oak Hill classroom teachers will use a variety of mediums to communicate to families about school events and activities.

Action/Date	Person(s) Responsible	Task/Date	Cost and Funding Source (Itemize for Each Source)
<p>August 2015-May 2016</p> <p>Staff will reach out to families to invite them to school events/activities</p>	<p>Classroom teachers, Principal</p>	<p>August 2015-May 2016</p> <ul style="list-style-type: none"> ▪ Classroom teachers will invite families to events/activities via email, phone, face-to-face, or newsletters ▪ Principal will use the phone messaging system to send out invitations to school events/activities 	<p>None</p>

Form B: Centralized Services for Planned Improvements in Student Performance

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

School Goal #: 5

Actions to be Taken to Reach This Goal ¹ Consider all appropriate dimensions (e.g., Teaching and Learning, Staffing, and Professional Development)	Start Date ² Completion Date	Proposed Expenditures	Estimated Cost	Funding Source (itemize for each source)
For the 2015-2016 school year, CenterJUSD will offer professional development to ensure the teaching staff is highly qualified and well prepared for the grade level Common Core State Standards, and the needs of all students	August 2015 to May 2016	Staff Development opportunities in the following areas will be offered to teachers: <ul style="list-style-type: none"> • Curriculum delivery • Research based instructional strategies • Technology assistance • Behavior management • Data disaggregation • ELsupport/strategies • Collaboration 	Coordinator of C & I \$13,654.00 EL Coordinator \$11,895.00	.65 FTE General Fund, .60 FTE EL, .40 FTE Title III

Note: Centralized services may include the following direct services:

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

Centralized services do not include administrative costs.

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

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

Form C: Programs Included in this Plan

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

Note: For many of the funding sources listed below, school districts may be exercising Categorical Program Provisions options (flexibility), which are described at <http://www.cde.ca.gov/fq/aa/co/ca12squiappcatprog.asp>.

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

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

State Programs	Allocation	Consolidated in the SWP
<input checked="" type="checkbox"/> Local Control Funding Formula (LCFF) – Base Grant Purpose: To provide flexibility in the use of state and local funds by LEAs and schools (D)	\$28,988,662	<input type="checkbox"/>
<input checked="" type="checkbox"/> LCFF – Supplemental Grant Purpose: To provide a supplemental grant equal to 20 percent of the adjusted LCFF base grant for targeted disadvantaged students (D)	\$1,581,871	<input type="checkbox"/>
<input checked="" type="checkbox"/> LCFF – Concentration Grant Purpose: To provide an additional concentration grant equal to 50 percent of the adjusted LCFF base grant for targeted students exceeding 55 percent of an LEA’s enrollment (D)	\$499,538	<input type="checkbox"/>
<input type="checkbox"/> California School Age Families Education (Carryover only) Purpose: Assist expectant and parenting students to succeed in school	\$	<input type="checkbox"/>

<input type="checkbox"/>	Economic Impact Aid/State Compensatory Education (EIA-SCE) (Carryover only) Purpose: Help educationally disadvantaged students succeed in the regular program	\$	<input type="checkbox"/>
<input type="checkbox"/>	Economic Impact Aid/Limited English Proficient (EIA-LEP) (Carryover only) Purpose: Develop fluency in English and academic proficiency of English learners	\$	<input type="checkbox"/>
<input type="checkbox"/>	Peer Assistance and Review (Carryover only) Purpose: Assist teachers through coaching and mentoring	\$	<input type="checkbox"/>
<input type="checkbox"/>	Professional Development Block Grant (Carryover only) Purpose: Attract, train, and retain classroom personnel to improve student performance in core curriculum areas	\$	<input type="checkbox"/>
<input type="checkbox"/>	Pupil Retention Block Grant (Carryover only) Purpose: Prevent students from dropping out of school	\$	<input type="checkbox"/>
<input type="checkbox"/>	Quality Education Investment Act (QEIA) Purpose: Funds are available for use in performing various specified measures to improve academic instruction and pupil academic achievement	\$	<input type="checkbox"/>
<input type="checkbox"/>	School and Library Improvement Program Block Grant (Carryover only) Purpose: Improve library and other school programs	\$	<input type="checkbox"/>
<input type="checkbox"/>	School Safety and Violence Prevention Act (Carryover only) Purpose: Increase school safety	\$	<input type="checkbox"/>
<input type="checkbox"/>	Tobacco-Use Prevention Education Purpose: Eliminate tobacco use among students	\$	<input type="checkbox"/>
X	List and Describe Other State or Local Funds (e.g., Career and Technical Education [CTE], etc.) Lottery (S)	\$22,830	<input type="checkbox"/>
Total amount of state categorical funds allocated to this school		\$22,830	
Federal Programs		Allocation	Consolidated in the SWP
<input type="checkbox"/>	Title I, Part A: Allocation Purpose: To improve basic programs operated by local educational agencies (LEAs)	\$	<input type="checkbox"/>
<input type="checkbox"/>	Title I, Part A: Parental Involvement (if applicable under Section 1118[a][3][c] of the Elementary and Secondary Education Act) Purpose: Ensure that parents have information they need to make well-informed choices for their children, more effectively share responsibility with their children's schools, and help schools develop effective and successful academic programs (this is a reservation from the total Title I, Part A allocation).	\$	<input type="checkbox"/>

<input type="checkbox"/>	For Program Improvement Schools only: Title I, Part A Program Improvement (PI) Professional Development (10 percent minimum reservation from the Title I, Part A reservation for schools in PI Year 1 and 2)	\$		<input type="checkbox"/>
X	Title II, Part A: Improving Teacher Quality Purpose: Improve and increase the number of highly qualified teachers and principals (D)	\$120,366		<input type="checkbox"/>
X	Title III, Part A: Language Instruction for Limited-English-Proficient (LEP) Students Purpose: Supplement language instruction to help LEP students attain English proficiency and meet academic performance standards (D)	\$52,632		Title III funds may not be consolidated as part of a SWP ³
<input type="checkbox"/>	Title VI, Part B: Rural Education Achievement Program Purpose: Provide flexibility in the use of ESEA funds to eligible LEAs	\$		<input type="checkbox"/>
<input type="checkbox"/>	For School Improvement Schools only: School Improvement Grant (SIG) Purpose: to address the needs of schools in improvement, corrective action, and restructuring to improve student achievement	\$		<input type="checkbox"/>
<input type="checkbox"/>	Other federal funds (list and describe)	\$		<input type="checkbox"/>
<input type="checkbox"/>	Other federal funds (list and describe)	\$		<input type="checkbox"/>
<input type="checkbox"/>	Other federal funds (list and describe)	\$		<input type="checkbox"/>
Total amount of federal categorical funds allocated to this school		\$0		
Total amount of state and federal categorical funds allocated to this school		\$22,830		

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

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

Form D: School Site Council Membership

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

Names of Members	Principal	Classroom Teacher	Other School Staff	Parent or Community Member	Secondary Student
Patricia Spore	X	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Angel Hughes	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	X	<input type="checkbox"/>
Pedro Martinezmoles	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	X	<input type="checkbox"/>
Yvonne Leggett	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	X	<input type="checkbox"/>
Kira Jennings	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	X	<input type="checkbox"/>
Joelle Freitas	<input type="checkbox"/>		<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Patrick Muldoon	<input type="checkbox"/>	X	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Mary Ann Wilson	<input type="checkbox"/>	X	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Gina Oswald	<input type="checkbox"/>	<input checked="" type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>
Chris Miyazaki	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Numbers of members in each category	1	3	1	5	<input type="checkbox"/>

⁴ EC Section 52852

Form E: Recommendations and Assurances

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

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

- State Compensatory Education Advisory Committee _____ Signature
- English Learner Advisory Committee _____ Signature
- Special Education Advisory Committee _____ Signature
- Gifted and Talented Education Advisory Committee _____ Signature
- District/School Liaison Team for schools in Program Improvement _____ Signature
- Compensatory Education Advisory Committee _____ Signature
- Departmental Advisory Committee (secondary) _____ Signature
- Other committees established by the school or district (list) _____ Signature

4. The SSC reviewed the content requirements for school plans of programs included in this SPSA and believes all such content requirements have been met, including those found in district governing board policies and in the local educational agency plan.
5. This SPSA is based on a thorough analysis of student academic performance. The actions proposed herein form a sound, comprehensive, coordinated plan to reach stated school goals to improve student academic performance.
6. This SPSA was adopted by the SSC at a public meeting on: December 3, 2014.

Attested:

Patricia Spore
Typed name of School Principal

Patricia L Spore
Signature of School Principal

1/7/16
Date

Angel Hughes
Typed name of SSC Chairperson

Angel Hughes
Signature of SSC Chairperson

01.07.2016
Date

Center Joint Unified School District

		AGENDA REQUEST FOR:
Dept./Site:	Global Youth Charter School	
Date:	January 20, 2016	Action Item <input checked="" type="checkbox"/>
To:	Board of Trustees	Information Item <input type="checkbox"/>
From:	Doug Hughey, Principal	# Attached Pages <u>102</u>
Administrator's Initials: <u> DH </u>		

CONSENT AGENDA

<p>SUBJECT: 2015-16 Single Plan for Student Achievement - Global Youth Charter School</p> <p>Global Youth Charter School will be using their 2015 WASC Self-Study to serve as their Single Plan for Student Achievement. In doing, we are asking the Board to approve the WASC Self-Study for the 2015-16 School Year.</p> <p>RECCOMENDATION: The CJUSD Board of Trustees Approve the 2015-16 Single Plan for Student Achievement for Global Youth Charter School.</p>
--

Center Unified School District

Global Youth Charter School

3243 Center Court Lane #47
Antelope, CA 95843



Self-Study Report

Submitted to:

The Western Association of Schools and Colleges
and the California Department of Education



CENTER JOINT UNIFIED SCHOOL DISTRICT

Scott Loehr, Superintendent
8408 Watt Avenue
Antelope, CA 95843
(916) 338-6400
sloehr@centerusd.org
www.centerusd.org

Board of Trustees

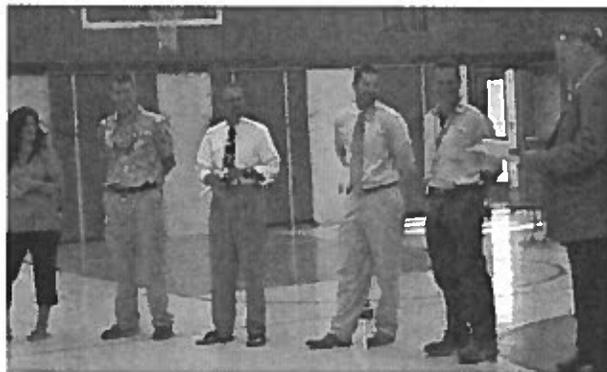
Nancy Anderson, Member
Jeremy Hunt, Board Clerk
Kelly Kelley, Board President
Delrae Pope, Board Representative
Donald Wilson, Member

Global Youth Charter School

Doug Hughey, Principal
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Global Youth Charter School Staff

Doug Hughey, Principal
Kevin Dobson, Social Science Teacher
Jim Fritch, Science Teacher
Richard Hartman, Math Teacher
Tina Degan-Henslee, Junior High School Teacher
Stephen Osborn, Math Teacher: (Junior High School)
Matt Schneider, English Language Arts Teacher
Lorraine Franco, Office Manager
Jessica Franco, Tutor/Assistant
Yvonne Lewis, Kitchen/ Custodial
Tracey Ramirez, Special Education Coordinator, CJUSD



Global Youth Charter School – PTC/ WASC Committee

Sue Clayton
Rebecca Cross
Traci Doyle
Yvonne Gramling
Derrick Osborne
Tina Rogers
Darrell Sandoval
Leslie Shafer

Global Youth Charter School – Student Representative

Jennifer Clayton
Paloma Lopez

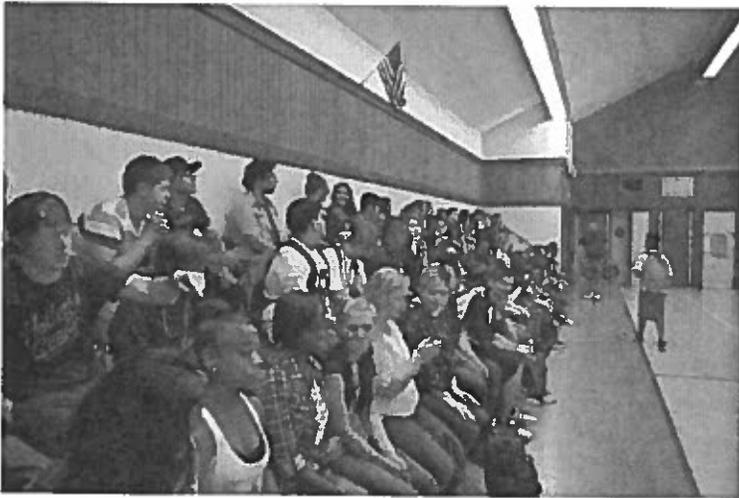


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CHAPTER 1

School and Community Profile



Community Profile

Global Youth Charter School (GYCS) is a dependent charter of the Center Joint Unified School District (CJUSD) in Antelope, California. The Center Joint Unified School District (CJUSD) is located in an unincorporated area of northeastern Sacramento County. The surrounding community is a suburban area which has been greatly impacted by the closure of McClellan Air Force Base and the recent economic recession.

As it approaches its ten year anniversary, GYCS is committed to addressing the needs of a select and expanding population. Recognizing the need for intimate class sizes, the program was developed with a focus on project-based learning. As the school has evolved, a few consistent patterns have emerged, among them limited class sizes, academic rigor, and project-based instruction. The school has featured a variety of innovative educational approaches to the traditional classroom; the most prominent of which includes a partnership program with American River College, a junior college located in Sacramento, CA. Originally, this program, offered to all 9-12th grade students, provided the ability to earn college credits in a supported environment; (it currently reflects a more traditional emphasis on serving higher-level students.) GYCS has undergone significant changes, especially in leadership, in its brief duration.

GYCS opened in August 2004 with an enrollment of 17 freshmen and 2 sophomores with the ultimate goal of an enrollment of 125 students. In 2004-05, during its first of operation, the school facility consisted of one classroom located at the McClellan Continuation High School campus. The following year, GYCS moved to the CJUSD District Office, in which the campus occupied one classroom. Mid-year, during the 2005-06 school year, GYCS moved to a site on the former Center Junior High campus, where it remained for the next five years. In September of 2011, GYCS moved to the lower part of the campus, which remains its current location. This move expanded office space and provided proximal access to the Computer Lab and Science Lab. The school has grown to 25 junior high school students and 52 high school students.

The principal, Doug Hughey, has brought new leadership and stability to Global Youth. Under his leadership, GYCS has moved to an improved facility. Global Youth focuses on academics while maintaining a small, safe learning environment where all stakeholders are involved in the growth and direction of the school. The school also features an active sports program, with an impressive level of participation from all types of students. Reflecting the school's original mission to create a global learning community, the school continues to attract a diverse population. The focus on academics has expanded with the establishment of a middle school program.

Global Youth added a Junior High School in the fall of 2012. Since its addition, the Junior High School has continued to add fun and educational activities to the campus. Each year, the Junior High School has held formal elections, and students have had the opportunity to participate in student government. With an emphasis on well-rounded activities and taking an active role in the community, Junior High School students have organized a walk-a-thon, a book fair, and have taken part in a community-based charity auction. In its first two years, the Junior High School has participated in a variety of field trips and year-end activities including visits to Sky High and Sun Splash. In addition, the Junior High School hosted speakers from the Crocker Museum in preparation for a day long tour and class at the downtown museum.

The majority of GYCS's student body is from outside of the Center Unified School District boundaries. Students attending GYCS reside in Antelope and the surrounding communities of Elverta, North Highlands, Citrus Heights and Sacramento. Most of GYCS's students come from small middle school charters in the area, such as Creative Connections and Eastside/Westside Preparatory Charter.

WASC Accreditation History

The WASC Accreditation history of GYCS reflects the transitions the school has experienced. The process has been extended sympathetically, reflecting an understanding of the dramatic changes the school has experienced during these transitions. Encouragingly, the pattern has moved in the direction of greater compliance and attention to detail as leadership has focused increasingly on the importance of the WASC review.

GYCS was granted an initial accreditation for a three-year term in 2005. The school administrator submitted a full self-study in the spring of 2009. The visiting committee granted a one-year accreditation term and made recommendations in areas to follow up. Some of the critical areas of improvement include:

1. The school initiated a professional plan that incorporated high levels of staff collaboration, explicit teaching skills development, and strong instructional leadership and coaching. The plan included specific measurable outcomes related to staff performance and student achievement, and sufficient resources—both time and finances—allocated to achieve the objective.
2. The introduction of a UC “a-g” course accreditation; greater alignment of the curriculum, instruction and assessment methods to the State Content Standards; and greater use of assessment data, including disaggregating and analyzing state achievement data, as well as classroom assessment to differentiate instruction based on identified student needs which have been developed to create an academic diagnosis for each student.
3. The school and the district worked in partnership to develop a long-range plan for sustainability addressing enrollment challenges, physical plan needs, staffing needs, and financial stability (especially in light of the termination of the Gates Foundation grant in 2011).

Following the school administrator's submission of a follow up report in the spring of 2010, the visiting committee granted a one-year accreditation term. Building on the substance of the earlier recommendations, the visiting committee suggested following more detailed recommendations, including:

1. The initiation of a professional learning plan incorporating high levels of staff collaboration, explicit teaching skills development, and strong measurable

outcomes related to staff performance and student achievement and sufficient resources to achieve the goal.

2. Greater use of assessment data, including disaggregating and analyzing state achievement data as well as classroom assessment to differentiate instruction based on identified student needs.
3. A continued commitment and connection with American River College.

The school submitted a three-year progress report in the spring of 2012, with the visiting committee once again granting a one-year accreditation term with a number of recommendations. A key priority among staff and leadership was to develop a total approach to the WASC review, inclusively addressing the historical concerns whenever relevant:

1. Administration and all certificated staff, including staff shared with Antelope View Charter School, and to the extent possible, classified staff, have become trained in WASC Focus On Learning. Adherence to the WASC FOL process in all subsequent WASC accreditation reviews has led to the creation of a Self-Study document – (this document) – that can be used as an instrument for school-wide improvement.
2. The school has initiated a professional development plan incorporating high levels of administrative leadership and staff collaboration focusing upon explicit teaching skills development, and strong instructional leadership and coaching.
3. Methods: (electronic and teacher-generated), have been developed in order that student content assessment data, including disaggregating and analyzing guide standard based instruction on identified student needs. This, in time, will align student achievement, assessment, instruction and curriculum.

As the school addresses these concerns in the current WASC Accreditation Review, GYCS has developed a stronger school culture and distinct identity. Two major concerns for the current school year are implementing electives in foreign language and fine art. Staff leadership is confident this direction will reinforce GYCS's traditional goals and objectives as it responds to new demands and welcomes the challenges of California's implementation of the Common Core.

School Purpose

During the 2013-2014 school year, staff developed a comprehensive mission statement that was a better reflection of the goals and mission of the organization.

A poster of the mission statement appears in every classroom and office:

Our Mission is to inspire students to develop a love of learning and empower them to become self-sufficient adults through effective and challenging instruction, extra-curricular activities and a wide range of experiences in a safe and supportive community.

As a collaborative learning community, GYCS decided to re-write its SLOs – (the description “Expected Schoolwide Learning Results”: [ESLR] has evolved to “Schoolwide Learning Outcomes”: [SLO]) – to represent concrete academic outcomes. Over the period of 2 months, with input from staff, parents and students, the following Schoolwide Learning Outcomes (SLO) were developed in the 2013-2014 year:

Global Youth Charter School Schoolwide Learning Outcomes

Graduates of Global Youth Charter will be:

Complex Thinkers Who:

- Demonstrate creative and critical thinking skills to solve problems
- Illustrate a variety of perspectives when drawing conclusions
- Identify and use resources effectively

Academic Achievers Who:

- Strive to meet or exceed state standards
- Demonstrate consistent improvement
- Produce high quality work
- Work independently to seek and evaluate information
- Develop and monitor personal education and career goals

Responsible Citizens Who Demonstrate:

- Cultural awareness and appreciation of diversity
- Responsibility, integrity and respect for others
- The ability to work as part of a team
- Leadership and service within their community

Effective Communicators Who:

- Articulate ideas clearly in presentations and interactions with others
- Speak, read, write, and listen reflectively and critically
- Use technology to gather, process, and communicate information



Student Demographics

Enrollment by Year

Year	Male	Female	Total
2009-10	49	44	93
2010-11	47	37	84
2011-2012	30	30	60
2012-2013	38	34	72
2013-2014	34	27	61

Enrollment by Grade Level

Grade	Male	Female	Total
6th			12
7th			14
8th			20
9 th	37	18	55
10 th	30	25	55
11 th	16	16	32
12th	10	15	25

Student Demographics

Demographic	Male	Female	Total
Hispanic/ Latino	40%	37.93%	39%
African American	26%	9.48%	17.74%
White	26%	41.39%	33.69%
Asian	8%	6.03%	7.13%
Low SES	67%	56%	61.5%
ELL	11%	9%	10%

The majority of GYCS's students come from outside the Antelope area, thus do not accurately represent the ethnic percentages of Antelope.

CELDT Scores

Score Level	Male	Female	Total
Beginning	0	0	0
Early Intermediate	0	0	0
Intermediate	0	1	1
Early Advanced	0	2	2
Advanced	2	1	3
Total	2	4	6

Home Language

2012-2013			
English	Spanish	Romanian	
69%	30%	1%	
2013-2014			
English	Spanish	Romanian	Other
65%	29%	1%	5%

Yearly Attendance

	2009-2010	2010-2011	2011-2012	2012-2013	2013-2014
Yearly Attendance	95.78%	95.89%	95.63%	94.99%	94.2%

Suspensions

	2009-2010	2010-2011	2011-2012	2012-2013	2013-2014
# of Suspensions	5	0	0	3	3

Socioeconomic Status

	2009-2010	2010-2011	2011-2012	2012-2013	2013-2014
% on Free and Reduced Lunch	53.3%	61.3%	74%	46%	65%

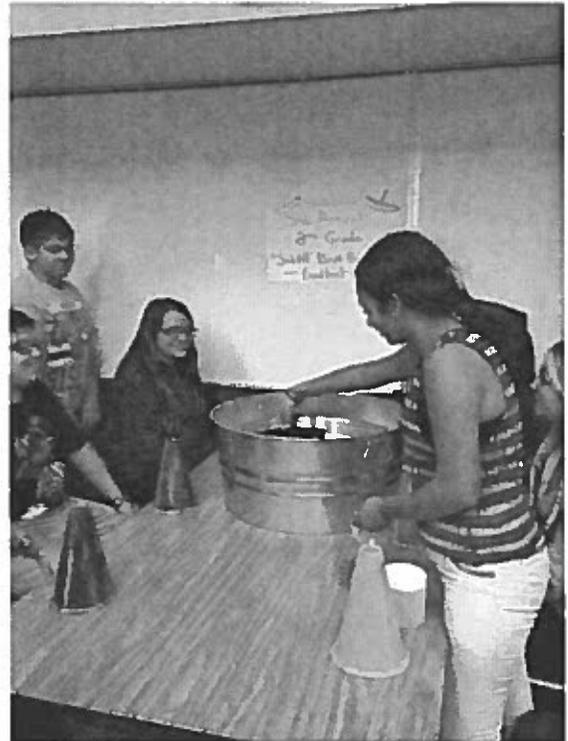
Parent Education Level

2012-2013				
Not a High School Graduate	High School Diploma	Some College	College Graduate	Graduate Degree
20%	26%	35%	17%	1%

Faculty/Staff Demographics

Year	Certified Staff (FTE)	Principal	Counselor	Fully Certificated	Intern	Classified Staff
2004-05	2	.25	.75	2	0	0
2005-06	4	.75	.25	4	0	0
2006-07	4	1	0	2	2	1
2007-08	4	1	0	3	1	3
2008-09	5	1	0	5	0	3
2009-10	6	1	0	6	0	3

2010-11	6.2	1	.2	6.4	0	2.8
2011-12	3.5	0.5	0	4	1	2.5
2012-13	7	0.5	0	7	0	2
2013-14	6	0.5	0	6	0	2
2014-15	5.2	0.75	0	5.2	0	2



All staff are fully certificated and invested in the mission and growth of GYCS, bringing a variety of talents and experiences.



Doug Hughey is Global Youth's Principal. Currently in his 4th year at GYCS, Mr. Hughey has been with the CJUSD for the past 7 years. He also served as Assistant Principal at Center High School. Mr. Hughey has been in public education for the past 20 years, entering the field as high school coach and beginning his teaching career as an 8th grade English teacher. After three years of middle school teaching, he transitioned to high school, where he spent most of his career as a high school teacher, basketball and volleyball coach. Because of his love for quality teaching and learning, Mr. Hughey can be frequently found observing classes and/or attending high school activities on and off campus.



Kevin Dobson is the high school's Social Science teacher with classes in History, Psychology, and Leadership. He is from New Castle, Delaware, and attended Western New England University in Springfield, Massachusetts, where he was a double major in History and Secondary Education. Mr. Dobson has worked within the Center Unified School District for the past two years. He is also the Global Youth Charter Basketball coach. He has been teaching for the last three years at a variety of schools.



Jim Fritch is the high school's science teacher. A veteran instructor with more than thirty years of experience, Mr. Fritch has received recognition from the California State Legislature, the University of California, California State University, and the California League of High Schools for innovations in science instruction. He has prepared science curricula for the Center Joint Unified, Twin Rivers, and Sacramento City School Districts. Mr. Fritch holds a BA from the University of California and an MA from the California State University at Sacramento. He teaches Electronics, Physics, Chemistry, Biology, Earth Science and Video Media at Global Youth Charter.



Richard Hartman is the high school's Math teacher and has been working in education for the past fourteen years, the majority of this time working with Special Education students. Mr. Hartman also worked as a school administrator for eight years. Three of these years, he served as the principal at a Non-Public School.



Tina Degan-Henslee is the junior high school's English, Science, Art, and Physical Education teacher. A graduate of UC Davis and a published author, Mrs. Henslee has experience as an instructor at the Junior High, High School, and College Level and has several years experience writing and creating new curriculum.



Matthew Schneider is the high school's English Language Arts teacher. He is in his seventh year of teaching. He majored in History and Literature as an undergraduate at Pitzer College, and earned a Master's Degree in the Humanities from New College of California. Mr. Schneider earned his teaching credential through Cal Poly San Luis Obispo, and has taught in a variety of schools, including junior high, continuation high school, and in-class independent-study classroom support. He has taught World History, United States History, Civics & Government, Economics, Drama, English Language Arts – (grades 7-12), CAHSEE Preparation, Health, and Film Studies.

Staff Development

Anticipating the need for additional training time and support, Global Youth Charter School incorporated monthly training time into weekly staff meeting times beginning in August of 2013. Twice a month, staff focused on a different topic relating to the upcoming shift to Common Core Standards and testing. In addition, led by Tina Henslee, individual departments held meetings and began conversations about the shift to Common Core. Both English and Math teams worked together to review curriculum, discuss the possible re-mapping of courses, and share examples of new test questions. English and Math Staff members all attended off-site training days offered by the Placer County Office of Education. Jim Fritch attended a summer science workshop emphasizing pedagogy and the common core curricula. Finally, Global Youth Charter Staff all participated in a series of Monday trainings in the computer lab, with all teachers previewing the sample SBAC testing site, then scheduling English and Math students into the lab to participate in teacher run SBAC practice test seminars this spring.

Co-curricular / Extra-curricular activities

Global Youth Charter School prides itself on its opportunities for Co-curricular and Extra-curricular activities. Global Youth transitioned from being a full-time CIF Conference member to an affiliate member for the 2014-2015 school year. During the fall, GYCS offers boy's soccer and girl's volleyball. During the winter, GYCS offers boy's and girl's basketball. During the spring, GYCS offers boy's volleyball. GYCS boasts a significant percentage of school wide participation in its sports program.

GYCS has a leadership class that meets the last period of the school day and is responsible for the production of a monthly newsletter, annual yearbook, and school rallies and dances. Students also have the opportunity to participate in the music program at Center High School, which includes marching band, color guard, and choir.

Community college courses are available for students that meet the GPA scholastic requirements of the colleges. Global Youth Middle School has created several co-curricular activities to enhance student success; including a math and language arts tutorial.



Student Achievement Data

Academic Performance Index Annual Comparison

Year	API	Statewide Rank	Target Met	AYP Met
2008	676	6	Yes	Yes
2009	693	4	Yes	Yes
2010	728	4	Yes	Yes
2011	755	5	Yes	Yes
2012	768	5	Yes	Yes
2013	764	5	No	No

In 2013, the percent proficiency rate fell below the state target growth rate of at least 1 point. GYCS has had consistent growth in the API since 2007, and the current GYCS staff is currently working hard to continue this trend, primarily by focusing on state standards and providing individual attention to struggling students.

Students scoring Advanced or Proficient on CST's

	2011	2012	2013	2011	2012	2013
English	41%	60%	57%	60%	50%	
Math	7%	11%	7.3%	12.5%	21.6%	
Science	21%	45%	36.8%	36%	37.7%	
Social Science	12%	33%	33%	68%	53.6%	

2011/2012/2013 English Language Arts Comparison

Result Type	Grade 6			Grade 7			Grade 8		
	2011	2012	2013	2011	2012	2013	2011	2012	2013
Advanced	-	-	7%	-	-	14%	-	-	27%
Proficient	-	-	36%	-	-	21%	-	-	41%
Basic	-	-	50%	-	-	50%	-	-	23%
Below Basic	-	-	7%	-	-	14%	-	-	9%
Far Below Basic	-	-	0%	-	-	0%	-	-	0%

Result Type	Grade 9			Grade 10			Grade 11		
	2011	2012	2013	2011	2012	2013	2011	2012	2013
Advanced	24%	14%	20%	27%	19%	10%	13%	39%	14%
Proficient	29%	43%	35%	38%	38%	35%	38%	28%	29%
Basic	29%	36%	25%	19%	19%	45%	38%	32%	36%
Below Basic	6%	0	15%	15%	13%	5%	6%	11%	7%
Far Below Basic	12%	7%	5%	0%	13%	5%	6%	0%	14%

2011/2012/2013 Mathematics Score Comparison

Result Type	Grade 6			Grade 7		
	2011	2012	2013	2011	2012	2013
Advanced	-	-	0%	-	-	0%
Proficient	-	-	29%	-	-	29%
Basic	-	-	43%	-	-	57%
Below Basic	-	-	29%	-	-	14%
Far Below Basic	-	-	0%	-	-	0%

Result Type	Algebra			Geometry			Algebra II		
	2011	2012	2013	2011	2012	2013	2011	2012	2013
Advanced	0%	0%	4%	0%	0%	0%	0%	0%	*
Proficient	9%	21%	17%	11%	0%	15%	0%	5%	*
Basic	27%	21%	38%	21%	25%	31%	45%	29%	*
Below Basic	36%	50%	32%	32%	62%	46%	36%	38%	*
Far Below Basic	27%	7%	9%	37%	12%	8%	18%	29%	*

2011/2012/2013 Social Science Comparison

Result Type	Grade 8			World History			US History		
	2011	2012	2013	2011	2012	2013	2011	2012	2013
Advanced	-	-	41%	20%	27%	35%	0%	56%	41%
Proficient	-	-	18%	7%	27%	5%	42%	22%	21%
Basic	-	-	36%	40%	18%	35%	42%	17%	21%

Below Basic	-	-	5%	20%	9%	20%	8%	0%	0%
Far Below Basic	-	-	0%	13%	18%	5%	8%	6%	14%

2011/2012/2013 Science Comparison

Result Type	Biology			Chemistry			Earth Science			Eighth Grade
	2011	2012	2013	2011	2012	2013	2011	2012	2013	2013
Advanced	11%	14%	*	16%	-	0%	-	0%	5%	36%
Proficient	21%	28%	*	26%	-	8%	-	35%	35%	14%
Basic	47%	28%	*	47%	-	33%	-	35%	35%	36%
Below Basic	11%	14%	*	5%	-	8%	-	26%	20%	9%
Far Below Basic	11%	14%	*	5%	-	50%	-	4%	5%	5%

Students scoring Advanced or Proficient on CST's Sacramento County / GYC comparison (2012)

Category	Sacramento County		Global Youth	
	2012	2013	2012	2013
English	50%	53.9	60%	50%
Math	27%	48.8%	12.5%	21.6
Science	43%	45.3%	36%	37.7%
Social Science	41%	48.5%	68%	53.6%

CAHSEE Passage Rate Sacramento County / GYC Comparison

Category	Sacramento County			Global Youth		
	2011	2012	2013	2011	2012	2013
English	83%	81%		88%	90%	80%
Math	83%	82%		88%	80%	76%

CAHSEE 3 Year Scores Comparison

		% Passed	% Proficient/Advanced
2009	Math	67%	35%
	English	92%	50%
2010	Math	88%	47%
	English	91%	72%
2011	Math	88%	43%
	English	96%	81%
2012	Math	88%	52%
	English	88%	60%
2013	Math	80%	45%
	English	90%	45%

In analyzing CST and CAHSEE scores, Global Youth has shown consistent improvement in all core subject areas over the last 3 years. English has increased its proficient and advanced scores by 19%, Math has increased by 5.5%, Science increased by 15% and Social Science increased by 56%. Additionally Global Youth Students outperform students in Sacramento County on the CAHSEE. Global Youth staff is proud of the direction scores have been going but acknowledge that there is still room for improvement. CST scores particularly show a limited amount of students achieving advanced or proficient scores in Mathematics. A focus of curriculum meetings in the 2012-2013 school year was to diagnose student weaknesses and strengths in Math and to implement interventions to increase proficiency.

D and F List

	2009-2010	2010-2011	2011-2012	2013-2014
# of D's	52	35	17	26
# of F's	43	24	0	9

There has been a decline in the number of D's and F's at Global Youth. This can be attributed to a smaller number of students (declining enrollment), a change in the schedule (students taking less classes) and implementation of current study skills class.

D and F's by Grade Level (Fall 2014)

Freshman	Sophomores	Juniors	Seniors
10	2	5	2

D and F's by Subject (Fall 2014)

13	11	3	0
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Graduates meeting all UC/A-G Requirements

	2010-2011	2011-2012	2012-2013	2013-2014
Total	46%	15%	15%	8%

All Global Youth seniors will have met the UC/ "a-g" requirements with the exception of the foreign language requirement. At the start of the school, students were to complete their foreign language requirement at American River College. With the expiration of the Bill and Melinda Gates Grant and community college budget issues, this has become very difficult for Global Youth students.

Graduation Rates

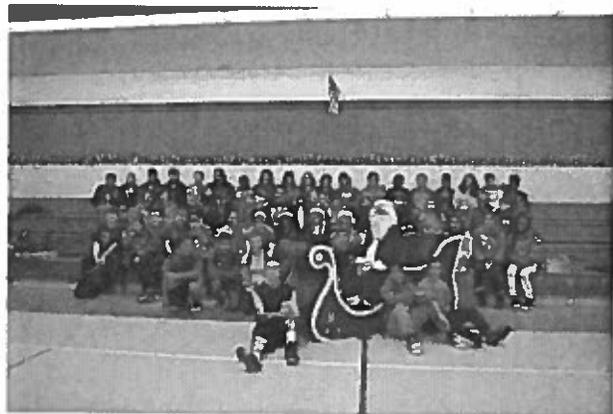
	2008-2009	2009-2010	2010-2011	2011-2012	2012-2013
Total	78%	90%	100%	100%	88.2%





CHAPTER 2

Significant Developments since last Self- Study



Chapter 2: Overview

1. A-G Course Approval
2. Memorandum of Understanding
3. Personnel
4. New Campus
5. Parent Teacher Club (PTC)
6. Added Electives/ Courses
7. New Schedule

1. A-G Course Approval

All core courses and two electives have received “a-g” course approval for the current school year. Psychology was recently submitted in September 2014, and has been “a-g” approved for the 2014-15 school year.

2. Memorandum of Understanding with Center Joint Unified School District

The Center Joint Unified School District signed an MOU in April 2010 to maintain the charter agreement with Global Youth Charter School. The principal is working with the district administration, school staff, parents, and students to align the current charter with the current school vision. The CJUSD Board approved the 2014 MOU renewal in September of 2014.

3. Personnel

Because of declining enrollment and a job transfer, staffing has experienced a few changes over the past 2 years. Principal Mr. Hughey, the office staff (Lorraine and Jessica Franco), Mr. Fritch (Science) and Mr. Hartman (Math) have been on staff for four years. Mr. Dobson (Social Studies) and Mr. Schneider (English), both of whom are in their 2nd year at GYCS, have been added since the last WASC report. The addition of the junior high program, has coincided with the reduction of three classes (6, 7, 8) to a 7/8 combo class. Currently, one teacher: Mrs. Henslee, is the primary junior high instructor, teaching all subjects with the exception of math. Mr. Osborn (Antelope View Charter School/Math teacher) is teaching math until numbers grow sufficient enough in 7th grade to add another junior high teacher.

4. New Campus

Global Youth moved from its old location (the upper portion of the old junior high) to its new location (the front entrance of the old junior high) in September 2011. The new location has led to greater access to the following resources: Multipurpose Room, Computer Lab, Gymnasium, Center High School (2 students take Band/Choir at CHS),

Game Room, Softball/Kickball field, Restrooms (the previous facility had only one on site), Art Room, and Science Lab.

5. Parent Teacher Club (PTC)

The first PTC was organized August 2010 to plan and host activities for the students. Fundraisers have provided each teacher with \$100 for classroom supplies, and supported the Sports Program. PTC currently meets once a month and is a chance for principal and staff to discuss school-wide issues and get input in making school-wide decisions. PTC is also an opportunity for parents and teachers to discuss ways to support athletics and extracurricular activities. The PTC coordinates deposits and withdrawals of all student body funds.

The original idea to start a PTC was to plan and host activities for all students. Presently, Global uses PTC as a communication tool for ALL parents to discover what is happening at GYCS: Academics, Athletics, and Activities. Although Mr. Schneider oversees PTC, all staff member are required to attend. An agenda is made available for all attending, minutes are made available via email within a week of a meeting, and all parents are invited to attend - (Mr. Hughey sends out an all-call at least twice during the week of the scheduled meeting).

6. Added Electives/ Courses

Global Youth added new electives during the 2012-13 school year. A study skills course featuring strategies borrowed from AVID was added as an elective for 9th and 10 graders as a semester course, and is now integrated in all 9th grade World Geography/year course. Psychology was added in 2012 as a yearly course that included Sociology. (In September of 2014 an “a-g” submission written by Kevin Dobson – [Social Science teacher] – was submitted for the Psychology class). Two electives were developed and implemented by James Fritch (Electronics and Videography). In addition, GYCS has added a 6th period Math Tutorial for students needing more support in Math. Furthermore, GYCS is offering an SAT/ACT Workshop/6th Period Class for those students needing to prepare for college admission tests. Finally, a leadership class, Leadership, was included in the master schedule to allow students time for: community service, campus beautification, preparation for rallies and assemblies, and work on upcoming school events.

7. New Schedule with Early Out Days

Beginning in 2012, Global Youth scheduled an early out day every other Monday for staff development. However, because GYCS needed this time for student concerns (academics, social), the staff decided to commit every Monday to an early out day. With this new change GYCS has the time for WASC, staff development and student needs. In addition, the transition to every Monday made the schedule more convenient for all families.



CHAPTER 3

Ongoing School Improvement



Chapter III. - Profile and Progress Summary: **Significant Developments**

Staff Changes

Since the 2012-2013 WASC visit, there have been several changes in certificated and classified staff. Principal Hughey, the CJUSD district office staff, parents and community worked in concert to hire two critical teaching positions. Mr. Kevin Dobson was hired to implement the social science program at Global Youth, and Mr. Matthew Schneider was hired to implement the language arts program. Both instructors were charged with instructional oversight of their departments, paying special attention to increasing academic rigor of the departmental curriculum. Mr. Stephen Osborn was hired as a part-time math instructor at the Global Junior High School. Mrs. Henslee teaches the remaining junior high classes to a combination 7/8th grade class. In addition to instructional staff changes, the full-time custodian has been replaced with a part-time position that serves the school twice a week. Fortunately, in 2015, a parent volunteer has made a commitment to contribute time and service three times a week as a custodian.

Instructional Staff Teaching Assignments

Global Youth continues its tradition of untracked course offerings. Today, all students are enrolled in rigorous “a-g” college preparatory courses. In order to address the goal of action plan #1, and increase student participation in extracurricular courses, the instructional staff at Global Youth have agreed to teach a full six periods of instruction. This additional instructional time has reduced the number of students taking early dismissals, late arrivals, and classroom aide assignments. It has also enabled Global Youth to offer classes in Drama, Videography, Mathematics Support Lab, and Leadership (Student Government).

Formalized Intervention Process

Using the AERIES database, teachers check weekly progress reports to immediately identify academic or attendance problems, meet with parents (if necessary) and develop intervention strategies. These include differentiated classroom instruction, increased use of technology to aid individualized learning, and focused use of data to identify areas of need. The preliminary data on the students enrolled appears promising, with most making significant progress in attendance, discipline and academic performance.

During the 2013-2014 school year, the high school implemented a formal intervention strategy to address the issue of failing students. The Intervention plan consisted of five regular steps:

1. Contact student and appraise student of situation in an informal context.
2. Collaboration with staff to determine whether problem is cross-curricular, and to discuss strategies of improvement.
3. Contact parent, via email, phone, or informal meeting.
4. Organize informal informational meeting with parent, student, and appropriate staff to share concerns and offer encouragement and suggestions.

5. Formal SST meeting with parent and student to determine clearly delineated goals and deadlines.

The program was primarily effective, with a number of successful implementations during the 2013-2014 school year. In addition, for the 2014-2015 school year, the high school has created two current classes to offer students additional assistance and time to complete work: a Math lab, overseen by Mr. Hartman, and a special education study class, overseen by Mr. Brown. Although Mr. Hartman's Math lab continues, Mr. Brown has left the district; presently a replacement RSP is being sought by Mrs. Ramirez. A spring course offering preparation for SAT and ACT testing has begun with the spring semester.

During the 2013-2014 school year, Mrs. Henslee and Mrs. Allen both offered reading circles and novel studies to all 6th-8th grade students as both part of their regular English class and additional time was spent on the program during the Junior High elective block. Year end data from Renaissance testing indicates that all of Mrs. Henslee's students showed a positive increase in their reading skills, with a smaller percentage of growth after one year working with both Mrs. Allen and Mrs. Henslee, and a larger overall percentage of positive growth after working two years with Mrs. Henslee as demonstrated by the scores of the 8th grade class.

Mrs. Henslee and Mrs. Lundsford held weekly intervention classes after school beginning at the start of the 2nd quarter. After reviewing data and class scores, it was determined that an influx of below and far below grade level students were entering the Junior High program, primarily those entering the 7th grade. These students went to additional core instructional sessions with Mrs. Allen every morning for both Math and English, where they remained to receive additional basic support at the 3rd through 6th grade level through the end of January, at which time, the Junior High merged students into two classrooms and budget cuts ended the position of the program's third instructor.

Staff noticed a pattern of 8th grade students not turning in work and completing assignments in any of their classes, resulting in a very high percent of the 8th grade class earning a grade of "F" at the end of the first quarter. Mrs. Henslee and Mrs. Lundsford met with each of these students and their parent or guardian to discuss the lack of progress, ways to support consistent success, and enrolment in a mandatory after school intervention study hall and tutoring class offered two days each week. Each student was provided with an individualized folder, which included review and support materials, additional projects and opportunities to earn additional points in core courses. By the end of the second semester, scores improved dramatically, with only one student lacking enough points to participate in promotion activities, down from the high of 12 out of 17 earlier in the year. Overall, the program has been considered a success.

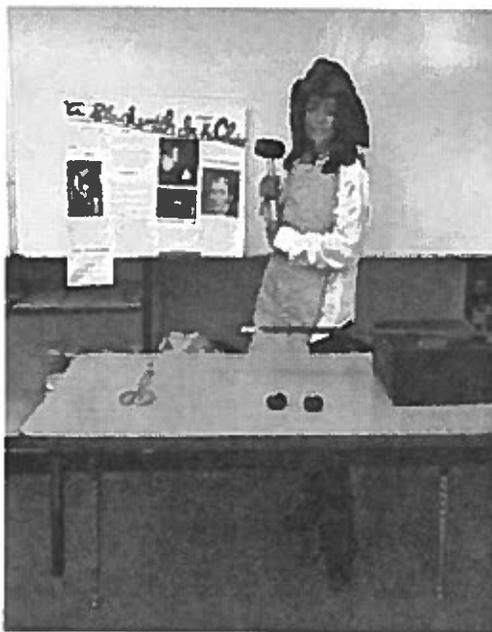
During the 2014-2015 school year, due to a change in staffing, Mrs. Henslee is currently teaching all Junior High subjects except math, which is offered during 1st period. Mrs. Henslee has changed the intervention plan to include a variety of ways to support student success. Students now receive month end progress reports to increase communication with parents. Mrs. Henslee will also be conducting quarter grade conferences with all of the junior high families. The Junior High has a 1/2 hour Study Skills time scheduled daily on Tuesdays-Fridays every afternoon. This time is used to practice note taking, test

taking skills, for individual writing conferences, and also provides a "study hall" time. In addition to her availability for one-on-one tutoring both during study skills time and after school, Mrs. Henslee constantly reviews the progress of students in every class. Students that fall below a 65% may receive a "Friday Folder", with review and support materials as well as projects and opportunities to "re-do" assignments for additional points in class.

In Junior High Math, the 7th and 8th grade classes meet each day in the same room for math instruction and practice. Seventh grade is assigned Pre-Algebra material; eighth grade is assigned Algebra. Emphasis on properly reading math in order to complete organized, written work to solution is expected daily from all students. Students work in a variety of arrangements: (individual, pairs, small groups). Feedback for completed work begins with review of homework. Grading of assignments includes a coding technique to provide students and families specific reasons why a given assignment earned a particular score (e.g., "7.023" would mean the assignment score is 7 out of 10; the 2 indicates "work to solution" needs attention; the 3 indicates the "student work lacks organization"). Patterns of particular errors by many students are addressed in warm-ups and review of homework as a group. Also, students are consulted one-on-one to review specific errors in context of their work. Students have the opportunity to rework assignments. Assignments and work completed on the whiteboard in class is posted to a twitter account (@AVCSMath). Students may be given additional practice work to address specific issues not being mastered through regularly assigned material.

Implementation and Monitoring of the Schoolwide Action Plan

In the fall of 2013, faculty met in a focus group examining the schoolwide action plans. It was determined that the third action plan required revision, since it referred to a process that would be implemented regardless of identified school needs. The new revised Action plan appears below:



Action Plan #1: Standards Based Student Learning

Goal	Maximize standards-based instruction, curriculum, and assessment to meet all national, state and district growth targets			
Indicator	The number of students scoring proficient or advanced on CST's will increase by 5% annually			
Rationale	GYC has made great progress in aligning all curriculum and assessments to state standards. Teachers feel that we need to focus on aligning curriculum to National Common Core and developing schoolwide assessments to monitor student growth and assist in the development of interventions to increase student achievement.			
Expected Outcome	Description of Activity	Who's Responsible	Evidence / Evaluative Tool	Timeline
Increase in the number of students achieving proficient or advanced scores.	1. Create benchmarks and create assessments based on CA state standards	Principal and Teachers	Syllabi, Scope and Sequence, Assessment, API, CAHSEE	Monthly, Quarterly, Annually
	2. Provide Professional Development time for teachers on best practices, curriculum, instruction and assessment	Principal	Staff Meeting Schedule, Staff Meeting minutes, Teacher Observations	Ongoing
	3. Use of Renaissance to diagnose students below grade level in English and Math	Principal and Staff	Renaissance Reports	Quarterly
	4. Provide interventions for students below grade level in English and Math	Principal and Staff	Scheduled Tutorial Time, Supplemental materials	Ongoing
	5. Create incentive and recognition program for student success	Principal and Staff	Honor Roll, Student of the Month	Quarterly

During the 2012-2013 school year, Global Youth did not meet its goal on the CST examination. Although science and mathematics showed modest improvement, the English and social studies scores fell significantly. Teaching staff changes reflected a new school philosophy that was focused on academic rigor. In September 2014, Global Youth renewed its site license for the Renaissance test program to quickly diagnose student learning in language arts and mathematics. This assessment is a useful tool that is able to monitor individual student progress during the course of the school year and can provide longitudinal student performance data at a time when California’s assessment program is in a state of flux.

All staff has participated in workshops featuring effective pedagogies that address the new common core standards adopted by the state of California. In addition, the CJUSD curriculum specialist will conduct staff workshops at Global Youth in common core teaching techniques. During 2013-2014 common core practice year, it became evident that Global Youth needed new hardware necessary to administer the new exams. Appropriate computers and wireless hotspots were provided to address the problem.

A series of new incentive programs have allowed students to receive greater recognition for academic performance. These include reward field trips to Sky High Trampoline Park, popular movies, and Six Flags. The top performing students get to participate in a “lunch with the principal” event each quarter, followed up with an academic rally celebrating academic achievement with games and fun contests.

Action Plan #2: College/Post-Secondary Focus

Goal	Students will graduate with the academic preparation essential to choose from a wide variety of post secondary options			
Indicator	Percentage of seniors meeting CSU/UC eligibility will annually increase by 5% of the total senior population			
Rationale	<p>The mission of Global Youth Charter School is to “ensure that all students develop and demonstrate the skills necessary for success in the 21st century.” A key ingredient to success is students who are goal oriented and who are actively planning for their future. GYC plans to develop and refine curriculum and support systems that will assist students in developing post-secondary goals and achieving them.</p> <p>GYCS staff have noticed a steep decline in the number of seniors who graduate meeting their full “a-g” requirements. Since this immediately limits the options of graduating seniors, GYCS staff want to improve the number of students meeting all “a-g” requirements.</p>			
Expected Outcome	Description of Activity	Who’s Responsible	Evidence / Evaluative Tool	Timeline

Percentage of Seniors meeting all "a-g" requirements will increase	1. Facilitate the use of Odyssey and dual enrollment in ARC to complete language requirement	Principal and Staff	Transcripts	2012-2013
	2. Develop a 4-6 year plans so students can track their progress and set goals for the future	Principal and Staff	Personalized Plan Form	Spring 2013-Ongoing
	3. Refine Study Skills / freshman seminar which introduces students to the basics of colleges and careers	Principal and Staff	Course syllabus	Ongoing
	4. Refine Senior Project Course to allow students to explore post-secondary options	Principal and Staff	Course syllabus	Ongoing
	5. Increase community college and other community field trips	Principal and staff	Field trips, lesson plans	Ongoing
	6. Increase the number of guest speakers from a variety of colleges and careers	Principal and staff	List of speakers,	Ongoing
	7. As enrollment increases, increase the number of electives and investigate other scheduling options to increase the number electives	Principal and staff	Master Schedule	Ongoing

To address the need for a college preparatory curriculum, Global Youth added chemistry and physics courses, receiving "a-g" approval for chemistry, physics, and earth science during the 2013-2014 school year. The "a-g" approval application process has also been completed for the Psychology course in September 2014.

Although Odyssey was previously used as a tool for credit recovery, the site license for its continued use is now prohibitively expensive and it will not be a feature of the GYCS action plan. Principal Hughey recognized the need for another way to meet college entrance requirements and resumed the partnership with American River College – (ARC) in a limited capacity. Outreach representatives from ARC were a critical part of back-to-school night in August 2014, preparing interested students for enrollment and outlining four-year plans for parents. Follow-up visits are planned for each school quarter, as well as an ARC campus visit for students.

Guest speakers came on campus to share career experiences in art, science, finance, and language during the 2013-2014 year. Students have subsequently taken internships in these disciplines as part of their senior project graduation requirement.

Action Plan #3: Communication, Assessment and Teaching Strategies

Goal	Maximize effective communication, assessment and teaching strategies that implement the National Common Core Standards and California Smarter Balanced Standards by updating technology used in the classroom and media room.			
Schoolwide Learner Outcomes	Complex Thinkers, Academic Achievers, and Effective Communicators			
Rationale	Prepare students for new Common Core performance standards. Enhance teaching and learning with modern approaches to lesson delivery and assessment. Provide opportunities for enrichment or for remediation outside the classroom. Enhance the technology literacy of faculty and students while improving communication skills.			
Expected Outcome	Description of Activity	Who's Responsible	Evidence/Evaluative Tool	Timeline
Student will be familiar with online test formats and have practiced typing into dialog boxes	-Upgrade classroom computers. -Upgrade internet connections to minimum bandwidth standards	Principal Teaching Staff Site IT personnel	Performance on state Smarter Balanced Testing Student writing assessments	February 2014
All instructors will be able to access the California smarter balanced website and share practice activities with students	-Provide digital projectors that display computer screens	Principal Teaching Staff Site IT personnel	Performance on state Smarter Balanced Testing	March 2014

during class				
Site-based computer facilities will provide trouble-free access to testing website for the duration prescribed of the California Department of Education	-Replacement of district routers to 1000 mbps standard. -Creation of new computer lab to permit testing of 2 classes simultaneously	Principal District IT Staff Site IT personnel	Completion of state assessment program within the timelines outlines by the state	April 2014

Global Youth implemented the new action plan with the installation of wireless hotspots and high-resolution wireless projectors in all teaching classrooms during the summer of 2014. Teachers are receiving special instruction in the Google cloud-based file storage, sharing and retrieval systems. Thirty-five ChromeBooks arrived in September 2014, creating a cart-based, portable technology classroom. Mr. Dobson is the lead teacher in charge the ChromeBooks and has provided workshops in the use of the computers as well as application software available through Google. The ChromeBooks have been made available for classroom use since mid September 2014.

Additional Focus Areas Not Included in the Action Plans: Important Questions about Critical Learner Needs

How are students achieving the language requirement for college admission?

(ARC/ New Course 2015-16)

How are students achieving the art requirement for college admission?

(ARC/ Drama at GYCS)

Do parents and students have a hard copy of a four-year plan?

(gycs.weebly.com/ Parent information night)

Do parents know the cost associated with various colleges and the requirements for financial aid?

(College Night/ Four-Year Plan/ ARC Night)

Will the wireless system carry the necessary bandwidth for the common core exams?

(TBD)

Who is counseling our students about postsecondary options?

(Staff/ Administration/ College Prep Seminar Class/ College Night)

How do we enhance participation in extra curricular athletics?

(TBD)

How do we increase enrollment in advanced mathematics and science?

(Four-Year Plan)

Are class-based assessments sufficient to monitor student progress?

(Dependent on performance outcomes of new Common Core testing)

During 2011/2012 school year, Global Youth staff reviewed and refined the School Wide Action Plan to reflect the current staff's goals for the future of the school. Each of the school's critical areas are currently addressed in the plan.

The 2009 visiting committee report identified the following ten areas for follow up:

1. Adherence to the WASC FOL process in all subsequent WASC accreditation reviews with maximum stakeholder involvement leading to a Self-Study document that can be used as an instrument for school-wide improvement;
2. That the school complete an "Action Plan" which meets WASC expectations for community engagement that will serve as a genuine plan for organizational improvement and will be submitted to WASC by June 1 as required;
3. A review of the school and district level of the governance oversight of the school and appropriate remediation where necessary, including executing a signed MOU ASAP;
4. A review of the Charter (as renewed in November, 2008) to ensure that the charter is aligned with the operations of the school, and where it is not (mission, governance, e.g.), either the charter is appropriately amended or the school's operations are adjusted accordingly;
5. That the school immediately attend to the lack of UC "a-g" course accreditation;
6. That the school initiate a professional plan that incorporates high levels of staff collaboration, explicit teaching skills development, and strong instructional leadership and coaching. The plan should include specific measurable outcomes related to staff performance and student achievement, and sufficient resources—both time and finances—must be allocated to achieve this goal;
7. That the school increase both frequency and efficacy of communication with all internal and external stakeholders;
8. Greater alignment of the curriculum, instruction and assessment methods to the State Content Standards;
9. Greater use of assessment data, including disaggregating and analyzing state achievement data, as well as classroom assessment to differentiate instruction based on identified student needs;
10. That the school and the district work in partnership to develop a long-range plan for sustainability which addresses the enrollment challenges, physical plan needs, staffing needs, and financial stability (especially in light of the termination of the Gates Foundation grant in 2011).

1. Critical Area One: Adherence to the WASC FOL process in all subsequent WASC accreditation reviews with maximum stakeholder involvement leading to a Self-Study document that can be used as an instrument for school-wide improvement;

The focus of the majority of the 2011-2012 school year's staff meeting time was devoted to completing the WASC self study process in completing this mid-term report. The staff collected and analyzed the data for the community profile. The refinement of the action plan was a collaborative effort by staff and parents. During the 2012-2013 GYCS continued the process of refining the action plan and completing the progress report for the 1 year progress check.

2. Critical Area Two: That the school completes an "Action Plan" which meets WASC expectations for community engagement that will serve as a genuine plan for organizational improvement and will be submitted to WASC by June 1 as required.

Global Youth has an Action Plan that includes each category in the FOL process including the criterion, rationale, SLO addressed, goal, year, listing who is responsible, resources needed, report of progress, and the benchmark for completion. See chapter 5 of this report.

3. Critical Area Three: A review of the school and district level of the governance oversight of the school and appropriate remediation where necessary, including executing a signed MOU ASAP;

On April 7th, 2010 Center Unified School District and Global Youth Charter signed an MOU which specified governance and oversight roles in the matters of finance, enrollment, staffing and collective bargaining, dispute resolutions and facilities.

4. Critical Area Four: A review of the Charter (as renewed in November, 2008) to ensure that the charter is aligned with the operations of the school, and where it is not (mission, governance, e.g.), either the charter is appropriately amended or the school's operations are adjusted according;

In the spring of 2011 Center Unified School District approved a revised charter for Global Youth which included an addition of 6-8 grades and that better reflected the actual operation of the school.

5. Critical Area Five: That the school immediately attend to the lack of UC "a-g" course accreditation;

As of the 2010-2011 school year, all core courses and Drama have been "a-g" approved. In the 2011-2012 school year, Art was added, an additional "a-g" elective that will fulfill visual and performing arts. A lack of student interest/participation in the 2012-2013 school year led to the elimination of the Art class. A new elective course in Psychology/Sociology was submitted during the 2014-2015 school year for "a-g" approval.

6. Critical Area Six: Initiate a professional learning plan that incorporates high levels of staff collaboration, explicit teaching skills development, and strong measurable outcomes related to staff performance and student achievement and sufficient resources to achieve goal.

Starting in the 2012-2013 school year, Global Youth added 2 articulation days per month. These meetings have focused on the WASC/FOL process. Staff spent the entire day with a trainer on 9/24/2012. Additionally, student progress, curriculum and assessment strategies have received focus in these meetings.

7. Critical Area Seven: That the school increase both frequency and efficacy of communication with all internal and external stakeholders;

In the 2009-2010 school year Global Youth created a school website with staff contacts, announcements and a school wide calendar. Parents additionally receive automated calls with announcements, quarterly progress report grades, and have the opportunity to see teacher gradebooks through Aeries homelink. During the 2010-2011 school year, Global Youth established a Parent Teacher Club to meet monthly to discuss school wide issues and extracurricular activities. During the 2011-2012 school year, the Leadership class created a student led newspaper ("The Paw Print"). The newspaper features a variety of student articles and interests, and a regular message from the principal.

8. Critical Area Eight: alignment of curriculum and assessment methods to the state content standards.

Each teacher has a syllabus with a course description and a scope and sequence based on CA state standards. Additionally each teacher has developed formative and summative assessments to measure student mastery of State Standards. These are in the forms of projects, objective tests, essays, etc... This year staff is focusing on improving assessments and implementing National Core standards.

9. Critical Area Nine: Greater use of assessment data, including disaggregating and analyzing state achievement data as well as classroom to differentiate instruction based on identified student needs.

Currently, all core classes use summative and formative assessments to assess student mastery of CA State Standards. All staff members use the results from assessments to guide future instruction and re-teaching. Beginning in the 2011 spring semester, all students have been tested quarterly in English and Math using Renaissance as an assessment tool. These results have been analyzed for student weaknesses and strengths in planning instruction and interventions.

10. Critical Area Ten: That the school and the district work in partnership to develop a long-range plan for sustainability which addresses the enrollment challenges, physical plan needs, staffing needs, and financial stability (especially in light of the termination of the Gates Foundation grant in 2011).

GYCS moved its entire site during the fall of 2011 to an empty area of the old Center Junior High School. GYCS now shares this campus with Center Unified School District's other charter school, Antelope View Charter School. This move has helped ensure the sustainability of GYCS in providing students with a computer lab and a science lab. It additionally has helped in the financial stability of both school's allowing both schools to share the costs of staff and other resources - (currently both sites share a custodian and science teacher). GYCS has added 6-8 grade in the 2012-2013 school year, which was reduced to a 7/8 combination class in the 2014-2015 school year. This move was established to increase the enrollment of the entire school and create a feeder school for the high school program.





CHAPTER 4

Self-Study Findings



Chapter IV. Self-Study Findings

A: Organization: Vision and Purpose, Governance, Leadership and Staff, School Resources

Criterion A-1: The school has a clearly stated vision or purpose based on its student needs, current educational research and the belief that all students can achieve at high levels. The purpose is further defined by adopted schoolwide learning outcomes that form the basis of the educational program for every student. The Schoolwide Learning Outcomes stress the attainment of the academic standards.

Findings	Evidence
<p>Global Youth Charter School’s vision continues to be to offer personalized learning opportunities focusing on the success of each student through respect, support and accountability from all of the stakeholders supporting them.</p>	<ul style="list-style-type: none"> Teachers collaborate with students to determine learning styles. As part of curriculum development teachers are required to differentiate instruction by providing several ways for students to demonstrate subject matter competence.
<p>The vision is clearly reflected in the mission statement which was crafted in 2013 with input from all stakeholders. It is reflective of what GYCS considers to be characteristics of proficient student performance and attributes of a productive member of society.</p>	<ul style="list-style-type: none"> Transcripts and 504 plans from each student are carefully reviewed on enrollment to determine which classes would provide for optimum learning. Then all students are tested twice yearly to assure that appropriate academic progress is being made.
<p>Instruction is driven by state standards, state curricular framework, current educational research and best teaching practices. Backwards mapping furthers instructional goals congruent with state standards and expected school wide learning results.</p>	<ul style="list-style-type: none"> Students are also given abilities-based curriculum with site support and tutoring as necessary to help them achieve school wide learning results and Common Core standards.
<p>The Schoolwide Learning Outcomes benchmarks were redefined in 2014 to be reflective of current student population as well as Common Core standards.</p>	<ul style="list-style-type: none"> Mission Statement and SLO s are posted in all classrooms and public areas.

Criterion A-2: The governing board (a) has policies and bylaws that are aligned with the school’s purpose and support the achievement of the schoolwide learner outcomes and academic, college, and career standards based on data-driven instructional decisions for the school; (b) delegates implementation of these policies to the professional staff; and (c) monitors results regularly and approves the single schoolwide action plan and its relationship to the Local Educational Agency (LEA) plan.

Findings	Evidence
<p>Global Youth has various programs and procedures in place to ensure student success in meeting state requirements and working towards their Post Secondary goals. The teacher, students and parents, in collaboration with the principal, evaluate and design a course of action based on the student’s academic ability, interests, and post secondary goals. A comprehensive school campus, UC approved “a-g” classes are available for all High School students. Parents support the use of community resources and extra-curricular activities to supplement GYCS academic programs. Juniors and Seniors are encouraged to participate in ROP or take a college courses as part of their academic plan. Upperclassman must complete community service as part of a post secondary experience course “Senior Project”, a GYCS graduation requirement. Students also have access to educational services (RSP and ELD), which further assists the academic learning plan for students with special needs. Middle School and Single Subject teachers offer tutoring during posted office hours as additional support for their courses. Last but not least, GYCS continues to have a strong relationship with the local college admissions advisors ensuring an easy matriculation process.</p>	<ul style="list-style-type: none"> • Independent Study with site support UC approved “a-g” courses scheduled Monday through Friday • Reading and Writing intervention and support sessions offered for 6-8th grade students Tuesday-Friday: (2013-2014) • Math support class is offered for High School students • American River College orientation meeting in August • Credit evaluation worksheet reflecting students 4-year plan • Personal learning plans, monthly goals and assignment sheets available for all students: (Junior High School, 2012-2014) • Student and Parent testimony at WASC meetings and survey results from stakeholders • Completion of the Self-Study document in spring 2014

Criterion A -3: Based on student achievement data, the school leadership makes decisions and initiates activities that focus on all students achieving the expected schoolwide learning outcomes and the academic standards. The school leadership and staff annually monitor and refine the single schoolwide action plan based on analysis of data to ensure alignment with student needs.

Findings	Evidence
<p>The school principal works closely with the staff and school PTC to promote students achievements of academic standards and Schoolwide Learning Outcomes The principal conveys district and school policies and discusses them with GYCS staff.</p>	<ul style="list-style-type: none"> • Monday staff meetings • Professional Development Opportunities • Individual collaborative meetings with site administration
<p>The district curriculum director meets with principal regularly in regards to curriculum and instruction and then advise the rest of the staff on the following matters:</p> <ul style="list-style-type: none"> • Curriculum requirements • Instruction procedures 	<ul style="list-style-type: none"> • Curriculum development for all subjects and grade levels • Monthly curriculum review process
<p>School leadership makes decisions based on student achievement data that focuses on meeting Common Core and district standards.</p>	<ul style="list-style-type: none"> • Faculty team meetings to develop school policies, instruction and curriculum • Renaissance placement tests are used to assess all new students and all returning students at the beginning and the end of each school year to determine proper class placements and additional support. • Quarterly Writing Assessments
<p>School community is aware of the overall vision of Global Youth. All stakeholders are encouraged to assist students in achieving it.</p>	<ul style="list-style-type: none"> • Vision Statement is posted in Student-Parent Handbook, on school website, and Academic Triangle Brochures that are used at parent meetings.
<p>School Site Council encourages and celebrates excellence. Members strive to make decisions</p>	<ul style="list-style-type: none"> • School PTC monthly meetings

for allocating resources in support of Global Youth students' achievement.	<ul style="list-style-type: none"> • Students Awards Ceremonies • Celebrating Students Excellence Awards Ceremonies and Field Trips
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Criterion A-4: A qualified staff facilitates achievement of the academic, college, and career readiness standards and the schoolwide learner outcomes through a system of preparation, induction, and ongoing professional development.

Findings	Evidence
Global Youth Charter School teachers are fully credentialed and qualified to teach in their subject areas.	<ul style="list-style-type: none"> • GYCS teachers are NCLB compliant and some have added credentials through professional development and training. • Employment applications are screened by the Center Unified School District Personnel Office to ensure that applicants are highly qualified. • GYCS administration and staff are involved in the hiring process
The district RSP teacher works collaboratively with staff to create learning goals for students with special needs	<ul style="list-style-type: none"> • IEPs, 504, modifications and accommodations, IEP meetings involving staff, administration, parents and students.
At GYCS, teacher mentoring includes both formal and informal evaluation, and observations from administration and colleagues. GYCS teachers collaborate and engage in both short and long term planning, including backwards mapping to address Common Core standards.	<ul style="list-style-type: none"> • Informal observations of staff members to encourage growth and support • Department collaborations • Department Meetings • Teacher support
PTC represents the staff, parents and students. The parent teacher council ensures community and staff participation.	<ul style="list-style-type: none"> • GYCS PTC meetings • Recognition of student success at awards assemblies • Regular email and phone call

	contacts provide GYCS staff an opportunity to communicate with staff, parents, and students
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Criterion A-5: Leadership and staff are involved in ongoing research or data-based correlated professional development that focuses on identified student learning needs.

Findings	Evidence
<p>Professional development at GYCS is developed based on assessment data and individual student needs.</p> <p>Professional development focuses primarily on the goal of all students achieving the Schoolwide Learning Outcomes and the Common Core standards.</p> <p>Professional development in the use of current internet technologies that address Common Core curriculum standards need to be incorporated into teaching pedagogy.</p> <p>BTSA program for new staff has provided resources to all staff in current pedagogies.</p> <p>The small school easily lends itself to effective supervision and evaluation procedures.</p> <p>Supervision is ongoing resulting in improvements to the delivery of curriculum.</p>	<ul style="list-style-type: none"> • Monday Staff Development Days • Teacher collaboration • All staff received training in Google technologies • Staff training from CJUSD curriculum department on the implementation of Common Core in Mathematics and English • Two staff members are completing BTSA program • Teaching staff is formally evaluated on an annual basis, including veteran teachers • Informal administrative visits occur weekly

Criterion A-6: The human, material, physical, and financial resources are sufficient and utilized effectively and appropriately in accordance with the legal intent of the program(s) to support students in accomplishing the academic standards, the college- and career-readiness standards, and the schoolwide learner outcomes.

Findings	Evidence
<p>Development of monthly newspaper called the "Paw Print" serves as a communication tool that highlights school events, sports, academics and other school activities. The yearbook serves as a chronology of the year's events for GYCS.</p>	<ul style="list-style-type: none"> • Copies of the "Paw Print" • Annual yearbook • Discipline records for the site and district wide
<p>Development of school website in fall 2014 to</p>	<ul style="list-style-type: none"> • GYCS.weebly.com

<p>post sports, upcoming events, schedules, handbook, and the principal’s message of the month.</p>	<ul style="list-style-type: none"> • Pictures and videos of sports, academic competitions and campus life • 78% of respondents of parent survey felt “Global Youth does an excellent job informing me of student programs, opportunities and school progress”
<p>Global Youth Charter School created a “YouTube” channel in fall 2014 that hosts student academic and extracurricular videos.</p>	<ul style="list-style-type: none"> • https://www.youtube.com/channel/UCDEmD9s_unl9s-EkH3DnySw • Creation of videography class
<p>The school campus is well maintained and the administration and the staff are working on enhancing the facilities. A full hands-on curriculum for all students is available for lab classes.</p>	<ul style="list-style-type: none"> • All classes meet in their own classroom • Science lab, Electronics class, computer lab and art room • ChromeBooks available for internet research • The school site has adequate space and is well-maintained • Gym access for middle school PE program
<p>School’s Ken Thomas gym has been repaired and upgraded for greater student program participation</p>	<ul style="list-style-type: none"> • Bathrooms upgraded and repaired • PA system repaired and rewired • Scoreboard repaired and rewired • Gym has hosted the talent show, rallies, and home basketball games
<p>Aeries school database includes a parent link to permit real-time monitoring of student progress</p>	<ul style="list-style-type: none"> • 56% of respondents of the student survey show that “I regularly check my grades online”

	<ul style="list-style-type: none"> • 88% of respondents of the parent survey show that they checked the school website for grade information at least “moderately often”
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Criterion A-7: The governing authority and the school leadership execute responsible resource planning for the future. The school is fiscally solvent and uses sound and ethical accounting practices (budgeting/monitoring, internal controls, audits, fiscal health, and reporting).

Findings	Evidence
Staff members are involved in continuing discussions of how to use internal and external resources to improve student learning.	<ul style="list-style-type: none"> • Monthly Staff Meetings • Teacher collaboration with county agencies • CJUSD collaboration regarding use of on-site and off-site facilities
Development of school programs and allocation of resources are based on student needs. A systematic use of data enables the staff to compare students’ performance to established standards.	<ul style="list-style-type: none"> • Attendance logs • ABI Student information • Discipline records for the site and district wide
The charter school campus is well-maintained and the administration and the staff are working on enhancing facilities. Laboratory facilities are available for all students.	<ul style="list-style-type: none"> • Upgraded servers for computer lab • Audio system rewire for Ken Thomas gym • All instructors teach from their own classrooms • Content-specific rooms such as cooking, science lab, computer lab, and art room are available to all students • Scoreboard repair • Establishment of secure classroom for ChromeBooks

	<ul style="list-style-type: none"> • Gym access for high school and junior high school PE programs
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Criterion A-8: The school has developed policies, procedures, and internal controls for managing the financial operations that meet state laws, generally accepted practices, and ethical standards.

Findings	Evidence
School supplies and textbooks are available to meet the needs of all students. GYCS has begun the process of implementing Common Core with supplemental materials in Language Arts and Mathematics	<ul style="list-style-type: none"> • Course textbooks and supplemental support materials are Common Core standards based
The GYCS site follows established policies and procedures for managing the financial operation using internal controls and accepted practices	<ul style="list-style-type: none"> • Financial operations are regularly reviewed by CJUSD business staff and annually reviewed by state financial auditors.

Criterion A-9: The school leadership facilitates school improvement which (a) is driven by a plan of action that will enhance quality learning for all students, (b) has school community support and involvement, (c) effectively guides the work of the school, and (d) provides for accountability through monitoring of the schoolwide action plan.

Findings	Evidence
Students at Global Youth Charter School (GYCS) participate in a rigorous, relevant, and coherent standards-based “a-g” curriculum that supports the achievement of the California state academic standards as well as the Schoolwide Learning Outcomes.	<ul style="list-style-type: none"> • Courses added in: • Pre-Calculus • College Preparatory Physics • Electronics • Videography • Drama • Film Studies • Math Lab • SAT/ACT Preparation
The Parent Teacher Club was established in 2010 to provide a pathway for greater community involvement. The PTC has planned the annual Trunk or Treat, Polar Express, Taco Night, Breakfast Burritos, and	<ul style="list-style-type: none"> • Pictures of Trunk or Treat on website • Minutes of PTC • Pictures of Polar Express Event on website

<p>Spaghetti Feast events to promote the GYCS school name within the community and raise funds to support both curricular and extracurricular programs.</p>	<ul style="list-style-type: none"> ● List of programs supported by PTC funds
<p>GYCS meets “a-g” requirements for post secondary programs in most current course offerings. At present Global Youth is not able to provide a foreign language course, however, the nature of the program allows for students on a post secondary path to meet this requirement at a local junior college provided they meet all prerequisites for admission.</p>	<ul style="list-style-type: none"> ● University of California “a-g” courses curriculum updated and approved in: Chemistry, Physics, Earth Science, and Psychology
<p>A four year postsecondary plan College Information Night and FAFSA workshops have been developed and presented to parents and students. A special college information night for American River college has been presented in August</p>	<ul style="list-style-type: none"> ● School website ● College Information slideshow ● ARC information packet
<p>The principal reserves the first part of weekly staff meetings to discuss student progress and recommend remediation. The WASC action plan is addressed monthly during staff.</p>	<ul style="list-style-type: none"> ● Monday staff meeting minutes ● List of “at risk” students developed for personal contact by principal and teachers ● Contact appoints set up with students failing to ● Recommended placements into Math lab

B: Standards-based Student Learning: Curriculum

B-1: All students participate in a rigorous, relevant and coherent standards based curriculum that supports the achievement of the academic standards and the expected school wide learning results. Through standards based learning (i.e. what is taught and how it is taught), the expected school wide learning results are accomplished.

Findings	Evidence
<p>Students at Global Youth Charter School (GYCS) participate in a rigorous, relevant, and coherent standards-based “a-g” curriculum that supports the achievement of the California state academic standards as well as the Schoolwide Learning Outcomes (SLO s).</p>	<ul style="list-style-type: none"> ● Standards based textbooks & teacher materials for: <ul style="list-style-type: none"> ○ English Language Arts ○ Mathematics ○ History / Social Studies

	<ul style="list-style-type: none"> ○ Science ● Supplemental Common Core Standard Materials
<p>Global Youth High School meets the “a-g” requirements for all CORE classes. However, Visual Art and Language Courses are not currently offered. A partnership with American River College permits students to complete these courses off campus. Students are assessed at the start of each module prior to instruction. Students are then reassessed at the close of each instructional unit. During each instructional module, students are challenged to meet SLO’s through various assigned coursework. Interdisciplinary projects address standards across multiple subject areas and allow students to meet expected learning results according to their areas of strength and learning style.</p>	<ul style="list-style-type: none"> ● SLO’s ● Monthly SLO assignments ● Pre / Post Assessments ● Quarterly Writing Assessments ● Mastery learning requirement for advancement ● Research based projects & web quests

Criterion B-2: All students have access to the school’s entire program and assistance with a personal learning plan to prepare them for the pursuit of their academic, personal and school to career goals

Findings	Evidence
<p>GYCS makes use of a variety of practices that help to develop school goals as well as career goals for students. Instructors develop personalized learning experiences through individualized projects in Social Studies, English and Science.</p> <p>Students and parents meet with admission counselors from American River College to discuss placement and enrollment procedures. Teachers assist academic success for students by providing support with developing personalized study habits. Students learn important skills like Cornell note-taking and time management.</p> <p>Homelink is an important resource at Global Youth Charter School that provides parents and students with important information about</p>	<ul style="list-style-type: none"> ● High School students develop four year plan with administration and their parents ● Revised website to insure access to Global Youth academic and extracurricular programs ● Junior High students and parents establish reading and math goals for the year ● Junior and Senior High math labs ● Junior High study skills class ● All students have access to the

<p>their student progress. Senior Project is a course designed to help seniors to explore possible career options by volunteering or interning with local businesses or agencies.</p>	<p>college preparatory “a-g” courses</p> <ul style="list-style-type: none"> • Access to Homelink via website and handbook • Provide support of IEP transition goals • ARC Post Secondary Workshop • Senior Project • Job Shadowing/Community Service • Graduates attending the University of California
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Criterion B-3: Upon completion of the high school program, students are able to meet all the requirements of graduation

Findings	Evidence
<p>GYCS students meet or exceed all graduation requirements through a variety of practices.</p>	<ul style="list-style-type: none"> • Four Year Plan Annual review • CAHSEE score review • College Preparation Seminar Class • GPA grade checks for athletes • Summer school courses offered for credit recovery
<p>GYCS Master schedule is developed in order for students to be able to complete all necessary courses for graduation while allowing for personal education plan to be created for each student. With few exceptions, GYCS courses are “a-g” approved ensuring proper rigor to meet state standards. Students at risk of failing are further supported by mandatory meetings.</p>	<ul style="list-style-type: none"> • A-G courses • CAHSEE preparation courses • Concurrent enrollment at Center High School and/or local community college • Graduation planning meetings • SST Meetings • Parent contact/meeting

C. Standards-based Student Learning: Instruction

Criterion C-1: To achieve the academic standards, the college-and career-readiness standards, and the schoolwide learner outcomes, all students are involved in challenging and relevant learning experiences.

Findings	Supporting Evidence
<p>Innovative strategies that incorporate Schoolwide Learning Outcomes and common core standards are an integral part of instruction.</p> <p>The Senior Project graduation requirement for community service encourages students to recognize the needs of their community and how they relate to the high school experience.</p> <p>All core classes are college preparatory A-G approved.</p>	<ul style="list-style-type: none"> • SLO's are embedded in assignments and are specifically addressed in coursework. • Study Skills lessons address voids in student learning • Senior Project presentation requires enhanced technology and communication skills which are reflected in a culminating multimedia presentation • Projects in English, Social Science, and Science are shared as special campus events

Criterion C-2: All teachers use a variety of strategies and resources, including technology and experiences beyond the textbook and the classroom that actively engage students, emphasize higher order thinking skills, and help them succeed at high levels.

Findings	Supporting Evidence
<p>Students are given opportunities to extend their experiences beyond the textbook in authentic activities that often address problems in their own community</p> <p>In addition to rigorous coursework, students are provided an opportunity to reflect on their work and organize their experience into a practical context</p> <p>Technology plays an important role in the gathering, organizing and presenting of information</p>	<ul style="list-style-type: none"> • Science competitions in both the high school and junior high school • Field trips and art classes at the Crocker Art Museum • Participation in regional water quality studies in Science class • Student work on display in classrooms and website • All students have ChromeBook accounts and Google drive storage accounts • Computer room used for Renaissance testing, as well as instruction in reading, mathematics, newspaper, and other electives.

D. Standards-based Student Learning: Assessment and Accountability

Criterion D-1: The school uses a professionally acceptable assessment process to collect disaggregate, analyze and report student performance data to the parents and other shareholders of the community.

Findings	Evidence
<p>Teachers at Global Youth Charter School practice many different ways of evaluating student learning. Information from multiple standardized assessments is used to determine student schedules, including Renaissance English and Math electronic assessments as well as previous STAR test scores.</p>	<ul style="list-style-type: none"> • Renaissance data/testing with data in ABI • Reading Intervention Program based on assessment data • Pre and post assessments in all courses

Criterion D-2: Teachers employ a variety of appropriate formative and summative assessment strategies to evaluate student learning. Students and teachers use these findings to modify the learning/teaching practices to improve student learning.

Findings	Evidence
<p>In order to develop a more individualized curriculum to meet the needs of all students, pre and post assessments are used in each core subject to determine leveled group placement. Teachers use differentiated instruction in various subject areas that help to address specific needs in student learning. This year, Global Youth Charter School has implemented a reading intervention program at the junior high level to help students struggling at reader's level. The program is divided into three different levels which implements important decoding and comprehension skills</p>	<ul style="list-style-type: none"> • Support classes in mathematics • Leveled assignments at Junior High • Skill-based authentic assessments in laboratory science • Independent research projects that use small group (Pods) and differentiated instruction • "Open door" peer tutoring before and after school

E. Support for Student Personal and Academic Growth: Student Connectedness

Criterion E-1: Students are connected to a system of support services, activities and opportunities at the school and within the community that meet the challenges of the curricular and co-curricular program in order to achieve the schoolwide learner outcomes.

Findings	Evidence
<p>Innovative strategies have been employed in every course across the curriculum that incorporates expected school wide learning as integral part of instruction.</p>	<ul style="list-style-type: none"> • Schoolwide Learning Outcomes are imbedded in monthly assignments and specifically addressed in coursework. • SLO's are posted in every classroom and are specifically addressed throughout the year. • 7-9th grades students participate in a study skills class addressing fundamental voids in their learning backgrounds.
<p>Community service projects and reports encourage students to organize and apply subject area knowledge while utilizing IT and computer technology to enhance the quality of their work.</p>	<ul style="list-style-type: none"> • The senior project promotes the use of technology in a challenging research assignment. Students prepare a multimedia report on their chosen topic and are evaluated by the school staff.
<p>California state curriculum standards are used as the framework for development of course curricula with an emphasis on addressing individual student needs by utilizing differentiated methods of instruction. UC "a-g" approved courses offer rigorous hand-on instruction on a personal level.</p>	<ul style="list-style-type: none"> • Students complete Quarterly Writing Assessments, including peer editing and final drafting of written work. • All but one of the UC "a-g" entrance requirements are satisfied by current course offerings. All UC "a-g" required courses will be offered within one year. GYCS utilizes research-based curriculum.

<p>All high school students have the opportunity to participate in soccer, volleyball and basketball.</p>	<ul style="list-style-type: none"> • Any student meeting academic eligibility of 2.5 or higher GPA may participate • Student athletes are required to fulfill a participation requirement • Teams have the opportunity to travel throughout northern California and participate in tournaments.
<p>Students receive unit goals and expectations for each course with weekly monitoring and progress reporting</p>	<ul style="list-style-type: none"> • Junior high monthly progress reports • Aeries grade reports.

Parent/Community Involvement

Criterion E-2: The school leadership employs a wide range of strategies to ensure that parental and community involvement is integral to the school's established support system for students.

<p style="text-align: center;">Findings</p>	<p style="text-align: center;">Evidence</p>
<p>In order to provide students opportunities to extend their experiences beyond the textbook in authentic activities that often address problems in their own community, parent and family volunteers donate time and resources. Teachers are actively providing resources and feedback, while creating a nurturing environment that facilitates learning beyond the classroom, especially at home. In addition to rigorous coursework, students are provided an opportunity to reflect on their work and organize their experience into a practical context. Technology plays an important role in the gathering, organizing and presenting of information.</p>	<ul style="list-style-type: none"> • The Parent-Teacher Club: (PTC) meets regularly (1-2 times per month) to organize and support school events. • A record of monthly progress in every course is documented and shared among the staff. • Student work is on display in the classrooms and the main office. • Internet resources are an integral part of instruction including, research, posting scientific data, and video streaming. • Computer lab facilities are

	<p>available to all students for 30 minutes before school and for one hour after school.</p> <ul style="list-style-type: none"> • Every classroom is equipped with televisions or projectors that allow computer-based presentations to be shared with the class at large. • Computer-based classroom resources include instructional CD's and games. • Technology is an integral part of instruction, including web quests, research labs, and graphing calculators.
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Criterion E-3: All teachers utilize a variety of strategies and resources, including technology and experiences beyond the textbook and the classroom that actively engage students, emphasize high order thinking skills and help them succeed at high levels.

Findings	Evidence
<p>Students are given opportunities to extend their experiences beyond the textbook in authentic activities that often address problems in their own community.</p> <p>Teachers are more than content area experts, while providing a nurturing environment that facilitates learning beyond the classroom.</p> <p>In addition to rigorous coursework, students are provided an opportunity to reflect on their work and organize their experience into a practical context.</p> <p>Technology plays an important role in the gathering, organizing and presenting of information.</p>	<ul style="list-style-type: none"> • Science students participate in community-based programs like the Sacramento Tree Foundation and the Sacramento Splash water quality research program. • A record of weekly progress in every course is documented and shared among the staff during Monday meetings. • Student work is on display in the classrooms and on the school website. • Internet resources are an integral part of instruction

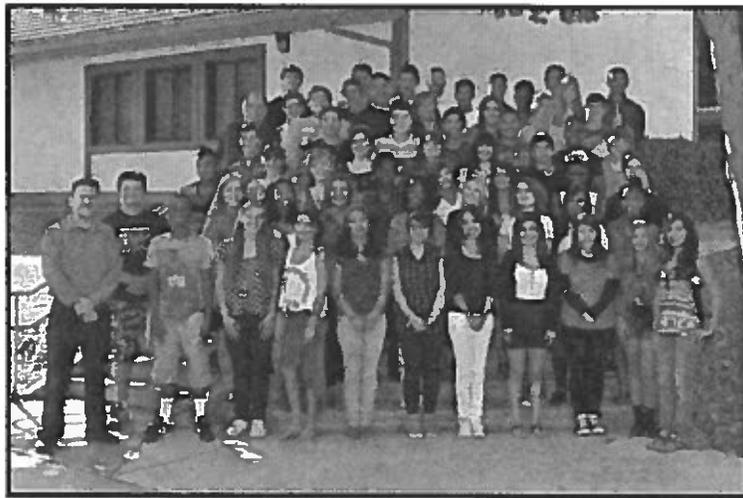
	<p>including research, posting scientific data, and video streaming.</p> <ul style="list-style-type: none"> • Computer lab facilities are available during school and after school based on need to need basis. • Every classroom is equipped with televisions and short-throw projectors that allow computer-based presentations to be shared with the class at large. • Technology is an integral part of instruction, including web quests, research labs, and graphing calculators. Khan Academy, GeoGebra, Newsela.com, Remind.com, and Storycorps.org are also integrated into instruction. • YouTube provides video content to support learning throughout the core curriculum.
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During the 2011-2013 school years GYCS staff spent a significant number of staff meetings reviewing and revising the school wide action plan. When the new principal and staff began the school year in the fall of 2011, the staff analyzed the schoolwide action plan and immediately decided it needed to be revised. The old action plan had 15 items, which were unclear and written exclusively by the principal. During the 2011-2012 school year, the staff narrowed the action plan to 9 items (in appendix); after the revisit in the spring of 2012 and WASC training in the fall of 2012, the staff decided to further consolidate the action plan into 3 items.



Chapter 5

Schoolwide Action Plan



This year, the School Wide Action Plan was refined to reflect the current staff and students. The previous action plan was written exclusively by the former principal and was unclear to this year's staff. The current staff found the previous Action Plan vague and felt it did not accurately reflect the priorities of the current staff and students. After spending this year discussing the future of Global Youth and refining the Action Plan, the staff now feel the Action Plan is clear, understandable, and better reflects the needs of all stakeholders.

Year One 2013/14

A. Standards Based Learning

Professional Development.

- Weekly teaching staff development, discussions and training
- English departments participated in PCOE training in implementing Common Core
- Math departments participated in PCOE training in implementing Common Core
- Mathematics departments participated in CSDE summer math symposium
- Google training demonstrating use of technology in the classroom
- Second year teachers attended BTSA seminars in Common Core
- Science department attended UC extension science instructor training in Common Core pedagogies

Creating Benchmarks.

- Preliminary pretesting and post testing of each instructional unit
- Quarterly Writing Assessments

Diagnosis/Remediation of Deficiencies.

- Renaissance testing
- Staff interventions for at-risk students
- Junior high school begins individualized intervention program

Incentives for Proficiency.

- Ability to participate in extracurricular sports program
- Six Flags field trip for all students that met GPA standard of 3.0 and higher
- Junior high school offered bronze, silver, and gold awards for academic achievement
- Special recognition for academic achievement at promotion and graduation

B. College Postsecondary Focus

Community college partnerships

- Institute a back-to-school parent night featuring American River College Enrollment Counselors

Curriculum refinement

- Secure "a-g" approval for all academic core classes and academic electives
- Provide greater focus on Language Arts with emphasis on reading comprehension and writing skills

- Provide greater focus on advanced mathematics as a necessary part of a college preparatory curriculum
 - Examine recruitment goals and the desire to create an academy charter school
- Career counseling
- Institute personalized student four year plans based upon post secondary goals

C. Technology and Communication

Professional Development.

- On campus teacher will attend a SCOE technology seminar. Ideas generated from meeting will be used to further plan technology applications on campus.

Hardware.

- Explore options to improve computer library.
- Discuss ways to best utilize Common Core money.

Student Access.

- Examine ways to provide internet access to a greater number of students.

Communication.

- Explore ways to better communicate with parents and families

Year Two 2014/15

A. Standards Based Learning

Professional Development.

- Weekly teaching staff development, discussions and training with emerging focus on emerging Common Core standards in science and social science
- All faculty departments participate in county office of education staff development in Common Core pedagogies
- Continued training in Google technologies with special focus on Common Core applications
- Teachers complete BTSA training

Creating Benchmarks

- Refine pretesting and post testing of each instructional unit, assuring alignment with Common Core standards
- Quarterly Writing Assessments continue
- Development of authentic assessment in laboratory science

Diagnosis/Remediation of Deficiencies.

- Renaissance testing continues for all students. New student enrollment includes Renaissance testing
- Weekly monitoring of newly arriving students. Monthly staff meeting identifying at-risk students.
- Development of credit recovery plan for at-risk students
- Development of work study plan for identified underachieving students
- Development of Math laboratory class for students unable to pass CAHSEE
- Junior high school individualized intervention program coordinates direct meetings with families to develop intervention program specific to each student's needs.

Incentives for Proficiency.

- Students receive awards for superior performance in core subjects
- Six Flags field trip for all students that met GPA standard of 3.0 and higher
- Junior high school awards bronze, silver, and gold academic achievement awards
- End of year recognition at promotion and graduation ceremonies
- Ability to participate in leadership class and student council activities

B. College Postsecondary Focus

Community college partnerships

- Expand partnership with American River College to include college counseling sessions twice a year
- Establish a partnership with William Jessup University for campus visits
- Establish a partnership with CSUS through one of its outreach programs in engineering or teaching

Curriculum refinement

- Monitor progress in Language Arts with emphasis on reading comprehension and writing skills
- Check for improvement on Quarterly Writing Assessments
- Provide greater emphasis of advanced mathematics in chemistry and physics classes
- Explore cross-curricular assignments
- Explore the viability of an academy charter school serving this multi-ethnic community

Career counseling

- Post four year plan slideshow on school web site.
- Network with CJUSD career counseling staff to produce college and career day presentations that are commonly shared among district schools

C. Technology and Communication

Professional Development.

- Teachers will begin to familiarize themselves with the new Common Core standards through a variety of training and meetings both on site and off campus.
- Teachers will begin to align curriculum with new state standards

Hardware.

- New short throw projectors will be installed into classrooms.
- In addition new speakers will be installed.
- Wireless internet will be added in addition to a chrome cart and 34 new ChromeBook computers.
- Office staff will receive new desk top computers as well

Student Access.

- All students will also be given a Gmail username and password so that they can fully utilize the ChromeBooks and wireless access.

Communication.

- A new website will be created to address the need of better communication between school and families

Year Three 2015/16

A. Standards Based Learning

Professional Development.

- Weekly teaching staff development. Individual teaching staff will provide instruction to the entire faculty in a particular area of Common Core, technology, or testing
- Continued participation in county office of education staff development in the Common Core standards
- Become familiar with new Common Core textbooks being developed
- Incorporate Google technologies into lesson plans and classroom activities

Creating Benchmarks.

- Refine pretesting and post testing of each instructional unit, assuring alignment with Common Core standards
- Quarterly Writing Assessments continue with adjustment in writing prompts reflecting the Common Core standards
- Incorporation of authentic assessment in laboratory science

Diagnosis/Remediation of Deficiencies.

- Renaissance testing continues for all students. New student enrollment includes Renaissance testing
- Weekly monitoring of newly arriving students. Monthly staff meeting identifying at-risk students.
- Implementation of work study plan for identified underachieving students
- Modification of school charter to include credit recovery plan
- Junior high school individualized intervention program coordinates direct meetings with families to develop intervention program specific to each student's needs.

Incentives for Proficiency.

- Students receive awards for superior performance in core subjects
- Six Flags field trip for all students that met GPA standard of 3.0 and higher
- Junior high school awards bronze, silver, and gold academic achievement awards
- End of year recognition at promotion and graduation ceremonies
- Participation in GYCS athletic program
- Participation in student council and leadership programs

B. College Postsecondary Focus

Community college partnerships

- Expand partnership with American River College to include college counseling sessions twice a year
- Establish a partnership with William Jessup University for campus visits

- Establish a partnership with CSUS through one of its outreach programs in engineering or teaching

Curriculum refinement

- Monitor progress in Language Arts with emphasis on reading comprehension and writing skills
- Check for improvement on Quarterly Writing Assessments
- Provide greater emphasis of advanced mathematics in chemistry and physics classes
- Explore cross-curricular assignments
- Explore the viability of an academy charter school serving this multi-ethnic community

Career counseling

- Include career track course information on course catalog.
- Create on-site career day as an afternoon spring campus event

C. Technology and Communication

Professional Development.

- Begin to search for ChromeBook training opportunities so that the staff can become more familiarized with Google technologies.

Hardware.

- Begin discussing ways to update computer lab in the library.
- Familiarize and implement technology more into the classroom setting.
- Compile a list of areas of critical need.

Student Access.

- Begin to familiarize students with Google drive and ChromeBooks.

Communication.

- Reevaluate the school websites and how the site can be updated to improve communication.
- Generate new ideas on how to improve communication outside of the previously created website.
- Increase community recognition.

Year Four 2016/17

A. Standards Based Learning

Professional Development.

- Continued weekly teaching staff development. Teaching staff will provide instruction to the entire faculty in an area of special interest to them.
- Continued participation in county office of education staff development in the Common Core standards with emphasis on newly developed teaching materials
- Begin selection of new Common Core textbooks
- Incorporate Google technologies into lesson plans and classroom activities

Creating Benchmarks.

- Refine pretesting and post testing of each instructional unit, adjusting lesson plans to address deficiencies
- Quarterly Writing Assessments continue with adjustment in writing prompts reflecting the Common Core standards
- Continued use of authentic assessment in laboratory science and elective courses

Diagnosis/Remediation of Deficiencies.

- Renaissance testing continues for all students. New student enrollment includes Renaissance testing
- Weekly monitoring of newly arriving students. Monthly staff meeting identifying at-risk students.
- Development of language arts remediation class for students unable to pass the CAHSEE
- Implementation of work study plan for identified underachieving students
- Credit recovery plan in place for high school required courses
- Junior high school individualized intervention program organizes meetings twice yearly to address student deficiencies and preparation for high school

Incentives for Proficiency.

- Students receive awards for superior performance in core subjects
- Six Flags field trip for all students that met GPA standard of 3.0 and higher
- Consideration of new January field trip recognizing fall semester achievement
- Junior high school awards bronze, silver, and gold academic achievement awards
- School “movies of the month” explored as reward option
- End of year recognition at promotion and graduation ceremonies
- Participation in GYCS athletic program
- Participation in student council and leadership programs

B. College Postsecondary Focus

Community college partnerships

- Hold August workshops for concurrent enrollment in American River College
- Coordinate campus visits with William Jessup University
- Coordinate participation of high school students in a university outreach program

Curriculum refinement

- Monitor progress in Language Arts with emphasis on reading comprehension and writing skills
- Check for improvement on Quarterly Writing Assessments
- Include more mathematics based reasoning when testing in chemistry and physics classes
- Assign cross-curricular school projects in more than one subject area
- Begin recruitment campaign based upon an academic focus at Global Youth Charter

- Monitor PSAT, SAT and ACT scores, and compare with regional averages
- Career counseling**

- Include career track course information on course catalog
- Provide a color-coded career map in the course catalog, outlining suggested courses for a particular career path
- Include representatives of armed forces as part of campus career day activities

C. Technology and Communication

Professional Development.

- Teacher/ teachers from campus attends ChromeBook/ Google training

Hardware.

- Develop a plan for financing possible additions to existing technology.
- Included in this should be a search for possible grants and or donations.

Student Access.

- Students begin to participate in a full range of Google activities.

Communication.

- Implement new ways of communication.
- Continue process of evaluating current means of communication.
- Look for ways to continue community outreach.

Year Five 2018/19

A. Standards Based Learning

Professional Development.

- Weekly teaching staff development continues. School wide support system for new teachers is developed
- Continued participation in county office of education and university outreach staff development
- Begin purchase of new Common Core textbooks
- Evaluate use of Google technologies into lesson plans and classroom activities

Creating Benchmarks.

- Develop pre-tests and post-tests of each instructional unit using new Common Core textbooks and instructional materials
- Quarterly Writing Assessments continue with adjustment in writing prompts reflecting the Common Core standards
- Continue use of authentic assessment in laboratory science and elective courses
- Develop Common Core benchmarks in non-academic core elective classes

Diagnosis/Remediation of Deficiencies.

- Renaissance testing continues for all students. New student enrollment includes Renaissance testing
- Weekly monitoring of newly arriving students. Monthly staff meeting identifying at-risk students and recommendation for credit recovery classes when appropriate
- Continued CAHSEE support classes in language arts and mathematics
- Continued Implementation of work study plan for identified underachieving students

- Junior high school individualized intervention program specifically focuses on preparation for high school

Incentives for Proficiency.

- Parent-Teacher Club considers funding academic awards for superior performance in core subjects
- Six Flags field trip for all students that met GPA standard of 3.0 and higher
- Implementation of January field trip recognizing fall semester achievement
- School “movies of the month” reward students maintaining good academic progress
- End of year special recognition at promotion and graduation ceremonies continues
- Participation requirement for GYCS athletic program reviewed
- Participation in student council and leadership programs

B. College Postsecondary Focus

Community college partnerships

- Continue August workshops for concurrent enrollment in American River College while monitoring the level of participation
- Coordinate campus visits with , CSUS, UCD, and William Jessup University
- Conduct a class that participates in a university outreach program. Investigate the possibility of the students earning college credit for participation

Curriculum refinement

- Include writing a college application personal statement as part of the language arts curriculum
- Offer honors classes
- Give a national standardized chemistry exam as the course final exam
- Assign cross-curricular school projects in more than one subject area
- Emphasize academic strengths of GYCS in recruitment
- Monitor PSAT, SAT and ACT scores, and compare with competitive eligibility indexes for popular colleges

Career counseling

- Include career track course information on course catalog
- Provide a color-coded career map in the course catalog, outlining suggested courses for a particular career path
- Prepare quarterly meeting for students with a CJUSD career counselor

C. Technology and Communication

Professional Development.

- New strategies are implemented based off of prior years training.
- Reevaluate school technology needs and where specifically training needs to be focused in upcoming years.

Hardware.

- Obtain new on campus technology.

- Begin process of new training and implementation of technology into classrooms.

Student Access.

- Chrome books and other added wireless technologies become an integral part of education on campus.

Communication.

- Evaluate and continue updating means of communication both to families of current student and prospective students.
- A thorough on campus system of communication has been put into place after consistent evaluation during prior years.
- A strategy has been developed for recruitment and outreach with community in the Sacramento area.





Appendix



Global Youth Charter School Schoolwide Learner Outcomes:



Graduates of Global Youth Charter will be:

C

Complex Thinkers Who:

- Demonstrate creative and critical thinking skills to solve problems
- Illustrate a variety of perspectives when drawing conclusions
- Identify and use resources effectively

A

Academic Achievers Who:

- Strive to meet or exceed state standards
- Demonstrate consistent improvement
- Produce high quality work
- Work independently to seek and evaluate information
- Develop and monitor personal education and career goals

R

Responsible Citizens Who Demonstrate:

- Cultural awareness and appreciation of diversity
- Responsibility, integrity and respect for others
- The ability to work as part of a team
- Leadership and service within their community

E

Effective Communicators Who:

- Articulate ideas clearly in presentations and interactions with others
- Speak, read, write, and listen reflectively and critically
- Use Technology to gather, process, and communicate information



MISSION STATEMENT GLOBAL YOUTH CHARTER

Our Mission is to inspire students to develop a love of learning and empower them to become self-sufficient adults through effective and challenging instruction, extra-curricular activities and a wide range of experiences in a safe and supportive community.



Course Offerings 2011-2012

ELA	English 9
	English 10
	English 11
	<u>English 12</u>
Math	Algebra 1
	Geometry
	<u>Algebra 2</u>
Science	Earth Science
	<u>Biology</u>
Social Science	World History
	US History
	Government
	<u>Economics</u>
Electives	Physical Education
	Leadership
	Drama
	Art
	Study Skills
	Russian (Antelope View)

Course Offerings 2013-2014

ELA	English 9
	English 10
	English 11
	<u>English 12</u>
Math	Algebra 1
	Geometry
	Algebra 2
	<u>Pre-Calculus</u>
Science	Earth Science
	Biology
	Chemistry
	Physics
	<u>Health</u>
Social Science	World History
	US History
	Government
	Economics
	<u>Geography</u>
Electives	Physical Education
	Study Skills
	Electronics
	Film Studies
	Psychology
	Videography
	College Prep Seminar

Course Offerings 2014-2015

ELA	English 9
	English 10
	English 11
	<u>English 12</u>
Math	Algebra 1
	Geometry
	Algebra 2
	Mathematics Lab
	<u>Pre-Calculus</u>
Science	Earth Science
	Biology
	Chemistry
	Physics
	<u>Health</u>
Social Science	World History
	US History
	Government
	Economics
	<u>Geography</u>
Electives	Physical Education
	Study Skills
	Electronics
	Drama
	Psychology
	Videography
	College Prep Seminar

Course Descriptions

English/Language Arts

English 9 UC/A-G Approved

The Freshman English course is designed to introduce students to a variety of reading/writing conventions within literature. During this course, we will write/analyze/critique poems, short stories, plays, and novels. In addition, throughout the year, the students will consistently work on grammar and vocabulary development. All lessons and assignments are based on the California State Standards.

English 10 UC/A-G Approved

This course focuses on the historical and reading/writing conventions of World Literature. In this course, we will analyze and critique fiction/nonfictional speeches, poems, short stories, plays, and novels. In addition, throughout the year, the students will consistently work on grammar and vocabulary development. All lessons and assignments are based on the California State Standards.

English 11 UC/A-G Approved

During this course, students will study American Humanities through the Pearson Literature book, novels, plays, and various short stories/narratives. Students will respond to literature through analytical written work and discussions. In addition, students will continuously work on vocabulary and grammar development. All lessons and assignments are based on state standards.

English 12 UC/A-G Approved

This course is designed to reflect English college courses. Students will study British Literature through the Pearson Literature Book, novels, plays, and various poems/narratives. Students will respond to literature through analytical written work and class discussions. In addition, students will focus on writing various forms of essays, which they are expected to know in college. During the second semester of the year, students will focus on the Global Youth Senior Project. All lessons and assignments are based on state standards.

History/Social Sciences

World History UC/A-G Approved

This course examines the major turning points in the shaping of the Modern World from the late 18th century to the present. Topics include: the Enlightenment, the Industrial Revolution, Imperialism, WWI, WWII, the Holocaust and the post WWII world. The study of current world issues, their origins, and the growing interdependence of people and cultures throughout the world are a primary focus.

US History UC/A-G Approved

This course will introduce students to contemporary U.S. History. The focus is on the development of the U.S. from the Reconstruction Era to the present and traces the country's development as an industrial world power. Topics include: the Progressive Period, WWI, Great Depression, New Deal, WWII, the Cold War and Vietnam, the Protest Years, the Civil Rights Movement and the Reagan Years to the Present.

Government UC/A-G Approved

This course is designed to give a comprehensive account of both the structure and philosophy of each level of government: local, state, and national. Students will study political philosophy, U.S. Constitution, 3 branches of government, political parties, interest groups, mass media, state government and world politics.

Economics UC/A-G Approved

This course is designed to focus on the growth, development and principles of the American economy. Students will study the fundamental economic concepts of scarcity and trade-offs, microeconomics, macroeconomics and international trade. All students will additionally complete a business and a stock project.

Mathematics

Algebra 1 UC/A-G Approved

This course is the foundation for high school mathematics courses. It is the bridge from the concrete to the abstract study of mathematics. Topics include simplifying expressions, evaluating and solving equations and inequalities, and graphing linear and quadratic functions and relations. Real world applications are presented within the course content and a function's approach is emphasized.

Geometry UC/A-G Approved

In this course, students will learn to identify and use relationships among angles, lines, and planes; know and use the effect of motion on figures in the coordinate plane and space including rotations, translations, and reflections; construct and judge a logical argument using inductive and deductive reasoning and geometric proofs; understand and prove basic theorems; prove congruence; solve problems involving perimeter, circumference, area, volume, and surface, and use geometric models to find the probability of events.

Algebra 2 UC/A-G Approved

This course extends the topics first seen in Algebra I and provides advanced skills in algebraic operations. Additionally, linear and quadratic functions and relations, conic sections, exponential and logarithmic functions, graphing, and sequences and series will be explored.

Sciences

Earth Science UC/A-G Approved Elective

This course starts with coverage of the substances and processes common to our earth and ends with the complex geologic relationships that exist within the state of California. An emphasis is placed on lab work. Current technology and career topics will be included. Homework consisting of reading, writing, lab reports, etc. will be assigned. This course meets the physical science requirement for high school graduation.

Biology UC/A-G Approved Laboratory Science

Biology is a high school laboratory science course consisting of a general survey of living organisms. This course starts with coverage of the substances and processes common to all living things and ends with the complex relationships that exist between organisms and the environment. Current technology and career topics will be included. This course requires regular completion of text reading and assignment packets. Class work features note-taking from direct lecture and laboratory activities. Because of a laboratory environment with potentially hazardous materials, students with a history of unresolved behavior problems **SHOULD NOT TAKE THIS CLASS**. This course also meets the life science requirement for high school graduation.

Chemistry UC/A-G Approved Laboratory Science

Chemistry is an introduction to the study of the properties and changes in matter. This course emphasizes topics such as: classification of matter, chemical shorthand, structure of atoms and compounds, the mole, chemical reactions, solids, liquids, and gases, electron configuration and basic quantum theory. Students should be comfortable making simple mathematic computations and measurements. An emphasis is placed on lab work. Current technology and career topics will be included. Homework consisting of reading, problem sets, and lab reports will be assigned. Because of a laboratory environment with potentially hazardous materials, students with a history of unresolved behavior problems **SHOULD NOT TAKE THIS CLASS**.

Prerequisite: Students must either have successfully passed with a grade of "C" or better or be concurrently enrolled in Geometry

Physics UC/A-G Approved Laboratory Science

Physics is a high school laboratory science course consisting of a general survey of matter and energy. This course is the foundation of chemistry, biology and all disciplines of science. It includes a comprehensive overview of Newtonian and modern physics.

This course seeks to build a conceptual base—for the science student as well as the non-science student. Ultimately the goal of this course is to serve as a springboard for a greater involvement in physics. This course requires regular completion of text reading and assignment packets. Class work features note-taking from direct lecture and laboratory projects. Because of a laboratory environment with potentially hazardous materials, students with a history of unresolved behavior problems **SHOULD NOT TAKE THIS CLASS**. This course also meets the physical science requirement for high school graduation.

Prerequisite: Students must either have successfully passed with a grade of “C” or better or be concurrently enrolled in Geometry.

Health

The high school health class is a comprehensive semester-length course featuring lessons and activities that promote personal well-being through instruction within the following subjects:

- Personal Health
- Consumer and Community Health
- Injury Prevention and Safety
- Alcohol, Tobacco, and other Drugs
- Nutrition
- Environmental Health
- Family Living
- Individual Growth and Development
- Communicable and Chronic Disease

Electives

Art UC/A-G Approved

Art 1 is based on the CA content standards for the visual arts. This course introduces students to the fundamentals of drawing, painting and other two-dimensional media with an emphasis on composition and design, art history, art criticism and aesthetics. Prior experience in art is not necessary to enroll in this course. This course meets the graduation requirement and UC and CSU Visual and Performing Arts requirements.

Drama UC/A-G Approved

During this course, students will receive a beginning understanding of the history of theatre through studying the various genres of theatre, and theatre terminology. The students will be introduced to theatre and the dramatic profession through lectures, reading influential plays, written projects, film, and most importantly, acting. All projects and assignments are based on state Common Core standards.

Psychology UC/A-G Approved Elective

This course is a year long elective that covers core concepts in psychology beginning with the history of psychology through psychological disorders. The course also focuses on the use of the scientific method in research and the physiological basis for behavior. Topics covered in the first semester include history of psychology, human development, body and behavior and motivation. During the second semester the focus is on the brain and learning, personalities, and ends with disorders

Leadership

Leadership is a one year elective course designed for students who want to get involved in the planning and implementation of Global Youth's school-wide activities. Through hands-on activities, leadership lessons and projects students will be learning the skills of project planning, problem solving, public speaking, interpersonal communication, team building, working collaboratively, critical thinking, goal setting and time management.

College & Career Preparation – (GYCHS Study Skills)

This elective is designed to prepare students for entrance into four-year colleges and universities. Borrowing heavily from AVID/ WICR methodologies, the course emphasizes analytical writing, tutorial inquiry, collaborative discussion strategies, rhetorical reading; along with study groups, preparation for college entrance and placement exams, college study skills and test taking strategies, note taking and college/career research.

Videography

Videography involves a multitude of disciplines including: public speaking, script writing, storyboarding, photography, editing, and post production. It provides an ideal project-based opportunity to demonstrate proficiency in all of the high school common core subjects. The goal of the course is to promote interdisciplinary critical thinking, collaboration, problem-solving, written and oral communication, and time management. Students will be required to produce a multi-media slide show, stop motion animation, public service announcement, English or History project, and a commercial or mini documentary. Participants will need a smart phone, USB "thumb" drive, and a personal computer, as a significant part of the coursework is to be completed at home. The classroom will take on a "workshop" atmosphere in which students must effectively use class time to accomplish various project tasks. Mature work habits and productive social behavior is a must.

College Prep Seminar

This higher-level course is designed to develop an understanding of the college preparation process. Particular focus is given to standardized testing and college application procedures. This course will emphasize the development of additional problem-solving and critical reading skills. The SAT exam is reviewed and dissected to promote higher test-taking skills. Additional topics include resume writing, career and college searches, and letters of recommendation. This course will also be enriched by a variety of guest speakers that supplement the college selection process. *Completion of the SAT exam is required to earn credit for the course.*

Electronics

This course outlines basic skills and techniques used in the electronics industry, including soldering, operation of a VOM, and reading schematic diagrams. Topics to be reviewed during this semester course will be:

Atomic Structure

Alternating Current

Power dissipation

Series and Parallel Circuits

Resistance and Ohm's Law

Capacitance

Transformers

Transistors

Robotics

Programming

Center Joint Unified School District
Global Youth Charter High School

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2013-14 School Accountability Report Card
 Published January 2015

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- School Facilities & Maintenance
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- Professional Staff
- District Expenditures
- SARC Data

Principal's Message

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

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

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

Mission Statement

Our mission is to inspire students to develop a love of learning and empower them to become self-sufficient adults through effective and challenging instruction, extra-curricular activities and a wide range of experiences in a safe and supportive community.

School Profile

Global Youth Charter High School is located in the northern region of Antelope and serves students in grades six through twelve following a traditional calendar. At the beginning of the 2013-14 school year, 116 students were enrolled, including 6.9% in special education, 8.6% qualifying for English Language Learner support, and 63.8% qualifying for free or reduced price lunch.

Student Enrollment by Ethnicity / Grade Level 2013-14			
Ethnic Group	%	Grade Level	#
African-Amer.	9.50%	Grade 6	5
Amer. Indian or Alaskan Native	0.90%	Grade 7	23
Asian	4.30%	Grade 8	22
Filipino	1.70%	Grade 9	12
Hisp. or Latino	37.90%	Grade 10	25
Pacific Islander	3.40%	Grade 11	15
Caucasian	41.40%	Grade 12	14
Multi-Racial	0.90%		
Total Enrollment			116

Student Achievement

Standardized State Assessments

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

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

STAR Results - All Students Percentage of Students Scoring at Proficient & Advanced Levels									
	Global Youth Charter High School			District			California		
	10-11	11-12	12-13	10-11	11-12	12-13	10-11	11-12	12-13
	English Language Arts	57	61	50	53	58	54	54	56	55
Mathematics	7	9	22	49	52	51	49	50	50
Social Science	33	69	54	46	47	50	48	49	49

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

California Assessment of Student Performance and Progress / Standardized Testing and Reporting Results for All Students in Science – Three-Year Comparison									
	Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards)								
	Global Youth Charter High School			District			California		
	11-12	12-13	13-14	11-12	12-13	13-14	11-12	12-13	13-14
Science (grades 5, 8, and 10)	31	40	47	55	59	56	60	59	60

California Assessment of Student Performance and Progress Results by Student Group in Science (School Year 2013-14)	
Group	Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards)
All Students (District)	56
All Students (School)	47
Male	42
Female	53
African-Amer.	
Amer. Indian or Alaskan Native	
Asian	
Filipino	
Hisp. or Latino	8
Pacific Islander	
Caucasian	63
Multi-Racial	
English Learners	
Economically Disadvantaged	38
Migrant Educ.	
Students with Disabilities	

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

California High School Exit Exam

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

Students must pass the language arts and math components of the examination to be eligible for a high school diploma. The test is initially given to students in the tenth grade. Students are given numerous chances to pass the test during their sophomore, junior, and senior years; 78% of Global Youth Charter High School's tenth grade students who took the test passed the math portion of the exam and 78% passed the language arts portion. Proficiency scores from the test are used as a determination of Adequate Yearly Progress (AYP) as noted in the AYP section of this report.

California High School Exit Exam All Students Percentage of Students Scoring at Proficient & Advanced Levels									
	Global Youth Charter High School			CJUSD			California		
	11-12	12-13	13-14	11-12	12-13	13-14	11-12	12-13	13-14
	English Language Arts	53	45	43	60	50	28	56	57	56
Mathematics	47	45	48	64	63	28	58	60	62

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

California High School Exit Exam Percentage of Students Scoring in Each Performance Level 2013-14						
	English			Mathematics		
	Not Proficient	Proficient	Advanced	Not Proficient	Proficient	Advanced
All Students (District)	44	28	28	38	42	19
All Students (School)	57	17	26	52	39	9
Male	77	8	15	69	23	8
Female	.	.	.	.	.	.
African-Amer.	.	.	.	.	.	.
Amer. Indian or Alaskan Native	.	.	.	.	.	.
Asian	.	.	.	.	.	.
Filipino	.	.	.	.	.	.
Hisp. or Latino	.	.	.	.	.	.
Pacific Islander	.	.	.	.	.	.
Caucasian	.	.	.	.	.	.
Multi-Racial	.	.	.	.	.	.
English Learners	.	.	.	.	.	.
Economically Disadvantaged	65	18	18	53	41	6
Migrant Educ.	.	.	.	.	.	.
Students with Disabilities	.	.	.	.	.	.

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

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

Physical Fitness

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

Physical Fitness Test Percentage of Students Meeting California Fitness Standards 2013-14			
Grade Tested	Number of Standards Met		
	Four of Six	Five of Six	Six of Six
Seventh	30.4	8.7	34.8
Ninth	50	25	8.3

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

Academic Performance Index

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

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

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

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

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

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

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

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

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

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

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

Adequate Yearly Progress

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

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

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

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

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

No Child Left Behind (NCLB)

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

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

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

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

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

Local Control Accountability Plan (LCAP)

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

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

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

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

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

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

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

Parent Involvement

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

Parents stay informed on upcoming events and school activities through automated telephone messages, email, flyers, letters, parent conferences, progress reports, the school website, and Monday message emails in English and Spanish. Contact the school office at (916) 339-4680 for more information on how to become involved in your child's learning environment.

Opportunities to Volunteer

- Chaperone
- Classroom Helper
- Fundraising Activities
- Office Helper
- Organize Field Trips
- Order Supplies
- Student Activities

Committees

Parent Teacher Club

School Activities

- Back to School Night
- Open House
- Parent Education Workshops
- Dinners
- Food Drives
- Monthly School Rallies

School Facilities & Maintenance

The district takes great efforts to ensure that all schools are clean, safe, and functional through proper facilities maintenance and campus supervision. Global Youth Charter High School's original facilities were built in 1986; ongoing maintenance and campus improvements ensure facilities remain up to date and provide adequate space for students and staff. District maintenance and site custodial staff ensure that the repairs necessary to keep the school in good condition are completed in a timely manner. A work order process is used by school and district staff to communicate non-routine maintenance requests. In the last 12 months, the following improvements have been completed:

- Touch-up paint (bond project)
- Installation of Common Core technology equipment (bond project)
- Installation of wireless LAN system equipment (bond project)

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

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

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

Campus Description	
Year Built	1986
Acreage	-
Square Footage	-
	Quantity
Permanent Classrooms	18
Portable Classrooms	3
Restrooms (sets)	1
Multipurpose Room/Caretera	1
Basketball Court/Track/Soccer Field	1
Computer Lab	1
Playground	1
Staff Lounge / Workroom	1

Deferred Maintenance

Global Youth Charter High School participates in the State School Deferred Maintenance Program, which provides dollar-for-dollar matching funds to assist school districts with major repairs or replacement of existing school building components. Deferred maintenance projects generally include

roofing, plumbing, heating, air conditioning, electrical systems, interior/exterior painting, and floor systems. During the 2013-14 school year, Global Youth Charter High School did not qualify to receive deferred maintenance funds for campus repairs and/or improvements.

Facilities Inspection

The district's maintenance department inspects Global Youth Charter High School on an annual basis in accordance with Education Code §17592.72(c)(1). Global Youth Charter High School uses a school site inspection survey to identify unsafe or hazardous conditions and facility improvement needs. The most recent school inspection took place on Friday, September 26, 2014. Deficiencies noted in the school inspection survey were corrected immediately by the district's maintenance department. During fiscal year 2013-14, all restrooms were fully functional and available for student use.

School Facility Good Repair Status			
Most Recent Inspection: Friday, September 26, 2014			
Item Inspected	Repair Status		
	Good	Fair	Poor
1. Gas Leaks	✓		
2. Mechanical Systems		✓	
3. Windows/ Doors/ Gates (Interior and Exterior)			✓
4. Interior Surfaces (Walls, Floors, & Ceilings)	✓		
5. Hazardous Materials (Interior & Exterior)	✓		
6. Structural Damage	✓		
7. Fire Safety	✓		
8. Electrical (Interior & Exterior)	✓		
9. Pest/ Vermin Infestation	✓		
10. Drinking Fountains (Interior & Exterior)	✓		
11. Restroom	✓		
12. Sewer	✓		
13. Playgrounds/ School Grounds	✓		
14. Roofs	✓		
15. Overall Cleanliness	✓		

Repair Needed and Action Taken or Planned	
Section Number	Comment
(2)	Room 25, 26, & 27 - Heat pump vandalized - no compressor
(3)	Room 25 - Window boarded up and fence cut open; MPR - Door hardware old; Room 50 - Panic bars getting old; Room 37 - Door has small dent from break-in attempt; Room 26, 27, 31, 32 & 34 - Window boarded up; Room 40 - Number missing
(4)	Room 50 - Ceiling tile stained, light cover missing, and carpet is bad
(6)	MPR - Skylight cracked; Room 50 - Siding rotting; Room 33 - Fig tree growing between buildings
(8)	Room 25, 26, & 27 - Wiring stolen, no power

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

Rating Description

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

Campus Supervision

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

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

School Site Safety Plan

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

Classroom Environment

Discipline & Climate for Learning

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

Suspensions & Expulsions			
	11-12	12-13	13-14
GYCHS			
# of Students Suspended	4	5	11
# of Students Expelled	0	1	1
CJUSD			
# of Students Suspended	679	547	546
# of Students Expelled	23	20	8
California			
# of Students Suspended	366629	329370	279383
# of Students Expelled	9553	8266	6611

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

Teaching Load

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

Teaching Load Distribution Departmentalized Instruction				
Subject	Avg. Class Size	2011-12		
		Number of Classrooms		
		1-22	23-32	33+
English	15.8	4		
Mathematics	14.0	3		
Science	17.5	1	1	
Social Science	13.7	3		
2012-13				
Subject	Avg. Class Size	Number of Classrooms		
		1-22	23-32	33+
English	17.0	4	2	
Mathematics	17.0	5	1	
Science	18.0	4	1	
Social Science	17.0	5	1	
2013-14				
Subject	Avg. Class Size	Number of Classrooms		
		1-22	23-32	33+
English	19.0	4	2	
Mathematics	17.0	4	2	
Science	17.0	6	1	
Social Science	18.0	5	3	

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

Dropouts

Global Youth Charter High School's teachers and administrative staff practice the early identification of and intervention on behalf of students who exhibit warning signs and/or behavioral traits that may lead to dropping out of school. Intervention strategies used to promote attendance and reduce dropout rates include monitoring CAHSEE test results and performance, parent conferences, counseling, independent study, referral to an alternative high school setting, before and after school computer lab access two times per week, a math lab class, and a science tutorial class. Understanding that the needs of each student are different, administrators, counselors, and teaching staff continue their efforts to discover successful solutions to help students complete their high school program.

In the following Dropout & Graduation Rates table, 2012-13 data is the most current information available, since state certification/release dates for dropout data occur too late for inclusion in this report. Detailed information about dropout rates and graduation rates can be found on the DataQuest Web page at <http://dq.cde.ca.gov/dataquest/>.

Dropout & Graduation Rates				
		GYCHS		
		10-11	11-12	12-13
Dropout Rate		13.3%	23.8%	11.8%
Graduation Rate		86.7%	76.2%	88.2%
CJUSD				
		10-11	11-12	12-13
		Dropout Rate	16.1%	11.0%	8.4%
Graduation Rate		80.2%	83.7%	89.1%
California				
		10-11	11-12	12-13
		Dropout Rate	14.7%	13.1%	11.4%
Graduation Rate		77.1%	78.9%	80.4%

Graduation Requirements

Students must accumulate 220 course credits, pass the math portion of CAHSEE and pass the language arts portion of CAHSEE to receive a high school diploma from Global Youth Charter High School. Alternative methods of acquiring a diploma are available through the Continuation School, Community Day School, and Antelope View Charter School for those students who have been unsuccessful in a high school environment or have exhausted their opportunities to remain at Global Youth Charter High School. The following table illustrates the percentage of students graduating from Global Youth Charter High School who have met both CAHSEE and district graduation requirements.

Global Youth Charter High School	CJUSD	California
88.2 %	69.1 %	60.4 %
Graduation Rate Formula: # of Graduates divided by CBEDS 12th Grade Enrollment		

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

** Most current information available

	GYCHS	CJUSD	State
All Students	93%	92%	84%
African-Amer.	80%	91%	75%
Amer. Indian or Alaskan Native	-	66%	77%
Asian	-	100%	92%
Filipino	-	92%	92%
Hisp. or Latino	100%	96%	80%
Pacific Islander	-	100%	84%
Caucasian	100%	89%	90%
Mult-Racial	-	75%	89%
English Learners	-	83%	53%
Economically Disadvantaged	90%	100%	82%
Students with Disabilities	100%	68%	60%

Curriculum & Instruction

Staff Development

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

- Interventions
- WASC

Decisions concerning selection of staff development activities are performed by the principal and grade level representatives using tools such as teacher input, state assessment results, and data analysis to determine the areas in which additional teacher training may enhance classroom instruction and increase student achievement levels. Global Youth Charter High School supports ongoing professional growth throughout the year on early release days. Teachers meet in both grade level and department level teams to conduct data analysis to identify areas of need. Teaching staff are provided the opportunity to participate in

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

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

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

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

2011-12	2012-13	2013-14
1	2	2

Instructional Materials

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

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

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

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

Textbooks		
Adoption Year	Publisher & Series	Pupils Lacking Textbooks
English Language Arts		
2014	AGS, <i>English for the World of Work</i>	0 %
2014	AGS, <i>English to Use</i>	0 %
2008	Hampton Brown, <i>High Point</i>	0 %
2014	Holt, Rinehart and Winston, <i>Holt Literature & Language Arts</i>	0 %
2014	National Geographic / Hampton Brown, <i>EDGE</i>	0 %
2002	Open Court, <i>Open Court Reading</i>	0 %
2009	Pearson Prentice Hall, <i>English Language Arts</i>	0 %
English/Language Arts with ELD Materials		
2014	Pearson Prentice Hall, <i>Pearson Literature CA Reading and Language</i>	0 %
2009	Pearson Prentice Hall, <i>Pearson Literature CA Reading and Language</i>	0 %
History-Social Science		
2014	EMC Publishing, <i>Economics: New Ways of Thinking</i>	0 %
2014	Globe Fearon, <i>Pacemaker American Government</i>	0 %
2014	Globe Fearon, <i>Pacemaker Economics</i>	0 %
2014	Globe Fearon, <i>Pacemaker US History</i>	0 %
2014	Globe Fearon, <i>Pacemaker World History</i>	0 %
2006	Holt McDougal, <i>Modern World History: Patterns of Interaction</i>	0 %
2007	Houghton Mifflin, <i>Houghton Mifflin History-Social Science</i>	0 %
2006	Houghton Mifflin, <i>US History - The American Pageant</i>	0 %
2014	McDougal Littell, <i>Creating America</i>	0 %
2014	McDougal Littell, <i>Medieval & Early Modern Times</i>	0 %
2006	McDougal Littell, <i>The Americans Reconstruction to the 21st Century</i>	0 %
2014	McDougal Littell, <i>World History: Ancient Civilizations</i>	0 %
2014	Pearson Prentice Hall, <i>Magruder's American Government</i>	0 %
Mathematics		
2014	CPM Educational Program, <i>Core Connections</i>	0 %
2014	CPM Educational Program, <i>Core Connections</i>	0 %
2008	Glencoe/McGraw-Hill, <i>Pre-Algebra</i>	0 %
2008	Houghton Mifflin, <i>Larson & Hostetter's Pre-Calculus</i>	0 %
2008	Key Curriculum Press, <i>Calculus</i>	0 %
2014	McGraw Hill, <i>My Math</i>	0 %
2008	Pearson Prentice Hall, <i>Algebra 2</i>	0 %
2008	Pearson Prentice Hall, <i>Algebra 1</i>	0 %
2008	Pearson Prentice Hall, <i>Geometry</i>	0 %
Science		
2008	AGS, <i>Biology - Cycles of Life</i>	0 %
2008	AGS, <i>Physical Science</i>	0 %
2008	Harcourt School Publishers, <i>California Science</i>	0 %
2008	Holt, Rinehart and Winston, <i>Chemistry</i>	0 %
2008	Holt, Rinehart and Winston, <i>Holt Physics</i>	0 %
2008	McDougal Littell, <i>Biology</i>	0 %
2008	Pearson Prentice Hall, <i>Earth Science</i>	0 %
2014	Pearson Prentice Hall, <i>Prentice Hall California Science Explorer: Focus on Earth, Life, and Physical Science</i>	0 %
2014	Prentice Hall, <i>Focus on Life Science, Focus on Physical Science</i>	0 %
	Science Laboratory Equipment	0 %

College Preparation & Work Readiness

College Preparation Courses

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

Admission Requirements for California Public Universities

University of California

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

California State University

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

Courses for UC/CSU Admission		%
2013-14 Students enrolled in courses required for UC/CSU admission		28.3
2012-13 Graduates who completed all courses required for UC/CSU admission		N/A

Advanced Placement

Advanced placement (AP) programs give students an opportunity to take college-level courses and exams while still in high school. Students who receive a 3, 4, or 5 on their final AP exams qualify for college credit at most of the nation's colleges. Global Youth Charter High School did not offer any advanced placement courses during the 2013-14 school year.

Workforce Preparation

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

- Leadership Class
- AVID Courses

Individual student assessment of work readiness skills takes place through:

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

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

Professional Staff

Counseling & Support Staff

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

Counselors & Support Personnel (Nonteaching Professional Staff) 2013-14		
	No. of Staff	FTE
Academic Counselor	0	0
Nurse	1	-
Psychologist	1	-
Resource Officer	1	-
Speech Therapist	1	-

* as needed

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

Teacher Assignment

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

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

Note: High-poverty schools are defined as those schools with student eligibility of approximately 40% or more in the free and reduced price meals program. Low-poverty schools are those with student eligibility of approximately 30% or less in the free and reduced price meals programs.

Teacher Credentials & Assignments				
	GYCHS			CJUSD
	12-13	13-14	14-15	14-15
Total Teachers	6	5	5	204
Teachers with full credentials	6	5	5	204
Teachers without full credentials	0	0	0	0
Teachers teaching outside subject area	0	0	0	0
Total teacher misassignments	0	0	0	0
Teacher misassignments for English learners	0	0	0	0
Teacher vacancies	0	0	0	0

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

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

District Expenditures

Salary & Budget Comparison

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

Salary Comparison 2012-13		
	CJUSD	State Average of Districts in Same Category
Beginning Teacher Salary	\$36,124	\$38,920
Mid-Range Teacher Salary	\$59,523	\$59,803
Highest Teacher Salary	\$76,086	\$78,096
Superintendent Salary	\$150,000	\$151,912
Average Principal Salaries:		
High School	\$109,662	\$107,599
Percentage of Budget:		
Teacher Salaries	42%	37%
Administrative Salaries	5%	6%

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

Expenditures Per Student

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

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

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

Expense of Education Per Pupil 2012-13					
	Dollars Spent per Student				
	GYCHS	CJUSD	% Diff School & Dist	State Avg. Dist. Same Size & Type	% Diff School & State
ADA*	117	N/A	N/A	N/A	N/A
Total**	\$6,963	N/A	N/A	N/A	N/A
Restr †	\$13	N/A	N/A	N/A	N/A
Unrestr.††	\$6,951	\$4,237	164.06	\$4,690	148.20
Avg. Teacher Salary	\$54,673	\$69,570	78.59	\$63,037	86.73

* Average Daily Attendance
 ** Total Restricted and Unrestricted \$ per student
 † Restricted (Supplemental) \$ per student
 †† Unrestricted (Basic) \$ per student
 Note: Cells with N/A values do not require data.

SARC Data

DataQuest

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

Public Internet Access Location

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

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

Disclosure

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

GLOBAL YOUTH WASC STUDENT SURVEY 2014-2015

Q1 Identify your grade level.

- Answered: 79
- Skipped: 1

Answer Choices	Responses
7th	8.86% 7
8th	22.78% 18
9th	18.99% 15
10th	8.86% 7
11th	22.78% 18
12th	17.72% 14
Total	79

Q2 Identify your gender.

- Answered: 80
- Skipped: 0

Answer Choices	Responses
Male	45.00% 36
Female	55.00% 44
Total	80

Q3 Identify the primary language spoken at home.

- Answered: 80
- Skipped: 0

Answer Choices	Responses
English	61.25% 49
Spanish	27.50% 22
Russian/Ukrainian	6.25% 5
Tagalog	3.75% 3
Other	1.25% 1
Total	80

Q4 What is your ethnicity? (Please select all that apply.)

- Answered: 80
- Skipped: 0

Answer Choices –	Responses –
American Indian or Alaskan Native	7.50% 6
Asian or Pacific Islander	5.00% 4
Black or African American	8.75% 7
Hispanic or Latino	42.50% 34
White / Caucasian	41.25% 33
Prefer not to answer	1.25% 1
Responses Other (please specify)	13.75% 11
Total Respondents: 80	

Free Responses to “Other” (11)

Russian German Ukrainian
European Ukrainian
Asian American
American

Asian American
 Russian
 German
 I am many different ethnics
 Ginger
 Filipino
 Blackapino

Q5 How many hours per night do you work on homework?

- Answered: 80
- Skipped: 0

	Less than 1	1-2	3-4	5 or more	No Response	Total	Weighted Average
(no label)	5.00% 4	56.25% 45	30.00% 24	6.25% 5	2.50% 2	80	2.45

Q6 Evaluate the following statements about school climate at Global Youth.

- Answered: 79
- Skipped: 1

	Stongly Agree	Agree	Disagree	Strongly Disagree	No Opinion	Total
Global Youth is a safe place to learn.	40.51% 32	49.37% 39	1.27% 1	5.06% 4	3.80% 3	79
The school staff treats me with respect and dignity.	35.44% 28	48.10% 38	8.86% 7	3.80% 3	3.80% 3	79
Students are accepting of people from different backgrounds and cultures.	48.10% 38	43.04% 34	2.53% 2	3.80% 3	2.53% 2	79
The school grounds and facilities are clean and accessible.	10.13% 8	59.49% 47	24.05% 19	5.06% 4	1.27% 1	79
Global Youth has rallies and assemblies that build school spirit.	37.18% 29	42.31% 33	10.26% 8	3.85% 3	6.41% 5	78
I am expected to produce quality work in my classes.	50.00% 39	46.15% 36	2.56% 2	1.28% 1	0.00% 0	78

	Stongly Agree	Agree	Disagree	Strongly Disagree	No Opinion	Total
The discipline policy is clear and fair.	24.00% 18	56.00% 42	9.33% 7	5.33% 4	5.33% 4	75
I feel pressure to use drugs or alcohol by my peers.	1.27% 1	2.53% 2	21.52% 17	64.56% 51	10.13% 8	79
It is easy to meet and make friends at Global Youth.	49.37% 39	35.44% 28	7.59% 6	2.53% 2	5.06% 4	79

Q7 Read each question about Global Youth curriculum and answer accordingly.

- Answered: 80
- Skipped: 0

	Strongly Agree	Agree	Disagree	Strongly Disagree	No Opinion	Total
Global Youth offers challenging, comprehensive and relevant coursework.	36.25% 29	56.25% 45	1.25% 1	1.25% 1	5.00% 4	80
Global Youth develops skills in reading and reading comprehension.	24.05% 19	60.76% 48	8.86% 7	2.53% 2	3.80% 3	79
Global Youth helps me improve my writing skills.	27.50% 22	48.75% 39	12.50% 10	3.75% 3	7.50% 6	80
Global Youth helped me develop skills in mathematics.	37.97% 30	41.77% 33	11.39% 9	2.53% 2	6.33% 5	79
Global Youth helps me improve my understanding of science.	43.42% 33	39.47% 30	10.53% 8	5.26% 4	1.32% 1	76
Global Youth has improved my ability to view world events more perceptively.	21.25% 17	51.25% 41	18.75% 15	2.50% 2	6.25% 5	80
Global Youth has improved my understanding of world cultures and peoples.	35.44% 28	45.57% 36	7.59% 6	2.53% 2	8.86% 7	79
Global Youth classes provide the opportunity to work cooperatively in a group to achieve common goals.	36.25% 29	51.25% 41	7.50% 6	2.50% 2	2.50% 2	80
Global Youth classes are structured to allow me to do my best work.	35.44% 28	44.30% 35	8.86% 7	1.27% 1	10.13% 8	79

	Strongly Agree	Agree	Disagree	Strongly Disagree	No Opinion	Total
Global Youth prepares me for college and career opportunities.	40.51% 32	43.04% 34	7.59% 6	6.33% 5	2.53% 2	79

Q8 How important is adding these courses to the Global Youth curriculum?

- Answered: 79
- Skipped: 1

	No Response	Not Important	Neither Unimportant Nor Important	Important	Very Important	Total	Weighted Average
Art	3.80% 3	7.59% 6	13.92% 11	30.38% 24	44.30% 35	79	4.04
Spanish	2.63% 2	5.26% 4	9.21% 7	23.68% 18	59.21% 45	76	4.32

Q9 Evaluate the following statements about the teaching at Global Youth.

- Answered: 80
- Skipped: 0

	Strongly Agree	Agree	Disagree	Strongly Disagree	No Opinion	Total
My teachers are available to answer questions and provide support as needed.	35.00% 28	45.00% 36	13.75% 11	3.75% 3	2.50% 2	80
I regularly check my grades online.	20.00% 16	36.25% 29	17.50% 14	15.00% 12	11.25% 9	80
I have reliable internet access at home.	51.25% 41	36.25% 29	5.00% 4	5.00% 4	2.50% 2	80
I have a computer with a working printer at home.	45.00% 36	32.50% 26	15.00% 12	5.00% 4	2.50% 2	80
The Math Lab support program has improved my understanding of mathematics.	18.75% 15	31.25% 25	8.75% 7	0.00% 0	41.25% 33	80
The teaching at Global Youth is professional and engaging.	30.00% 24	43.75% 35	11.25% 9	5.00% 4	10.00% 8	80
The teachers effectively	35.00%	50.00%	7.50%	2.50%	5.00%	

	Strongly Agree	Agree	Disagree	Strongly Disagree	No Opinion	Total
communicate the content standards that will be covered in classes.	28	40	6	2	4	80
Technology is an integral tool in the process of learning at Global Youth.	32.91% 26	43.04% 34	15.19% 12	5.06% 4	3.80% 3	79
Teachers use various instructional strategies (i.e. lecture, group work, labs, hands-on activities, etc.)	38.75% 31	45.00% 36	10.00% 8	2.50% 2	3.75% 3	80
Teachers have good classroom management and students are generally engaged.	18.75% 15	52.50% 42	18.75% 15	6.25% 5	3.75% 3	80
Global Youth teachers expect me to be on time.	64.10% 50	32.05% 25	3.85% 3	0.00% 0	0.00% 0	78
I take responsibility for my own learning in the classroom.	47.50% 38	47.50% 38	1.25% 1	0.00% 0	3.75% 3	80
Global Youth faculty has assisted me in preparing a four-year plan.	26.25% 21	46.25% 37	12.50% 10	7.50% 6	7.50% 6	80
I feel the faculty at Global Youth is supportive and caring.	37.97% 30	46.84% 37	3.80% 3	2.53% 2	8.86% 7	79
Teachers are helpful and available when needed.	32.47% 25	41.56% 32	14.29% 11	3.90% 3	7.79% 6	77
Administrators are helpful and available when needed.	33.75% 27	40.00% 32	11.25% 9	5.00% 4	10.00% 8	80
There are an adequate number and variety of extracurricular activities (i.e. clubs, sports, etc.)	12.50% 10	35.00% 28	15.00% 12	27.50% 22	10.00% 8	80
The school keeps students informed of school activities and programs.	39.24% 31	43.04% 34	8.86% 7	8.86% 7	0.00% 0	79
Most of my teachers use a website to support classroom instruction.	23.75% 19	41.25% 33	20.00% 16	8.75% 7	6.25% 5	80
The media room and computer lab are easy to access and use on a daily basis.	21.52% 17	55.70% 44	16.46% 13	3.80% 3	2.53% 2	79
Teachers provide timely feedback on assignments and assessments.	29.11% 23	40.51% 32	22.78% 18	5.06% 4	2.53% 2	79
Grading standards used by teachers are clear and consistent.	32.91% 26	48.10% 38	11.39% 9	5.06% 4	2.53% 2	79
Teachers use a variety of assessment tools to evaluate my	40.00% 32	41.25% 33	11.25% 9	5.00% 4	2.50% 2	80

	Strongly Agree	Agree	Disagree	Strongly Disagree	No Opinion	Total
progress (i.e. tests, quizzes, projects, presentations, essays, etc.)						
Assignments and assessments are challenging.	36.71% 29	48.10% 38	5.06% 4	6.33% 5	3.80% 3	79
Assignments and assessments reflect the content taught in class.	33.77% 26	53.25% 41	9.09% 7	2.60% 2	1.30% 1	77
Teachers review material before and after assessments.	31.17% 24	51.95% 40	9.09% 7	6.49% 5	1.30% 1	77
Teachers regularly update grades for online viewing.	29.87% 23	36.36% 28	10.39% 8	6.49% 5	16.88% 13	77

Q10 Who is the main adult on campus that you would approach about a personal problem?

- Answered: 78
- Skipped: 2

	Teacher	Principal	Office Staff	Custodian	Yard Duty/Parent Volunteer	Total	Weighted Average
(no label)	38.46% 30	38.46% 30	17.95% 14	3.85% 3	1.28% 1	78	1.91

Global Youth School WASC Parent Survey 2014-2015

Q1 Identify the grade level of your student.

- Answered: 38
- Skipped: 1

Answer Choices	Responses
7th	10.53% 4
8th	13.16% 5
9th	23.68% 9
10th	15.79% 6
11th	26.32% 10
12th	10.53% 4
Total	38

Q2 Is your child required to do too much homework, too little homework, or about the right amount of homework?

- Answered: 39
- Skipped: 0

Answer Choices	Responses
Too much	15.38% 6
About the right amount	82.05% 32
Too little	2.56% 1
Total	39

Q3 Evaluate the following statements about school climate at Global Youth.

- Answered: 39
- Skipped: 0

	Agree	Disagree	No Opinion	Total
Global Youth does an excellent job informing me of student programs, opportunities and school progress.	84.62% 33	12.82% 5	2.56% 1	39
The Global Youth staff treats my family with respect and dignity.	92.31% 36	2.56% 1	5.13% 2	39
Global Youth provides my student with a safe place to learn, free from bullying.	92.31% 36	2.56% 1	5.13% 2	39
Global Youth has facilities (gym, cafeteria, labs, campus) that meet the needs of my student.	74.36% 29	20.51% 8	5.13% 2	39
Global Youth has rallies and assemblies that make school more enjoyable for my student.	71.79% 28	17.95% 7	10.26% 4	39
The office staff at Global Youth is knowledgeable, polite and helpful.	92.11% 35	5.26% 2	2.63% 1	38
The discipline policy is clear and fair.	89.74% 35	0.00% 0	10.26% 4	39
Global Youth provides my student with a drug free environment for learning.	94.87% 37	0.00% 0	5.13% 2	39
Global Youth provides extracurricular programs that meet the needs of my student.	66.67% 26	25.64% 10	7.69% 3	39

Q4 Read each question about Global Youth curriculum and answer accordingly.

- Answered: 39
- Skipped: 0

	Agree	Disagree	No Opinion	Total
Global Youth has helped my child to succeed with relevant coursework.	94.87% 37	0.00% 0	5.13% 2	39
Global Youth is appropriately staffed to support student learning .	87.18% 34	5.13% 2	7.69% 3	39
The teaching at Global Youth has improved my	79.49%	7.69%	12.82%	

	Agree	Disagree	No Opinion	Total
student's writing skills.	31	3	5	39
The teaching at Global Youth has improved my student's skills in mathematics.	66.67% 26	12.82% 5	20.51% 8	39
The teaching at Global Youth has improved my student's understanding of science.	87.18% 34	2.56% 1	10.26% 4	39
The teaching Global Youth has improved my student's understanding of world cultures and peoples.	76.92% 30	5.13% 2	17.95% 7	39
Global Youth's daily schedule of classes is designed to support my student's learning.	84.62% 33	5.13% 2	10.26% 4	39
Global Youth provides activities that support planning for college and training opportunities for my student.	84.62% 33	2.56% 1	12.82% 5	39
My child gets the help he/she needs from the teachers and staff at Global Youth.	81.08% 30	5.41% 2	13.51% 5	37

Q5 How often do you use the school's website to check your child's progress at this school?

- Answered: 38
- Skipped: 1

Answer Choices	Responses
Extremely often	18.42% 7
Very often	23.68% 9
Moderately often	26.32% 10
Slightly often	13.16% 5
Not at all often	18.42% 7
Total	38

Q6 Evaluate the following statements about the teaching at Global Youth.

Answered: 39

Skipped: 0

	Agree	Disagree	No Opinion	Total
My student's teachers are available to answer questions and provide support as needed.	87.18% 34	7.69% 3	5.13% 2	39
I regularly check my student's grades online.	66.67% 26	23.08% 9	10.26% 4	39
I have reliable internet access at home.	89.74% 35	10.26% 4	0.00% 0	39
My student can print documents using a printer in our home.	76.92% 30	23.08% 9	0.00% 0	39
The teaching at Global Youth is professional and engaging.	89.74% 35	5.13% 2	5.13% 2	39
The teachers at Global Youth respond quickly to my phone calls or emails.	69.23% 27	17.95% 7	12.82% 5	39
Record keeping by the teachers at Global Youth is timely and professional.	69.23% 27	7.69% 3	23.08% 9	39
Global Youth teachers use various instructional strategies and deliver instruction that addresses the particular needs of my student.	76.92% 30	5.13% 2	17.95% 7	39
Teachers have good classroom management and students are generally well-behaved.	69.23% 27	15.38% 6	15.38% 6	39
Global Youth expects my student to arrive at school on time.	100.00% 39	0.00% 0	0.00% 0	39
Global Youth expects my student to regularly attend school.	100.00% 39	0.00% 0	0.00% 0	39
Global Youth faculty has assisted me in preparing a four-year plan.	57.89% 22	23.68% 9	18.42% 7	38
I feel the faculty at Global Youth is supportive and caring.	76.92% 30	5.13% 2	17.95% 7	39
Teachers are helpful and available when needed.	74.36% 29	10.26% 4	15.38% 6	39
Administrators are helpful and available when needed.	75.68% 28	8.11% 3	16.22% 6	37
There are an adequate number and variety of extracurricular activities (i.e. clubs, sports, etc.)	44.74% 17	42.11% 16	13.16% 5	38
The school keeps me informed of school activities and programs.	82.05% 32	7.69% 3	10.26% 4	39

	Agree	Disagree	No Opinion	Total
Teachers provide timely feedback on assignments and assessments.	76.92% 30	12.82% 5	10.26% 4	39
Grading standards used by teachers are clear and consistent.	92.31% 36	2.56% 1	5.13% 2	39
Teachers use a variety of assessment tools to evaluate my student's progress (i.e. tests, quizzes, projects, presentations, essays, etc.)	87.18% 34	2.56% 1	10.26% 4	39
The faculty at Global Youth is firm and fair when dealing with student behavior problems.	66.67% 26	12.82% 5	20.51% 8	39
Teachers regularly update grades for online viewing.	55.26% 21	7.89% 3	36.84% 14	38

Q7 Who is the main adult on campus that you would approach about a problem your student is experiencing?

- Answered: 38
- Skipped: 1

	Teacher	Principal	Office Staff	Custodian	Yard Duty/Parent Volunteer	Total	Weighted Average
(no label)	23.68% 9	60.53% 23	15.79% 6	0.00% 0	0.00% 0	38	1.92

Q8 How significant is the problem of student bullying on the Global Youth campus?

- Answered: 35
- Skipped: 4

Answer Choices	Responses
It is a significant problem and has had an adverse impact on my student.	5.71% 2
It occurs occasionally, but less often than at other schools.	14.29% 5
It rarely occurs and its impact is insignificant.	42.86% 15

Answer Choices	Responses
It never happens.	37.14% 13
Total	35

Q9 How important is Global Youth's small school setting and small class sizes to your decision to select Global Youth as your student's school of choice?

- Answered: 37
- Skipped: 2

Answer Choices	Responses
Of major significance in our selection	54.05% 20
A significant factor in our selection	35.14% 13
Of minor significance	8.11% 3
Not a significant factor in our selection	2.70% 1
Total	37

Q10 Is there something we need to address in order to improve the quality of your student's educational experience at Global Youth?

- Answered: 16
- Skipped: 23

Showing 16 responses

It would be helpful if teachers would put the daily assignments on the homelink, and if they would post grades in a timely manner. Many of them do, but some of them don't.

1) More student-teacher interactions. 2) More testing and reviews.

Not at this time. This school is fantastic!

Make the teachers more responsible for the students

Mostly we are very happy with the school and the family and stuff. the only improvement I can ask for is more regular and consistent posting of assignments each day and updating of grades at least weekly.

Needs to be more strict for the teachers so they can teach better.

Not at this time

More elective classes

Need Foreign Language Classes

Good job

Good Job!

The teacher needs to learn how to be sensitive and patient with the students who are at a lower level. Instead of forcing the materials, they should learn how to communicate with the students. It's not fair for the students to be occasionally victimized daily about how low their grades are. Instead, they should start working with the students to help their grades.

Thank you for maintaining a community environment where the students can feel safe to express themselves safely. The teachers and staff make Global Youth and incredible place to learn. Principal Hughey . . . Thank you for all you do. Note: Question 7: I would go to the person the issue was concerning. If the issue was a classroom issue, I would go to the teacher. If it was a school wide issue, principal etc.

No

I love just about everything this school offers my child except the not having some more electives, languages and special functions like homecoming, proms, balls etc. Small classrooms are my favorite

I have had 2 sons go to global youth and they did not do good at any other school.. this school has changed my kid's outlook at school and now I has graduated and I is doing so much better that he has ever...went from d's and f's to a,b's and c's no d or f's.. Love this school.. From the Bible family..

Center Joint Unified School District

AGENDA REQUEST FOR:

Dept./Site: Facilities & Operations Department

To: Board of Trustees

Action Item X

Date: January 20, 2016

Information Item

From: Craig Deason, Assist. Supt.

Attached Pages 2

Assist. Supt. Initials: CD

SUBJECT: Amendment 1 to CCTR-5183,
Local Agreement for Child Development Services

The CCTR-5183 is being amended to reflect an increase in the Maximum Reimbursable Amount (MRA) from \$608,491.00 to \$647,821.00 and the maximum rate per child day increases from \$36.10 to \$38.29.

Furthermore, the amendment calls for an increase in the minimum Child Days of Enrollment (CDE) from 16,856.0 to 16,919.0.

CONSENT AGENDA



CALIFORNIA DEPARTMENT OF EDUCATION

1430 N Street

Sacramento, CA 95814-5901

F.Y. 15 - 16

Amendment 01

DATE: July 01, 2015

LOCAL AGREEMENT FOR CHILD DEVELOPMENT SERVICES
Budget Act/Rate Increase

CONTRACT NUMBER: CCTR-5183
PROGRAM TYPE: GENERAL CHILD CARE & DEV PROGRAMS

PROJECT NUMBER: 34-7397-00-5

CONTRACTOR'S NAME: CENTER JOINT UNIFIED SCHOOL DISTRICT

This agreement with the State of California dated July 01, 2015 designated as number CCTR-5183 shall be amended in the following particulars but no others:

The Maximum Reimbursable Amount (MRA) payable pursuant to the provisions of this agreement shall be amended by deleting reference to \$608,491.00 and inserting \$647,821.00 in place thereof.

The Maximim Rate per child day of enrollment payable pursuant to the provisions of the agreement shall be amended by deleting reference to \$36.10 and inserting \$38.29 in place thereof.

SERVICE REQUIREMENTS

The minimum Child Days of Enrollment (CDE) Requirement shall be amended by deleting reference to 16,856.0 and inserting 16,919.0 in place thereof.

Minimum Days of Operation (MDO) Requirement shall be 251. (No change)

EXCEPT AS AMENDED HEREIN all terms and conditions of the original agreement shall remain unchanged and in full force and effect.

STATE OF CALIFORNIA		CONTRACTOR				
BY (AUTHORIZED SIGNATURE)		BY (AUTHORIZED SIGNATURE)				
PRINTED NAME OF PERSON SIGNING Sueshil Chandra, Manager		PRINTED NAME AND TITLE OF PERSON SIGNING				
TITLE Contracts, Purchasing and Conference Services		ADDRESS				
AMOUNT ENCUMBERED BY THIS DOCUMENT \$ 39,330	PROGRAM/CATEGORY (CODE AND TITLE) Child Development Programs	FUND TITLE		Department of General Services use only		
PRIOR AMOUNT ENCUMBERED FOR THIS CONTRACT \$ 608,491	(OPTIONAL USE) See Attached					
TOTAL AMOUNT ENCUMBERED TO DATE \$ 647,821	ITEM See Attached	CHAPTER	STATUTE			FISCAL YEAR
	OBJECT OF EXPENDITURE (CODE AND TITLE) 702					
I hereby certify upon my own personal knowledge that budgeted funds are available for the period and purpose of the expenditure stated above.		T.B.A. NO.	B.R. NO.			
SIGNATURE OF ACCOUNTING OFFICER See Attached		DATE				

CONTRACT NUMBER: CCTR-5183

Amendment 01

AMOUNT ENCUMBERED BY THIS DOCUMENT \$ 0	PROGRAM/CATEGORY (CODE AND TITLE) Child Development Programs	FUND TITLE Federal		
PRIOR AMOUNT ENCUMBERED \$ 179,657	(OPTIONAL USE)0656 13609-7397	FC# 93.596	PC# 000321	
TOTAL AMOUNT ENCUMBERED TO DATE \$ 179,657	ITEM 30.10.020.001 6100-194-0890	CHAPTER B/A	STATUTE 2015	FISCAL YEAR 2015-2016
OBJECT OF EXPENDITURE (CODE AND TITLE) 702 SACS: Res-5025 Rev-8290				

AMOUNT ENCUMBERED BY THIS DOCUMENT \$ 0	PROGRAM/CATEGORY (CODE AND TITLE) Child Development Programs	FUND TITLE Federal		
PRIOR AMOUNT ENCUMBERED \$ 98,842	(OPTIONAL USE)0656 15136-7397	FC# 93.575	PC# 000324	
TOTAL AMOUNT ENCUMBERED TO DATE \$ 98,842	ITEM 30.10.020.001 6100-194-0890	CHAPTER B/A	STATUTE 2015	FISCAL YEAR 2015-2016
OBJECT OF EXPENDITURE (CODE AND TITLE) 702 SACS: Res-5025 Rev-8290				

AMOUNT ENCUMBERED BY THIS DOCUMENT \$ 39,330	PROGRAM/CATEGORY (CODE AND TITLE) Child Development Programs	FUND TITLE General		
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OBJECT OF EXPENDITURE (CODE AND TITLE) 702 SACS: Res-6105 Rev-8590				

I hereby certify upon my own personal knowledge that budgeted funds are available for the period and purpose of the expenditure stated above.	T.B.A. NO.	S.R. NO.
SIGNATURE OF ACCOUNTING OFFICER	DATE	

Center Unified School District

AGENDA REQUEST FOR:

Dept./Site: Oak Hill Elementary

Date: 1/8/2016

Action Item X

To: Board of Trustees

Information Item

From: Patty Spore, Principal

Attached Pages 99

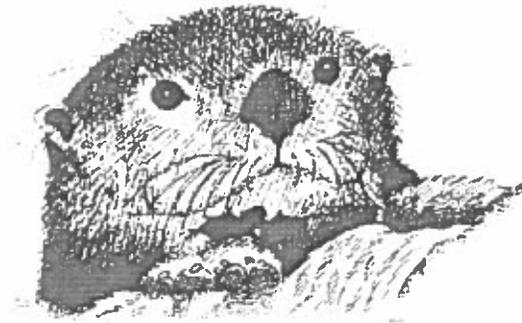
Principal's Initials: PS

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

OAK HILL ELEMENTARY



Safe School

And

Emergency Preparedness Plan

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

Revised November 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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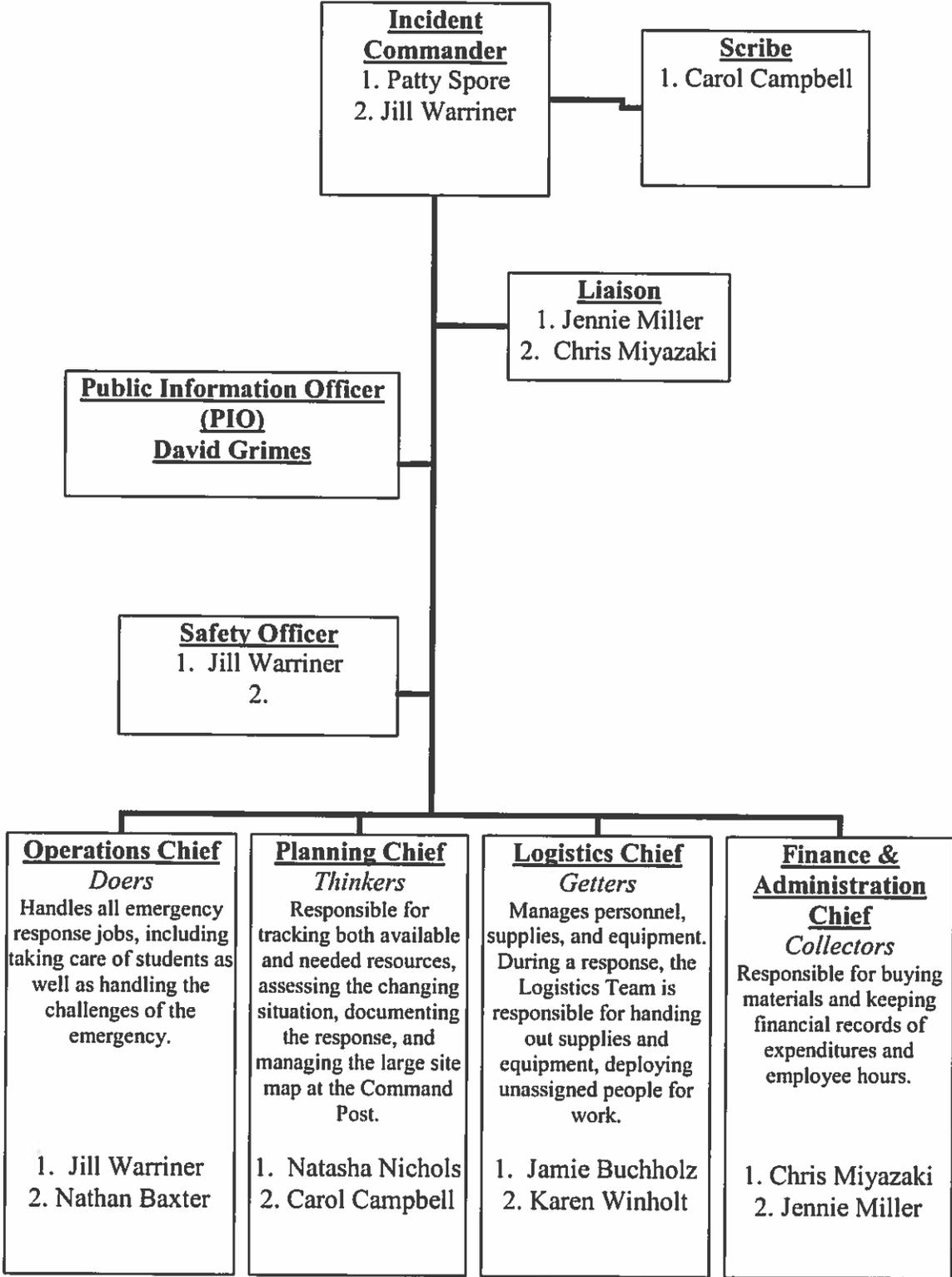
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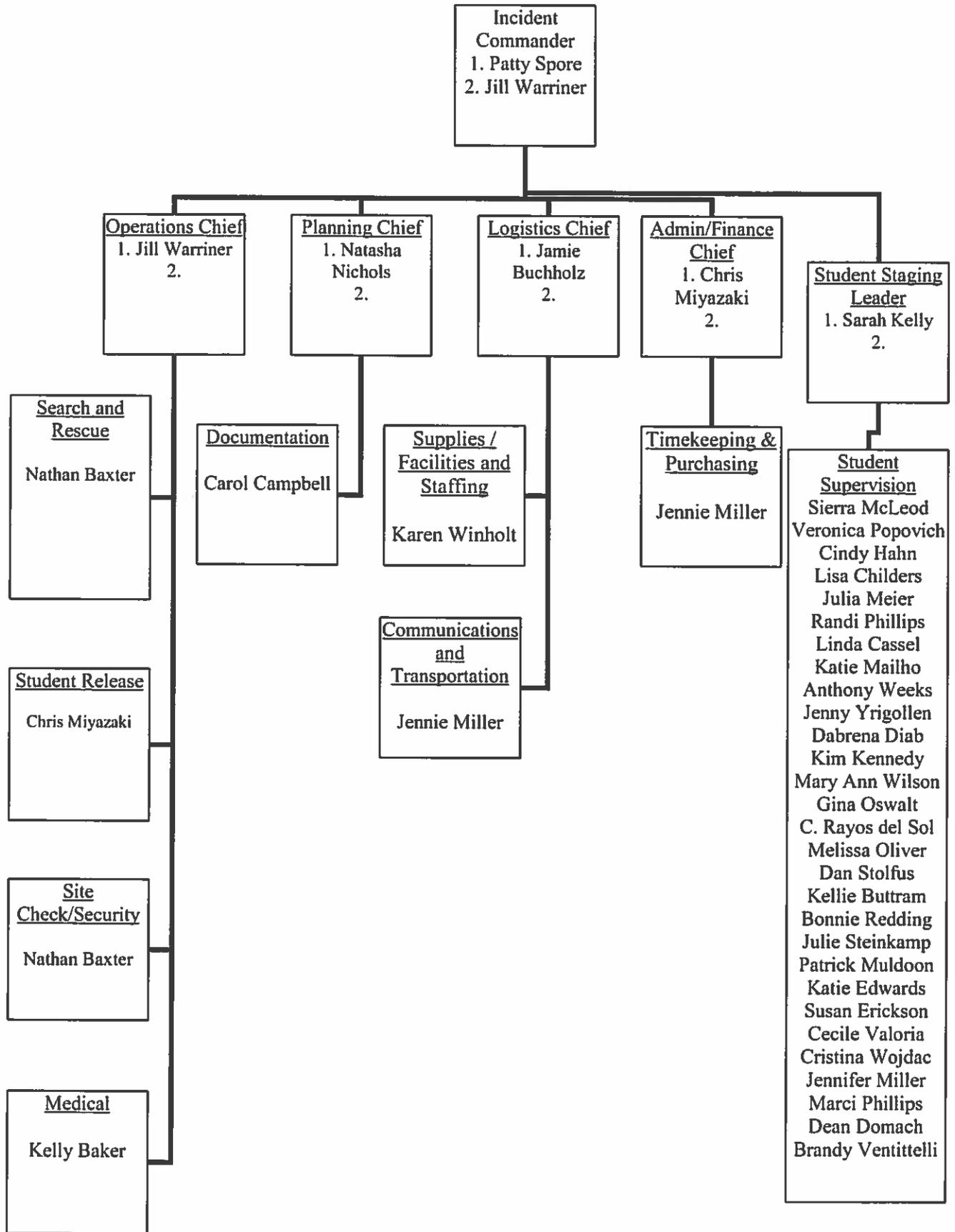
PART 1 CRISIS MANAGEMENT

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 from the front of school on North Loop or from the back of school on North Creek Court. 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			
Duncan, Tina			
Edwards, Katie			
Erickson, Susan			
Erndt, Joanne			
Estrada, Angelina			
Friend, Elizabeth			

Staff Member	Phone Number	Health Concerns	Special Skills
Garcia, Lorenzo			
Hahn, Cindy			
Haire, Bianca			
Hammer, Jennifer			
Harris, Linda			
Haywood, Rochele			
Helms, Ivonne			
Kelly, Sarah			
Kennedy, Kim			
Kirkland, Rosina			
Lark, Kim			
Long, Tiffany			
Mailho, Katherine			
McLeod, Sierra			
Meier, Julia			
Miller, Jennie			
Miller, Jennifer			
Miyazaki, Chris			
Mortimore, Melinda			
Muldoon, Patrick			
Nelipovich, Luda			
Nichols, Natasha			
Oliver, Melissa			
Oswalt, Gina			
Phillips, Marci			
Phillips, Randi			
Plummer, Tamara			
Popovich, Veronica			
Pullman, Cheryl			
Quintero, Dalia			
Rayos del Sol, Christine			
Redding, Bonnie			
Rosenbach, Akiko			
Ruiz, Kelly			

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.



Center Joint Unified School District

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

Established 1858

BOARD OF TRUSTEES

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

SUPERINTENDENT

Scott A. Loehr

CJUSD Disaster Procedures

Dear Parents/Guardians:

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

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

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

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

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

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

Sincerely,

Principal



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Scott A. Loehr

Snack Request

Dear Parents:

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

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

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

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

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

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

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

Sincerely,

Principal

"Respecting our traditions, while embracing new ideas"

SECTION 11 AFTERMATH

Counseling

The need for a proactive counseling program can not be overlooked. Many dangerous situations can be avoided with early intervention by trained professionals. Available resources should be identified and used on a regular basis when the first sign of depression, anger, or other alarming changes in a student is observed. During a crisis, the CMT member responsible for counseling must quickly organize a counseling program to help students, parents, faculty, and the community heal from the incident. Counselors at the effected school may handle some incidents, while other incidents could easily require the cooperation of many services. Identifying resources within the school system, county, and community should be planned and well organized before a crisis occurs.

SECTION 12 TRAINING AND UPDATING

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) – {Dec. 1, 2015}
- Bloodborne Pathogens for School Employees (every other year – even years) – {Oct. 10, 2014}
- Code Red Lockdown Training (annually) – {Dec. 8, 2015}
- 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) – {Aug. 31, 2015}
- Triage Training (every other year – odd years) – {Sept. 15, 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

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

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

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

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

SECTION 11 HOSTAGE SITUATION

Intruder or Hostage Situation

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

The procedures for the following situations are as follows:

Terrorist or Intruder Enters the Classroom

1. The teacher will try to make contact with the office via intercom phone.
2. If the teacher cannot get to the communication system, he/she should attempt to send a note out the door with a student. Do not take a chance if there is any doubt that the child will be seen exiting. If one is able to leave, he/she should crawl past any windows so as not to be seen.
3. Any teacher receiving the note from a student or other adult should immediately lock all doors, inform the office, and close the blinds.
4. If there is another teacher, adult, or student who can safely make a call, call the office at {insert phone number} or the administrator at {insert phone number}. The office's number should be visibly posted near phone.
5. Immediately brief the students to sit down and be quiet if you are faced with an intruder.
6. Try to obey all commands of the terrorist/intruder.
7. The office personnel upon receiving a "help" signal will verbally call for a lock down over the intercom. Teachers will immediately lock all outside doors including workroom doors and close the blinds. Students should assume the duck and cover position under their desks.
8. Office will immediately dial 911.
9. No one will evacuate the building unless instructed to do so by the principal or uniformed police officer.
10. Remain in your room until an "all clear" signal is given.
11. Any student finding himself or herself en route to a classroom from the bathroom, office, library, or another classroom needs to go to the nearest classroom or building. If the door is locked, he/she is to knock and loudly announce one's self.

Terrorist or Intruder Enters the Office

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

Terrorist or Intruder Appears on Campus During Recess

1. The teacher on yard duty who first notices an armed individual (gun, knife, or other dangerous weapon) on campus will signal other adults on the playground with four short blasts on a whistle. An adult will send a student to the closest classroom door to enter and ask the teacher inside to inform the office immediately.
2. The office will announce the intruder alert. All students and teachers in classrooms will react accordingly by assuming the duck and cover position.
3. Students on the playground hearing four short whistle blasts or hearing the Duck and Cover signal will look for the nearest teacher and follow instructions. Students need to be aware that four short whistle blasts designate a problem. If the intruder has a weapon but is not firing, teachers should exit students as quickly as possible via one of the escape routes in that particular duty area.
4. Teachers will go in the opposite direction of the intruder.
5. If an intruder arrives on the playground and starts firing shots, students and teachers should drop to the ground.
6. Teachers will need to keep an eye on the intruder at all times to determine what to do next. This type of a situation is unpredictable and unfortunately cannot be covered with pre-determined procedures. The main concern is to get as many students as possible off the playground and into a safe building.

SECTION 12 HOSTILE VISITOR

Domestic or Civil Disturbance

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

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

1. All teachers are to be at their lines directly after the final recess bell.
2. Teachers are expected to attend assemblies and sit with their classes.
3. Teachers and administrators are available if the need for control should arise before and after school.
4. The administration is aware of substitutes in the building and teachers in adjoining classrooms are available to assist substitutes in controlling students if the need should arise. Each substitute is provided with lesson plans by the teacher who is absent, whether by direct communication, previously prepared plans, or emergency plans on file in the office.
5. Teachers are asked to report the presence of any outsider they see to the administration.

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

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

Procedure to Deal with Civil Disturbances

Violent Person:

Teachers are to be notified by intercom to close and lock classrooms until the situation is cleared by the administration and/or police. The "duck and cover" drill will be initiated. Students located in the halls shall be moved to the nearest classroom as quickly as possible. While contact is made with law enforcement, one person (determined by the administration) may attempt to establish rapport

with the person, otherwise do not confront this person; contact the office immediately. The office will call 911. Administrators will inform the Superintendent.

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

Mob:

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

Unidentified Person(s) Taking Control:

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

SECTION 13 KIDNAPPING/ATTEMPTED KIDNAPPING

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

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

SECTION 14 MEDICAL EMERGENCY

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

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

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

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

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

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

First Aid Stations

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

Rescue

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

With a serious or critical injury, do the following:

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

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

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

With critical illness or injury, do the following:

1. Administer first aid to the extent possible.
2. Call 9-1-1 if the situation is life threatening or if the child is in need of immediate medical intervention.
3. Notify parents for their action and information.
4. Keep a record of time of injury, what first aid was administered and at what time.
5. Notify the superintendent's office.
6. Complete appropriate injury, illness, or insurance report promptly.
7. Keep a record of which students were sent to the hospital.

FIRST AID INSTRUCTIONS

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

Abdominal Pain

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

Artificial Respiration

1. Steps for mouth-to-mouth artificial respiration:
 - Clear airway

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

Bleeding

1. Apply direct pressure on the wound.
2. Elevate the wounded area if an arm or leg is bleeding.
3. Apply pressure on the supplying artery of the arm or leg if steps 1 and 2 do not stop bleeding.
4. Only as a last resort (if they will die without this), apply a tourniquet to stop the bleeding. Once applied, a tourniquet must be loosened or removed only by a doctor.

*Internal bleeding – Treat for shock

Bone Injuries

1. Dislocations: fingers, thumb, shoulder
Keep the part quiet. Immobilize shoulder with arm sling.
2. Fractures:
 - Signs of a closed fracture:
 1. Swelling
 2. Tenderness to touch
 3. Deformity
 4. Discoloration
 - Treatment (closed fracture - no bleeding or broken skin at wound)
 1. Keep broken bone ends from moving
 2. Keep adjacent joints from moving
 3. Treat for shock

- Treatment (open fracture - broken bone and broken skin)
 1. Do not move protruding bone end
 2. If bleeding, control bleeding by direct pressure on wound
 3. Treat the same as closed fracture after bleeding is controlled.
- 3. Sprains (injury to soft tissue around a joint)
 - Always immobilize
 - Elevate joint
 - Apply cold packs during first half hour
 - Treat the same as closed fractures
 - X-ray may be necessary

Breathing - Unconscious Person

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

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

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

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

Rescue Breathing:

1. Giving mouth-to-mouth rescue breathing to an adult:
 - a. Put your hand on the victim's forehead, pinching the nose shut with your fingers. Your other hand is lifting the victim's chin to maintain an open airway.
 - b. Place your mouth over the victim's, making a tight seal.
 - c. Breathe slowly and gently into the victim until you see the chest rise. Give 2 breaths, each lasting about 1½ seconds. Pause between breaths

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

Burns

1. Degrees:
 - Skin red (1st degree)
 - Blisters develop (2nd degree). Never break open blisters.
 - Deep tissue damage (3rd degree)
2. First Aid for thermal burns (1st and 2nd degree burns) to exclude air:
 - Submerge in cold water
 - Apply a cold pack
 - Cover with a thick dressing or plastic. (Do not use plastic on face.)
 - After using cold water or ice pack, cover burned area with a thick, dry, sterile dressing and bandage firmly to exclude air.
3. First Aid for 3rd degree burns:
 - Apply a thick, dry sterile dressing and bandage to keep out air.
 - If large area, wrap with a clean sheet or towel.

- Keep burned hands and feet elevated and get medical help immediately.
 - Treat the same as shock victim, giving fluids as indicated; warmth necessary.
4. First Aid for chemical burns
 - Wash chemical away with water.
 5. Acid burn to the eye (also alkali burns)
 - Wash eye thoroughly with a solution of baking soda (1 teaspoon per 8-ounce glass of water) or plain water for 5 minutes.
 - If victim is lying down, turn head to side. Hold the lid open and pour from inner corner outward. Make sure chemical isn't washed out onto the skin.
 - Have victim close the eye, place eye pad over lid, bandage and get medical help.

Choking (Heimlich Maneuver)

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

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

If the victim is on his back:

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

Convulsions or Seizures

1. Symptoms

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

These seizures are seldom dangerous, but they are frightening.

2. Causes

- Head injuries

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

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

Diabetics

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

Dog/Animal Bites

1. It is extremely important that the dog/animal be identified if the person bitten is to avoid rabies shots. Secure the animal, if possible without danger to yourself, with a leash, rope or in an enclosed area. If the animal cannot be contained, attempt to remember as much as possible about the animal's description so that animal control can make a thorough search of the area.
2. Attend to the wound by washing the area with water and soap for five minutes and bandage if possible. Inform parents and refer to the family physician.
3. Notify animal control center. Give description of the animal and name and address of the victim.
4. Complete the Report of Student Accident Form.
5. Notify school nurse so that information can be recorded in the pupil's health folder.

Ears

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

Electric Shock

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

Eyes

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

Fainting

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

Fracture

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

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

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

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

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

Frostbite

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

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

Head Injury

1. Symptoms

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

2. First Aid for Head Injuries:

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

Heart Attack

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

Nosebleeds

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

Pandemic Flu Plan

Seasonal Flu:

- Caused by influenza viruses that are closely related to viruses that have previously circulated; most people will have some immunity to it.
- Symptoms include fever, cough, runny nose and muscle pain.
- Complications such as pneumonia are most common in the very young and very old and may result in death.
- Vaccine is produced each season to protect people from the three influenza strains predicted to be most likely to cause illness.

Mild to Moderate Pandemic:

- Caused by new influenza virus that has not previously circulated and can be easily spread.

- It is likely most people will have no immunity to the new virus; it will likely cause illness in high numbers of people and more severe illness and deaths than seasonal influenza.
- Symptoms are similar to seasonal flu, but may be more severe and have more serious complications.
- Healthy adults may be at increased risk for serious complications.

Severe Pandemic:

- A severe strain causes more severe illness, results in a greater loss of life and has a greater impact on society.
- Workplace absenteeism could reach up to 40% due to people being ill themselves or caring for family members.

Measures to limit the spread of flu:

- Promote hand-washing/use of antibacterial wipes, cough hygiene via modeling by school staff.
- Cover nose and mouth with a tissue or upper arm if a tissue is not available
- Dispose of used tissue in a waste basket and wash hands after coughing, sneezing or blowing nose.
- Use warm water and soap or alcohol-based sanitizers to clean hands.
- Wash hands before eating or touching eyes, nose or mouth.

Encourage vaccination of staff and students for whom the flu vaccine is recommended.

Persons developing symptoms at school should be sent home as soon as possible and instructed not to return until well.

Social distancing:

In a pandemic, the risk of getting the flu is greatest when one has close contact with an infected person. Social distancing measures may include standing three feet apart when communicating, canceling outdoor recess, and monitoring hand washing after bathroom use and after sneezing/coughing/blowing nose. Wipe phones with antibacterial wipes after each use. Limit use of headphones, keyboards and any other shared items in the classroom – wipe with antibacterial wipes after each use.

Use a bacterial spray (such as Lysol) in the classroom twice daily.

Open windows if weather permits while room is occupied or when students leave the room for lunch. Consider possible school closure for a short amount of time early in the course of a community outbreak.

Consult www.pandemicflu.gov 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 4th will teach the *2nd Step* Character Education program weekly. Students in grade 3 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. Students in grade 6 will participate in the *Too Good for Violence* program through the Sacramento Children's Home Mental Health Services. Students in grade 4 will participate in "A Touch of Understanding", a program on disability awareness.
- 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) Select students will participate in the *Toolbox* program offered through ERMHS. These students will learn strategies that help them manage their emotions and learn social skills.
- 5) 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 one day training on the techniques used in peer mediation.
- 6) 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.

- 7) 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.
- 8) 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.
- 9) Computer Student Techs will be trained to assist in classrooms where a teacher may need assistance with his or 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. This includes the 10 radios that are used by our noon duty staff.

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>Patrick Muldoon</u>	Teacher	<u>Patrick Muldoon</u>
<u>Chris Miyazaki</u>	Secretary	<u>Chris Miyazaki</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)/R. Phillips (K)	130	Tahoe T
Hahn/Meier	132	Tahoe S
Popovich (TK)/Childers (K)	134	Bodega S
Warriner	135	Bodega C

1st Grade

Cassel	139	Trinidad T
Mailho	126	Bodega T
Weeks	138	Trinidad C
Yrigollen	140	Trinidad S

2nd Grade

Diab	175	Tule 5
Kennedy	165	Tule 0
Oswalt	171	Mission 3
Wilson	161	Tule 2

3rd Grade

Buttram	174	Mission 6
Oliver	172	Mission 4
Rayos del Sol	162	Tule 1
Stolfus	163	Tule 4

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
Miller	155	Shasta C
Valoria	157	Shasta T
Wojdac	156	Shasta S

6th Grade

Domach	144	Emerald S
M. Phillips	156	Emerald T
Ventitelli	145	Emerald C

Empty Classrooms

173	Mission 5	(Storage)
158	Tule 3	(Band)

Principal: Patty Spore 104

S. Kelly/RSP 169 Mission 1

Lead Teacher: Jill Warriner 105

T. Silverman/PIP 166 Drakes Bay 1

Abalone Cove 129

Nelipovich/ELL 146 San Francisco S

Kitchen 123

Young/Speech 168 Mission 0
(Mon. Wed. 1/2 day Fri.)

Library 124

Nichols/Psych 127
(Mon. Wed. 1/2 day Fri.)

Computer Lab 121

Buderer/Computer Workroom 164
Drakes Bay 2

PTA room Tule 3 158

C. Pullman (OT) Bodega T 136

Kirkland/ELL 136 Bodega T

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 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: _____

CASE NUMBER: _____

PLEASE PRINT OR TYPE

A. REPORTING PARTY	NAME OF INDICATED REPORTER		TITLE		MANDATED REPORTER CATEGORY			
	REPORTER'S BUSINESS/EMPLOYER NAME AND ADDRESS Street City Zip				DO INDICATED REPORTER WITHIN THE INCIDENT? YES NO			
	REPORTER'S TELEPHONE (AREA)		EXTENSION		TODAY'S DATE			
B. REPORT NOTIFICATION	<input type="checkbox"/> LAW ENFORCEMENT <input type="checkbox"/> COUNTY PROSECUTOR		ADDRESS					
	<input type="checkbox"/> COUNTY WELFARE / CPS (Child Protective Services)		CITY STATE ZIP					
	OFFICIAL CONTACTING TITLE				TELEPHONE ()			
C. VICTIM One report per victim	NAME (LAST FIRST MIDDLE)			BIRTHDATE OR APPROX. AGE		SEX	ETHNICITY	
	ADDRESS Street City Zip			TELEPHONE ()				
	PRESENT LOCATION OF VICTIM			SCHOOL		CLASS		GRADE
	<input type="checkbox"/> PHYSICALLY DISABLED (YES NO)	<input type="checkbox"/> DEVELOPMENTALLY DISABLED (YES NO)	<input type="checkbox"/> OTHER DISABILITY (SPECIFY)	PRESENT LANGUAGE SPOKEN IN HOME				
	<input type="checkbox"/> IN Foster Care	<input type="checkbox"/> YES	<input type="checkbox"/> NO	IF VICTIM IS IN OUT-OF-HOME CARE, LIST TYPE OF ACCIDENT CHECK TYPE OF CARE FOSTER CARE <input type="checkbox"/> CHILD CARE CENTER <input type="checkbox"/> FOSTER FAMILY HOME <input type="checkbox"/> NANNY / NURSE <input type="checkbox"/> GROUP HOME OR RESOLUTION <input type="checkbox"/> RELATIVE HOME		TYPE OF ABUSE (CHECK ONE OR MORE) <input type="checkbox"/> PHYSICAL <input type="checkbox"/> MEDICAL <input type="checkbox"/> SEXUAL <input type="checkbox"/> NEGLECT <input type="checkbox"/> OTHER (SPECIFY):		
	RELATIONSHIP TO SUSPECT			PHONES USED BY YES NO		DID THIS INCIDENT RESULT IN THE VICTIM'S DEATH? YES NO UNKNOWN		
D. INVOLVED PARTIES	VICTIM'S PARENTS							
	1. NAME BIRTHDATE SEX ETHNICITY	2. NAME BIRTHDATE SEX ETHNICITY						
	NAME (LAST FIRST MIDDLE)			BIRTHDATE OR APPROX. AGE		SEX	ETHNICITY	
	ADDRESS Street City Zip			HOME PHONE ()		BUSINESS PHONE ()		
	NAME (LAST FIRST MIDDLE)			BIRTHDATE OR APPROX. AGE		SEX	ETHNICITY	
	ADDRESS Street City Zip			HOME PHONE ()		BUSINESS PHONE ()		
	SUSPECT'S NAME (LAST FIRST MIDDLE)			BIRTHDATE OR APPROX. AGE		SEX	ETHNICITY	
	ADDRESS Street City Zip			TELEPHONE ()				
	OTHER RELEVANT INFORMATION							
	E. INCIDENT INFORMATION	IF APPLICABLE, ATTACH EXTRA SHEETS OR OTHER FORMS AND CHECK THIS BOX <input type="checkbox"/> IF FACTORS IN CASE INDICATE NUMBER _____						
DATE / TIME OF INCIDENT			PLACE OF INCIDENT					
BRIEF DESCRIPTION (This section includes the essential exposure circumstances pertinent to the statutory definition or post incident medical diagnosis, if any)								

SS 2267 (Rev. 2007)

DEFINITIONS AND INSTRUCTIONS ON REVERSE

DDHQI submit a copy of this form to the Department of Justice (DOJ). The investigating agency is required under Penal Code Section 11169 to submit to DOJ a Child Abuse Investigation Report Form SS 2263 if (1) a n 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

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: Business Department

Date: 01/06/2016

Action Item

To: Board of Trustees

Information Item

From: Jeanne Bess

Attached Page 1

SUBJECT:

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

The Governing board is asked to approve the attached payroll Orders for July 2015 through December 2015.

RECOMMENDATION: That the CJUSD Board of Trustees approve the District Payroll Orders for July 2015 through December 2015.

CONSENT AGENDA

DISTRICT PAYROLL-SUMMARIZED FOR FISCAL YEAR ENDING JUNE 30,2016

	REGULAR	VARIABLE	SPECIAL	TOTAL PAYROLL	#OF TRANSACTIONS
JULY	\$ 924,175.09	\$ 75,977.94		\$ 1,000,153.03	280
AUG	\$ 2,350,682.48	\$ 94,701.75		\$ 2,445,384.23	715
SEPT	\$ 2,356,894.49	\$ 123,106.60		\$ 2,480,001.09	771
OCT	\$ 2,382,976.30	\$ 94,057.11		\$ 2,477,033.41	774
NOV	\$ 2,378,917.29	\$ 156,054.60		\$ 2,534,971.89	811
DEC	\$ 608,031.56	\$ 89,845.43	\$ 427,605.72	\$ 1,125,482.71	1066
2-Jan	\$ 1,854,939.76			\$ 1,854,939.76	190
JAN				\$ -	
FEB				\$ -	
MARCH				\$ -	
APRIL				\$ -	
MAY				\$ -	
JUNE				\$ -	
SPECIAL				\$ -	

\$ 12,856,616.97	\$ 633,743.43	\$ 427,605.72	\$ 13,917,966.12	4607
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Center Joint Unified School District

		AGENDA REQUEST FOR:
Dept./Site:	Business Department	
Date:	December, 2015	Action Item
To:	Board of Trustees	Information Item
From:	Jeanne Bess	# Attached Pages <u>42</u>

SUBJECT: Supplemental Agenda – Commercial Warrant Registers
November 3 ,2015 \$299,317.16 , December 10, 2015 \$ 258,572.71
December 15 , 2015 \$368,338.23
The commercial warrant payments to vendors totals
\$ 926,228.10
RECOMMENDATION: That the CJUSD Board of Trustees approve the Supplemental Agenda – Vendor Warrants as presented

CONSENT AGENDA

Batch status: A All

From batch: 0038

To batch: 0038

Include Revolving Cash: Y

Include Address: N

81 CENTER UNIFIED SCHOOL DIST.
12-15-15

ACCOUNTS PAYABLE PRELIST
BATCH: 0038 12-15-15
FUND : 01 GENERAL FUND

J2042 APY500 H.02.05 12/15/15 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		

010002/00	ALDAR ACADEMY							
948	PO-160836	12/15/2015 NOV		1	01-6500-0-5800-102-5750-1180-002-000	NN P	4,204.42	4,204.42
				TOTAL PAYMENT AMOUNT				4,204.42
010669/00	ALHAMBRA & SIERRA SPRINGS							
420	PO-160427	12/15/2015 14871405120415		1	01-6500-0-4300-102-5001-2700-002-000	NN P	50.23	50.23
				TOTAL PAYMENT AMOUNT				50.23
017075/00	AMERICAN RIVER SPEECH INC.		680337110					
950	PO-160838	12/15/2015 NOV		1	01-6500-0-5800-102-5750-1180-002-000	NN P	4,720.05	4,720.05
				TOTAL PAYMENT AMOUNT				4,720.05
021669/00	BAIONI, RON							
1540	PO-161367	12/15/2015 REIMB		2	01-3010-0-4300-371-0000-2700-012-000	NN F	47.78	47.78
1540	PO-161367	12/15/2015 REIMB		1	01-3010-0-4300-371-1110-1000-012-000	NN F	17.16	17.16
1540	PO-161367	12/15/2015 REIMB		3	01-3010-0-5901-371-0000-2700-012-000	NN F	24.14	24.14
				TOTAL PAYMENT AMOUNT				89.08
015718/00	BASIC PACIFIC							
	PV-161046	12/14/2015 DEC 31&JAN4			01-0000-0-9552-000-0000-0000-000-000	NN		4,115.30
				TOTAL PAYMENT AMOUNT				4,115.30
021235/00	BECKER, LEE ANN							
354	PO-160327	12/15/2015 NOV		1	01-0000-0-5210-102-0000-3140-003-000	NN P	45.89	45.89
				TOTAL PAYMENT AMOUNT				45.89
021678/00	CAPITOL ACADEMY							
1018	PO-160901	12/15/2015 785		1	01-6500-0-5800-102-5750-1180-002-000	NN P	800.00	800.00
1018	PO-160901	12/15/2015 774		1	01-6500-0-5800-102-5750-1180-002-000	NN P	8,700.00	8,700.00
				TOTAL PAYMENT AMOUNT				9,500.00

81 CENTER UNIFIED SCHOOL DIST.
12-15-15

ACCOUNTS PAYABLE PRELIST
BATCH: 0038 12-15-15
FUND : 01 GENERAL FUND

J2042 APY500 H.02.05 12/15/15 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	

021036/00	CCHAT CENTER								
951 PO-160839	12/15/2015	center11-15		1	01-6500-0-5800-102-5750-1180-002-000	NN P	2,289.96	2,289.96	
TOTAL PAYMENT AMOUNT								2,289.96	2,289.96
021051/00	CHILD ABUSE PREVENTION COUNCIL								
1553 PO-161371	12/15/2015	8490-787		1	01-5640-0-5800-601-9728-1000-017-000	NN F	2,024.57	2,024.57	
TOTAL PAYMENT AMOUNT								2,024.57	2,024.57
013928/00	CINTAS LOCATION 622								
189 PO-160177	12/15/2015	622586386		1	01-0000-0-5800-111-0000-8200-007-000	NN P	178.07	178.07	
TOTAL PAYMENT AMOUNT								178.07	178.07
010177/00	DAY, CHRIS								
1538 PO-161361	12/15/2015	PAROLL		1	01-6500-0-5800-102-5750-1180-002-000	NN F	1,715.98	1,715.98	
TOTAL PAYMENT AMOUNT								1,715.98	1,715.98
018507/00	DILES, JACQUELYN								
644 PO-160580	12/15/2015	NOV-DEC		1	01-0000-0-5210-105-0000-7200-005-000	NN P	39.05	39.05	
TOTAL PAYMENT AMOUNT								39.05	39.05
022135/00	GRAY, JOHN OR YOLANDA								
1554 PO-161366	12/15/2015	REFUND		1	01-0000-0-4200-103-0000-2420-003-236	NN F	8.00	8.00	
TOTAL PAYMENT AMOUNT								8.00	8.00
017718/00	GUIDING HANDS INC.								
933 PO-160813	12/15/2015	3269		1	01-6500-0-5800-102-5750-1180-002-000	NN P	225.00	225.00	
933 PO-160813	12/15/2015	3278		1	01-6500-0-5800-102-5750-1180-002-000	NN P	50.00	50.00	
933 PO-160813	12/15/2015	3248		1	01-6500-0-5800-102-5750-1180-002-000	NN P	5,287.04	5,287.04	
TOTAL PAYMENT AMOUNT								5,562.04	5,562.04

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				
021789/00	JABBERGYM INC						
1170 PO-161040	12/15/2015	6554	1 01-6500-0-5800-102-5750-1180-002-000 NN P			190.00	190.00
TOTAL PAYMENT AMOUNT						190.00 *	190.00
010355/00	KAISER FOUNDATION HEALTH PLAN						
PV-161045	12/14/2015	JANUARY	01-0000-0-9552-000-0000-0000-000-000 NN				170,526.03
TOTAL PAYMENT AMOUNT						170,526.03 *	170,526.03
019801/00	KIRKLAND, ROSINA						
1185 PO-161044	12/15/2015	NOV	1 01-0000-0-5210-103-0000-2110-003-000 NN P			31.39	31.39
TOTAL PAYMENT AMOUNT						31.39 *	31.39
017726/00	LOS ANGELES FREIGHTLINER						
105 PO-160100	12/15/2015	BN72693	1 01-0000-0-4300-112-0000-3600-007-000 NN P			62.32	62.32
TOTAL PAYMENT AMOUNT						62.32 *	62.32
015787/00	O'REILLY AUTO PARTS						
111 PO-160106	12/15/2015	3558364404	1 01-0000-0-4300-112-0000-3600-007-000 NN P			69.01	69.01
111 PO-160106	12/15/2015	3558364620	1 01-0000-0-4300-112-0000-3600-007-000 NN P			59.78	59.78
111 PO-160106	12/15/2015	364717-363926	1 01-0000-0-4300-112-0000-3600-007-000 NN P			32.76	32.76
111 PO-160106	12/15/2015	364729	1 01-0000-0-4300-112-0000-3600-007-000 NN P			57.54	57.54
111 PO-160106	12/15/2015	3558365006	1 01-0000-0-4300-112-0000-3600-007-000 NN P			113.40	113.40
111 PO-160106	12/15/2015	3558365633	1 01-0000-0-4300-112-0000-3600-007-000 NN P			41.34	41.34
111 PO-160106	12/15/2015	3558365707	1 01-0000-0-4300-112-0000-3600-007-000 NN P			107.51	107.51
111 PO-160106	12/15/2015	3558366004	1 01-0000-0-4300-112-0000-3600-007-000 NN P			29.89	29.89
111 PO-160106	12/15/2015	3558366048	1 01-0000-0-4300-112-0000-3600-007-000 NN P			9.27	9.27
111 PO-160106	12/15/2015	3558366068	1 01-0000-0-4300-112-0000-3600-007-000 NN P			46.25	46.25
111 PO-160106	12/15/2015	3558366204	1 01-0000-0-4300-112-0000-3600-007-000 NN P			991.22	991.22
111 PO-160106	12/15/2015	3558366888	1 01-0000-0-4300-112-0000-3600-007-000 NN P			6.47	6.47
111 PO-160106	12/15/2015	3558366896	1 01-0000-0-4300-112-0000-3600-007-000 NN P			6.77	6.77
111 PO-160106	12/15/2015	3558367901	1 01-0000-0-4300-112-0000-3600-007-000 NN P			37.34	37.34
111 PO-160106	12/15/2015	3558367928	1 01-0000-0-4300-112-0000-3600-007-000 NN P			21.48	21.48
TOTAL PAYMENT AMOUNT						1,630.03 *	1,630.03

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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		

011822/00	OLARIU, STEFAN						
1541 PO-161363	12/15/2015	TRIP 812	1	01-0000-0-5800-112-0000-3600-007-000	NN P	12.89	12.89
1541 PO-161363	12/15/2015	TRIP 770	1	01-0000-0-5800-112-0000-3600-007-000	NN P	13.03	13.03
1541 PO-161363	12/15/2015	TRIP754	1	01-0000-0-5800-112-0000-3600-007-000	NN P	8.59	8.59
TOTAL PAYMENT AMOUNT						34.51 *	34.51
011345/00	PLACER LEARNING CENTER						
559 PO-160703	12/15/2015	NOV	1	01-6500-0-5800-102-5750-1180-002-000	NN P	9,041.80	9,041.80
TOTAL PAYMENT AMOUNT						9,041.80 *	9,041.80
014069/00	PLATT ELECTRIC SUPPLY INC						
1120 PO-160985	12/15/2015	I293935-I276396	1	01-8150-0-4300-106-0000-8110-007-000	NN F	16,642.58	145.33
TOTAL PAYMENT AMOUNT						145.33 *	145.33
021401/00	PRACTI-CAL INC						
623 PO-160553	12/15/2015	32843	1	01-5640-0-5800-103-0000-3140-003-000	NN P	2,332.87	2,332.87
TOTAL PAYMENT AMOUNT						2,332.87 *	2,332.87
010279/00	SARGENT-WELCH LLC						
632 PO-160559	12/15/2015	8042603572	1	01-6382-0-4300-472-1110-1000-014-000	NN F	303.50	115.32
TOTAL PAYMENT AMOUNT						115.32 *	115.32
010373/00	SCHOOLS INSURANCE AUTHORITY						
686 PO-160611	12/15/2015	2016-USTKAM.13	1	01-0000-0-5800-112-0000-3600-007-000	NN P	150.00	150.00
1537 PO-161360	12/15/2015	WCADJ2016-005	1	01-0000-0-9558-000-0000-0000-000-000	NN F	22,823.00	22,823.00
TOTAL PAYMENT AMOUNT						22,973.00 *	22,973.00
014558/00	SPURR						
166 PO-160151	12/15/2016	569651	1	01-0000-0-5520-106-0000-8110-007-000	NN P	1,838.18	1,838.18
TOTAL PAYMENT AMOUNT						1,838.18 *	1,838.18

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Vendor/Addr Req Reference	Remit name Date	Description	Tax ID num	Deposit type	ABA num	Account num	Liq Amt	Net Amount						
			FD	RESO	P	OBJE	SIT	GOAL	FUNC	RES	DEP	T9MP		
020465/00	SUPPORTED LIFE	INSTITUTE												
1536 PO-161364	12/15/2015	11/9		1	01-6500-0-5800-102-5750-1180-002-000	NN P	193.50	193.50						
TOTAL PAYMENT AMOUNT								193.50 *						193.50
019803/00	TECHLINE STUDIO													
840 PO-160739	12/15/2015	S32789		1	01-7220-0-4300-472-1110-1000-014-000	NN F	353.17	353.17						
TOTAL PAYMENT AMOUNT								353.17 *						353.17
014079/00	THYSSENKRUPP ELEVATOR CORP													
554 PO-160493	12/15/2015	3002239447		1	01-8150-0-5800-106-0000-8110-007-000	NN F	121.26	962.56						962.56
TOTAL PAYMENT AMOUNT								962.56 *						962.56
015191/00	WACHOB, CYNTHIA													
352 PO-160325	12/15/2015	NOV MILEAGE		1	01-6500-0-5210-102-5060-2110-002-000	NN P	130.53	130.53						
TOTAL PAYMENT AMOUNT								130.53 *						130.53
022221/00	WESTERN HEALTH ADVANTAGE													
PV-161047	12/14/2015	JANUARY			01-0000-0-9552-000-0000-0000-000-000	NN		115,684.58						115,684.58
TOTAL PAYMENT AMOUNT								115,684.58 *						115,684.58
TOTAL FUND PAYMENT								360,787.76 **						360,787.76

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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		
021080/00	GOLD STAR FOODS INC						
130 PO-160124	12/15/2015	1533557	1	13-5310-0-4700-108-0000-3700-007-000	NN P	376.94	376.94
130 PO-160124	12/15/2015	1530792	1	13-5310-0-4700-108-0000-3700-007-000	NN P	7,173.53	7,173.53
TOTAL PAYMENT AMOUNT						7,550.47 *	7,550.47
TOTAL FUND PAYMENT						7,550.47 **	7,550.47
TOTAL BATCH PAYMENT						368,338.23 ***	368,338.23
TOTAL DISTRICT PAYMENT						368,338.23 ****	368,338.23
TOTAL FOR ALL DISTRICTS:						368,338.23 ****	368,338.23

Number of warrants to be printed: 32, not counting voids due to stub overflows.

Batch status: A All

From batch: 0037

To batch: 0037

Include Revolving Cash: Y

Include Address: N

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Vendor/Addr Req Reference	Remit name Date	Description	Tax ID num	Deposit type FD RESO P OBJE SIT GOAL FUNC RES DEP T9MP	ABA num	Account num	Liq Amt	Net Amount
018839/00	ACADEMIC INNOVATIONS LLC							
1516 PO-161342	12/10/2015	in01275656		1 01-0000-0-4200-472-1110-1000-014-000 NN F			107.15	107.15
				TOTAL PAYMENT AMOUNT				107.15
013985/00	ALL DIESEL ELECTRIC INC.							
168 PO-160153	12/10/2015	10717		1 01-0000-0-4300-112-0000-3600-007-000 NN P			145.80	145.80
				TOTAL PAYMENT AMOUNT				145.80
021763/00	ALL STAR RENTS		342027888					
49 PO-160051	12/10/2015	562717-10		1 01-8150-0-4300-106-0000-8110-007-000 NN P			186.95	186.95
				TOTAL PAYMENT AMOUNT				186.95
011617/00	AMADOR STAGE LINES							
1533 PO-161357	12/10/2015	61047		1 01-0000-0-5810-472-0000-2700-014-960 NN F			1,840.65	1,840.65
				TOTAL PAYMENT AMOUNT				1,840.65
010400/00	AT&T							
160 PO-160146	12/10/2015	81008413		1 01-0000-0-5902-106-0000-8110-007-000 NN P			9.40	9.40
				TOTAL PAYMENT AMOUNT				9.40
021604/00	ATLAS DISPOSAL INDUSTRIES							
152 PO-160139	12/10/2015	01-1494000		1 01-0000-0-5550-106-0000-8110-007-000 NN P			241.07	241.07
152 PO-160139	12/10/2015	01-1493970		1 01-0000-0-5550-106-0000-8110-007-000 NN P			568.65	568.65
152 PO-160139	12/10/2015	01-1493990		1 01-0000-0-5550-106-0000-8110-007-000 NN P			595.45	595.45
152 PO-160139	12/10/2015	0110310		1 01-0000-0-5550-106-0000-8110-007-000 NN P			168.05	168.05
152 PO-160139	10/12/2015	01149398		1 01-0000-0-5550-106-0000-8110-007-000 NN P			1,142.22	1,142.22
152 PO-160139	12/10/2015	01-1494040		1 01-0000-0-5550-106-0000-8110-007-000 NN P			255.31	255.31
152 PO-160139	12/10/2015	01-1494020		1 01-0000-0-5550-106-0000-8110-007-000 NN P			378.85	378.85
152 PO-160139	12/10/2015	01-1494030		1 01-0000-0-5550-106-0000-8110-007-000 NN P			500.77	500.77
				TOTAL PAYMENT AMOUNT				3,850.37

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Vendor/Addr Req Reference	Remit name Date	Description	Tax ID num	Deposit type	ABA num	Account num	Liq Amt	Net Amount
				FD RESO P OBJE SIT GOAL FUNC	RES DEP T9MP			

019504/00	B & H PHOTO-VIDEO							
1354 PO-161190	12/10/2015	102862075		1	01-6500-0-4400-102-5001-2700-002-000	YN F	136.07	125.99
1429 PO-161265	12/10/2015	103228833		1	01-8150-0-4400-106-0000-8110-007-000	YN F	582.12	539.00
TOTAL PAYMENT AMOUNT							664.99 *	664.99
TOTAL USE TAX AMOUNT							53.20	
017561/00	BAIONI, KIM							
1521 PO-161340	12/10/2015	REIMB ER		1	01-1400-0-3403-475-3200-1000-000-000	NN F	50.00	50.00
TOTAL PAYMENT AMOUNT							50.00 *	50.00
021669/00	BAIONI, RON							
1520 PO-161346	12/10/2015	REIMB SHIPPING		1	01-3010-0-5901-371-0000-2700-012-000	NN F	33.37	33.37
TOTAL PAYMENT AMOUNT							33.37 *	33.37
019075/00	BRIGHT FUTURES THERAPY							
932 PO-160812	12/10/2015	3271		1	01-6500-0-5800-102-5750-1180-002-000	NN F	7,718.00	7,718.00
1518 PO-161344	12/10/2015	3271		1	01-6500-0-5800-102-5750-1180-002-000	NN P	5,722.00	5,722.00
TOTAL PAYMENT AMOUNT							13,440.00 *	13,440.00
010575/00	CAPITOL CLUTCH & BRAKE INC.							
106 PO-160101	12/10/2015	1384912		1	01-0000-0-4300-112-0000-3600-007-000	NN P	718.85	718.85
106 PO-160101	12/10/2015	1385923		1	01-0000-0-4300-112-0000-3600-007-000	NN P	280.58	280.58
106 PO-160101	12/10/2015	1386261		1	01-0000-0-4300-112-0000-3600-007-000	NN P	521.86	521.86
TOTAL PAYMENT AMOUNT							1,521.29 *	1,521.29
017639/00	CDT INC.							
210 PO-160198	12/10/2015	41602		1	01-0000-0-5800-110-0000-7200-004-000	NN P	162.00	162.00
TOTAL PAYMENT AMOUNT							162.00 *	162.00
020305/00	CDW GOVERNMENT INC.							
1424 PO-161258	12/10/2015	bgr4767		1	01-0000-0-4400-110-0000-7200-004-000	YN F	81.86	75.80
1466 PO-161294	12/10/2015	BJP3038		1	01-0000-0-4300-115-0000-7700-007-000	NN F	81.00	75.00
TOTAL PAYMENT AMOUNT							150.80 *	150.80
TOTAL USE TAX AMOUNT							6.06	

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Vendor/Addr Req Reference	Remit name Date	Description	Tax ID num	Deposit type FD RESO P OBJE SIT GOAL FUNC RES DEP T9MP	ABA num	Account num	Liq Amt	Net Amount	
018180/00	CITRUS HEIGHTS SAW & MOWER								
88 PO-160082	12/10/2015	329677		1 01-0000-0-4300-106-0000-8110-007-000 NN P			149.48	149.48	
88 PO-160082	12/10/2015	328862		1 01-0000-0-4300-106-0000-8110-007-000 NN F			64.43	193.23	
TOTAL PAYMENT AMOUNT								342.71 *	342.71
016761/00	CPM EDUCATIONAL PROGRAM								
PV-161040	12/08/2015	1508706-IN		01-0037-0-4100-103-1110-1000-003-000 NN				63.73	
TOTAL PAYMENT AMOUNT								63.73 *	63.73
018277/00	EASTER SEAL SOCIETY OF CA. INC								
952 PO-160840	12/10/2015	OCT		1 01-6500-0-5800-102-5750-1180-002-000 NN P			1,968.75	1,968.75	
TOTAL PAYMENT AMOUNT								1,968.75 *	1,968.75
010336/00	ECOTECH PEST MANAGEMENT INC								
171 PO-160155	12/10/2015	9432		1 01-0000-0-5500-106-0000-8110-007-000 NN P			712.00	712.00	
TOTAL PAYMENT AMOUNT								712.00 *	712.00
018986/00	EREFLECT PTY LTD								
1506 PO-161330	12/10/2015	Q1500090		1 01-0000-0-5800-472-1215-1000-014-000 NN F			800.00	800.00	
TOTAL PAYMENT AMOUNT								800.00 *	800.00
022347/00	GIVE SOMETHING BACK								
706 PO-160628	12/10/2015	IN0409446		1 01-0000-0-4300-472-1260-1000-014-000 NN P			83.13	83.13	
706 PO-160628	12/10/2015	0413513-CM020958		1 01-0000-0-4300-472-1260-1000-014-000 NN F			0.01	7.56	
800 PO-160698	12/10/2015	0414518-CM021163		1 01-0000-0-4300-110-0000-7200-004-000 NN P			138.50	138.50	
800 PO-160698	12/10/2015	0417795		1 01-0000-0-4300-110-0000-7200-004-000 NN F			425.50	388.79	
1133 PO-160990	12/10/2015	IN-0427580		1 01-0000-0-4300-475-3200-2700-015-000 NN F			79.90	79.90	
1276 PO-161121	12/10/2015	0433828		1 01-0000-0-4300-105-0000-7200-005-000 NN P			870.95	870.95	
1276 PO-161121	12/10/2015	0437820		1 01-0000-0-4300-105-0000-7200-005-000 NN P			479.05	479.05	
1276 PO-161121	12/10/2015	0435162		1 01-0000-0-4300-105-0000-7200-005-000 NN F			261.05	261.04	
1438 PO-161273	12/10/2015	IN-0444186		1 01-6300-0-4300-472-1110-1000-014-000 NN F			139.03	139.05	
1440 PO-161275	12/10/2015	IN-0444185		1 01-0000-0-4300-472-1251-1000-014-000 NN F			115.07	115.05	
1483 PO-161313	12/10/2015	0445886		1 01-0000-0-4300-103-0000-7200-003-000 NN F			98.27	98.27	
TOTAL PAYMENT AMOUNT								2,661.29 *	2,661.29

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Vendor/Addr	Remit name	Tax ID num	Deposit type	ABA num	Account num	Liq Amt	Net Amount
Req Reference	Date	Description	FD RESO P OBJE SIT GOAL FUNC RES DEP T9MP				
017618/00	GOPHER SPORT						
1375 PO-161215	12/10/2015	9078686	1 01-0000-0-4300-238-1110-1000-010-000 NN F			363.54	363.54
			TOTAL PAYMENT AMOUNT	363.54 *			363.54
014466/00	HAYES, TRACY						
1519 PO-161345	12/10/2015	REIMB	1 01-6300-0-4300-371-1110-1000-012-000 NN F			31.65	31.65
			TOTAL PAYMENT AMOUNT	31.65 *			31.65
016176/00	IDVILLE						
1372 PO-161213	12/10/2015	2967463	1 01-0000-0-4300-110-0000-7200-004-000 NN F			25.92	32.50
			TOTAL PAYMENT AMOUNT	32.50 *			32.50
016795/00	KOSCHEKA, MICHELE						
1522 PO-161347	12/10/2015	REIMB	1 01-0000-0-4300-371-0000-2700-012-000 NN F			107.49	107.49
			TOTAL PAYMENT AMOUNT	107.49 *			107.49
017726/00	LOS ANGELES FREIGHTLINER						
105 PO-160100	12/10/2015	BN72359	1 01-0000-0-4300-112-0000-3600-007-000 NN P			760.16	760.16
105 PO-160100	12/10/2015	BN72500	1 01-0000-0-4300-112-0000-3600-007-000 NN P			23.32	23.32
			TOTAL PAYMENT AMOUNT	783.48 *			783.48
014651/00	MARANON, ISABELLA						
1532 PO-161356	12/10/2015	INV #1	1 01-0000-0-5800-112-0000-3600-007-000 NY F			1,875.00	1,875.00
			TOTAL PAYMENT AMOUNT	1,875.00 *			1,875.00
022406/00	MAXIM HEALTHCARE SERVICES INC						
972 PO-160861	12/10/2015	3711290262	1 01-0000-0-5800-102-0000-3140-003-000 NN P			423.20	423.20
			TOTAL PAYMENT AMOUNT	423.20 *			423.20

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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				
016993/00	MCGRAW HILL SCHOOL EDUCATION						
PV-161043	12/09/2015	89560729001					
			01-0037-0-4100-103-1110-1000-003-000 NN			80.15	80.15
			TOTAL PAYMENT AMOUNT	80.15 *			80.15
019059/00	MILLENNIUM TERMITE & PEST						
165 PO-160150	12/10/2015	TR-71099	1 01-0000-0-5500-106-0000-8110-007-000 NN P			91.00	91.00
165 PO-160150	12/10/2015	TR72628	1 01-0000-0-5500-106-0000-8110-007-000 NN P			57.00	57.00
165 PO-160150	12/10/2015	TR72628	1 01-0000-0-5500-106-0000-8110-007-000 NN P			59.00	59.00
			TOTAL PAYMENT AMOUNT	207.00 *			207.00
017315/00	NAPA AUTO PARTS - GENUINE AUTO						
109 PO-160104	12/10/2015	036282	1 01-0000-0-4300-112-0000-3600-007-000 NN P			42.76	42.76
			TOTAL PAYMENT AMOUNT	42.76 *			42.76
010253/00	NCS PEARSON INC						
1294 PO-161183	12/10/2015	10470644	1 01-6500-0-4300-102-5001-3120-002-000 NN F			2,635.67	2,274.88
			TOTAL PAYMENT AMOUNT	2,274.88 *			2,274.88
017576/00	OFFICE DEPOT/BUS.SERVICES DIV						
1407 PO-161246	12/10/2015	809681277001	1 01-0000-0-4300-371-0000-2700-012-000 NN F			74.71	74.37
1417 PO-161253	12/10/2015	809682235001	1 01-6500-0-4300-102-5770-1110-002-000 NN F			80.97	76.92
1433 PO-161268	12/10/2015	809684081001	1 01-6300-0-4300-238-1110-1000-010-000 NN F			147.48	147.48
1460 PO-161291	12/10/2015	809998642001	1 01-0000-0-4300-238-1110-1000-010-000 NN F			223.06	247.08
			TOTAL PAYMENT AMOUNT	545.85 *			545.85
018516/00	PAR						
1289 PO-161140	12/10/2015	731797-1	1 01-6500-0-4300-102-5001-3120-002-000 NN F			1,277.21	1,182.60
			TOTAL PAYMENT AMOUNT	1,182.60 *			1,182.60
021249/00	PERRY, HEATHER						
1502 PO-161328	12/10/2015	NOV	1 01-6500-0-5211-102-5001-2700-002-000 NN F			20.13	20.13
			TOTAL PAYMENT AMOUNT	20.13 *			20.13

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ACCOUNTS PAYABLE PRELIST
BATCH: 0037 12-10-15
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				
014069/00	PLATT ELECTRIC SUPPLY INC						
1120 PO-160985	12/10/2015	I218043	1 01-8150-0-4300-106-0000-8110-007-000 NN P			58.32	58.32
1120 PO-160985	12/10/2015	I1887221	1 01-8150-0-4300-106-0000-8110-007-000 NN P			145.32	145.32
1120 PO-160985	12/10/2015	I197962	1 01-8150-0-4300-106-0000-8110-007-000 NN P			318.78	318.78
1120 PO-160985	12/10/2015	I275551-269982	1 01-8150-0-4300-106-0000-8110-007-000 NN P			113.98	113.98
TOTAL PAYMENT AMOUNT				636.40 *			636.40
017339/00	PORTER ATHLETIC						
1377 PO-161216	12/10/2015	259936	1 01-8150-0-4300-106-0000-8110-007-000 NN F			81.58	81.58
TOTAL PAYMENT AMOUNT				81.58 *			81.58
022525/00	POST-IT LLC						
801 PO-160699	12/10/2015	OCT	1 01-0000-0-5200-110-0000-7200-004-000 NN F			140.00	160.00
TOTAL PAYMENT AMOUNT				160.00 *			160.00
017245/00	PRECISION DATA PRODUCTS INC.						
1443 PO-161278	12/10/2015	2107	1 01-6500-0-4300-102-5770-1120-002-000 NN F			122.04	122.24
TOTAL PAYMENT AMOUNT				122.24 *			122.24
021194/00	PRUDENTIAL OVERALL SUPPLY INC						
119 PO-160114	12/10/2015	180233153	1 01-0000-0-5600-112-0000-3600-007-000 NN P			60.99	60.99
TOTAL PAYMENT AMOUNT				60.99 *			60.99
020781/00	PTM DOCUMENT SYSTEMS						
1090 PO-160957	12/10/2015	34541	1 01-0000-0-4300-105-0000-7200-005-000 NN F			468.62	240.82
TOTAL PAYMENT AMOUNT				240.82 *			240.82
020456/00	RAMIREZ, DULCE						
1507 PO-161331	12/10/2015	REIMB	1 01-6382-0-5200-472-1110-1000-014-000 NN F			13.91	13.91
TOTAL PAYMENT AMOUNT				13.91 *			13.91

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ACCOUNTS PAYABLE PRELIST
BATCH: 0037 12-10-15
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		

011238/00	RELIABLE TIRE						
112 PO-160107	12/10/2015	132218-CREDIT	1	01-0000-0-4300-112-0000-3600-007-000	NN P	2,613.86	2,613.86
112 PO-160107	12/10/2015	132509	1	01-0000-0-4300-112-0000-3600-007-000	NN P	1,271.42	1,271.42
112 PO-160107	12/10/2015	132543	1	01-0000-0-4300-112-0000-3600-007-000	NN P	70.00	70.00
TOTAL PAYMENT AMOUNT						3,955.28 *	3,955.28
010627/00	RIVERVIEW INTERNATIONAL TRUCKS						
113 PO-160108	12/10/2015	881556	1	01-0000-0-4300-112-0000-3600-007-000	NN P	213.06	213.06
TOTAL PAYMENT AMOUNT						213.06 *	213.06
010552/00	SAC VAL JANITORIAL						
69 PO-160068	12/10/2015	10165344	1	01-0000-0-9320-000-0000-0000-000-000	NN P	194.92	194.92
71 PO-160096	12/10/2015	10165336	1	01-0000-0-4300-111-0000-8200-007-000	NN P	187.19	187.19
71 PO-160096	12/10/2015	10165680	1	01-0000-0-4300-111-0000-8200-007-000	NN P	430.38	430.38
71 PO-160096	12/10/2015	10166314	1	01-0000-0-4300-111-0000-8200-007-000	NN P	651.89	651.89
71 PO-160096	12/10/2015	10166811	1	01-0000-0-4300-111-0000-8200-007-000	NN P	445.35	445.35
1477 PO-161306	12/10/2015	10165683	1	01-0000-0-4300-111-0000-8200-007-000	NN P	539.95	539.95
TOTAL PAYMENT AMOUNT						2,449.68 *	2,449.68
013973/00	SAMBA SAFETY						
114 PO-160109	12/10/2015	6137-201511	1	01-0000-0-5800-112-0000-3600-007-000	NN P	54.21	54.21
TOTAL PAYMENT AMOUNT						54.21 *	54.21
020981/00	SAVE MART SUPERMARKETS						
557 PO-160494	12/10/2015	2296110	1	01-6500-0-4300-102-5750-1110-002-000	NN P	4.06	4.06
557 PO-160494	12/10/2015	2295666	1	01-6500-0-4300-102-5750-1110-002-000	NN P	17.00	17.00
TOTAL PAYMENT AMOUNT						21.06 *	21.06
022436/00	SCHOOL INNOVATIONS &						
40 PO-160037	12/10/2015	0134706-in	1	01-0000-0-5800-105-0000-7200-005-000	NN F	5,000.00	5,000.00
TOTAL PAYMENT AMOUNT						5,000.00 *	5,000.00

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ACCOUNTS PAYABLE PRELIST
BATCH: 0037 12-10-15
FUND : 01 GENERAL FUND

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Vendor/Addr Reg Reference	Remit name Date	Description	Tax ID num	Deposit type FD RESO P	Obj	ABA num SIT GOAL FUNC	Account num RES DEP T9MP	Liq Amt	Net Amount
018385/00	SCHOOL NURSE SUPPLY INC.								
1414 PO-161251	12/10/2015	0557221-IN		1		01-0000-0-4300-102-0000-3140-003-000	NN F	837.76	832.35
									TOTAL PAYMENT AMOUNT 832.35 *
011500/00	SCHOOLS INSURANCE AUTHORITY								
PV-161042	12/09/2015	DECEMBER				01-0000-0-9552-000-0000-0000-000-000	NN		48,155.34
									TOTAL PAYMENT AMOUNT 48,155.34 *
017106/00	SCHOOLS INSURANCE AUTHORITY								
PV-161041	12/08/2015	DECEMBER				01-0000-0-9552-000-0000-0000-000-000	NN		7,400.57
									TOTAL PAYMENT AMOUNT 7,400.57 *
020811/00	SHRED-IT USA LLC								
1085 PO-160951	12/10/2015	9408241781		1		01-0000-0-5800-371-0000-2700-012-000	NN P	36.57	36.57
									TOTAL PAYMENT AMOUNT 36.57 *
017883/00	SIMPLEXGRINNELL LP								
274 PO-160251	12/10/2015	78242331		2		01-8150-0-4300-106-0000-8110-007-000	NN P	170.47	170.47
274 PO-160251	12/10/2015	78242307		2		01-8150-0-4300-106-0000-8110-007-000	NN P	170.47	170.47
274 PO-160251	12/10/2015	78244132		2		01-8150-0-4300-106-0000-8110-007-000	NN P	170.47	170.47
									TOTAL PAYMENT AMOUNT 511.41 *
014079/00	THYSSENKRUPP ELEVATOR CORP								
554 PO-160493	12/10/2015	3002239654		1		01-8150-0-5800-106-0000-8110-007-000	NN P	261.84	261.84
									TOTAL PAYMENT AMOUNT 261.84 *
018567/00	TRULITE GLASS & ALUMINUM SOL.								
70 PO-160069	12/10/2015	166947		1		01-8150-0-4300-106-0000-8110-007-000	NN P	143.28	143.28
									TOTAL PAYMENT AMOUNT 143.28 *

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ACCOUNTS PAYABLE PRELIST
BATCH: 0037 12-10-15
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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				

016370/00	TWIN RIVERS UNIFIED SCH DIST						
929 PO-160811	12/10/2015	160887	1 01-0000-0-5801-105-0000-8300-005-000 NN P			11,833.33	11,833.33
			TOTAL PAYMENT AMOUNT	11,833.33 *			11,833.33
011190/00	UNIVERSAL SPECIALTIES INC						
1099 PO-160966	12/10/2015	71640	1 01-8150-0-4300-106-0000-8110-007-000 NN P			253.34	253.34
1099 PO-160966	12/10/2015	71693	1 01-8150-0-4300-106-0000-8110-007-000 NN P			380.05	380.05
			TOTAL PAYMENT AMOUNT	633.39 *			633.39
022179/00	US HEALTHWORKS						
213 PO-160201	12/10/2015	2815291-CA	1 01-0000-0-5800-110-0000-7200-004-000 NN P			99.00	99.00
213 PO-160201	12/10/2015	2811763-CA	1 01-0000-0-5800-110-0000-7200-004-000 NN P			99.00	99.00
			TOTAL PAYMENT AMOUNT	198.00 *			198.00
014900/00	VU, KIM						
1508 PO-161332	12/10/2015	REIMB	1 01-6382-0-5200-472-1110-1000-014-000 NN F			13.91	13.91
			TOTAL PAYMENT AMOUNT	13.91 *			13.91
016252/00	WALTON ENGINEERING INC						
1479 PO-161307	12/10/2015	99336	1 01-0000-0-5800-112-0000-3600-007-000 NN P			975.00	975.00
			TOTAL PAYMENT AMOUNT	975.00 *			975.00
010843/00	WILCO SUPPLY						
55 PO-160055	12/10/2015	15K1307701	1 01-8150-0-4300-106-0000-8110-007-000 NN P			103.47	103.47
			TOTAL PAYMENT AMOUNT	103.47 *			103.47
017313/00	XEROX						
425 PO-160387	12/10/2015	230024324	1 01-0000-0-5800-115-9790-8200-007-000 NN P			992.73	992.73
818 PO-160715	12/10/2015	138815003	1 01-0000-0-5800-115-9790-8200-007-000 NN P			42,690.17	42,690.17
819 PO-160716	12/10/2015	139222674-A	1 01-0000-0-4300-115-9790-8200-007-000 NN P			1,989.27	1,989.27
			TOTAL PAYMENT AMOUNT	45,672.17 *			45,672.17
			TOTAL FUND PAYMENT	166,461.34 **			166,461.34
			TOTAL USE TAX AMOUNT	59.26			

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ACCOUNTS PAYABLE PRELIST
BATCH: 0037 12-10-15
FUND : 09 CHARTER SCHOOLS

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Vendor/Addr Req Reference	Remit name Date	Description	Tax ID num	Deposit type	ABA num	Account num	Liq Amt	Net Amount
				FD RESO P OBJE SIT GOAL FUNC RES DEP T9MP				

010669/00	ALHAMBRA & SIERRA SPRINGS							
452 PO-160407	12/10/2015	4779099112615		1	09-0700-0-4300-503-0000-2700-018-000 NN P		68.17	68.17
				TOTAL PAYMENT AMOUNT	68.17 *			68.17
				TOTAL FUND	PAYMENT	68.17 **		68.17

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ACCOUNTS PAYABLE PRELIST
BATCH: 0037 12-10-15
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		Liq Amt	Net Amount	

018143/00		CHILD DEVELOPMENT CENTERS INC							
1010	PO-160888	12/10/2015	5030-OCT15		1	12-5025-0-5800-100-8500-1000-005-000 NN P	32,795.05	32,795.05	
1010	PO-160888	12/10/2015	5030-OCT15		2	12-6105-0-5800-100-8500-1000-005-000 NN P	38,872.45	38,872.45	
					TOTAL PAYMENT AMOUNT	71,667.50 *		71,667.50	
				TOTAL FUND	PAYMENT	71,667.50 **		71,667.50	

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ACCOUNTS PAYABLE PRELIST
BATCH: 0037 12-10-15
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				SIT GOAL FUNC RES DEP T9MP			
019834/00	BERKELEY FARMS INC							
132 PO-160126	12/10/2015	1098018						
				1	13-5310-0-4700-108-0000-3700-007-000	NN P	3,924.30	3,924.30
					TOTAL PAYMENT AMOUNT		3,924.30 *	3,924.30
020305/00	CDW GOVERNMENT INC.							
1421 PO-161262	12/10/2015	BHW3342						
				1	13-5310-0-4300-108-0000-3700-007-000	NN P	263.94	263.94
					TOTAL PAYMENT AMOUNT		263.94 *	263.94
011602/00	DANIELSEN CO., THE							
128 PO-160122	12/10/2015	88202						
128 PO-160122	12/10/2015	88202						
				2	13-5310-0-4300-108-0000-3700-007-000	NN P	885.71	885.71
				1	13-5310-0-4700-108-0000-3700-007-000	NN P	3,267.22	3,267.22
					TOTAL PAYMENT AMOUNT		4,152.93 *	4,152.93
017051/00	DAVIS, LAURA							
144 PO-160165	12/10/2015	AUG-DEC						
				1	13-5310-0-5210-108-0000-3700-007-000	NN P	81.70	81.70
					TOTAL PAYMENT AMOUNT		81.70 *	81.70
017342/00	EKON-O-PAC LLC							
472 PO-160444	12/10/2015	52151						
				1	13-5310-0-4300-108-0000-3700-007-000	NN P	534.80	534.80
					TOTAL PAYMENT AMOUNT		534.80 *	534.80
016670/00	FATCAT BAKERY							
1474 PO-161305	12/10/2015	11009						
				1	13-5310-0-4700-108-0000-3700-007-000	NN P	2,800.00	2,800.00
					TOTAL PAYMENT AMOUNT		2,800.00 *	2,800.00
021080/00	GOLD STAR FOODS INC							
130 PO-160124	12/10/2015	1516105						
				1	13-5310-0-4700-108-0000-3700-007-000	NN P	1,040.84	1,040.84
					TOTAL PAYMENT AMOUNT		1,040.84 *	1,040.84

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BATCH: 0037 12-10-15
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	Account num RES DEP T9MP	Liq Amt	Net Amount
022364/00	HEARTLAND SCHOOL SOLUTIONS							
140 PO-160133	12/10/2015	INV2211		1	13-5310-0-5300-108-0000-3700-007-000	NN P	437.40	437.40
TOTAL PAYMENT AMOUNT							437.40 *	437.40
016279/00	P&R PAPER SUPPLY							
133 PO-160127	12/10/2015	30058831-00		1	13-5310-0-4300-108-0000-3700-007-000	NN P	926.54	926.54
TOTAL PAYMENT AMOUNT							926.54 *	926.54
021194/00	PRUDENTIAL OVERALL SUPPLY INC							
136 PO-160129	12/10/2015	180233152		1	13-5310-0-5800-108-0000-3700-007-000	NN P	75.80	75.80
TOTAL PAYMENT AMOUNT							75.80 *	75.80
016043/00	SHELTONS UNLIMITED MECHANICAL							
138 PO-160131	12/10/2015	15-12NUTRI		1	13-5310-0-5612-108-0000-3700-007-000	NN P	1,785.00	1,785.00
138 PO-160131	12/10/2015	15-16435		1	13-5310-0-5612-108-0000-3700-007-000	NN P	72.00	72.00
TOTAL PAYMENT AMOUNT							1,857.00 *	1,857.00
011422/00	SYSCO OF SAN FRANCISCO							
129 PO-160123	12/10/2015	512082406		2	13-5310-0-4300-108-0000-3700-007-000	NN P	306.20	306.20
129 PO-160123	12/10/2015	510272468		2	13-5310-0-4300-108-0000-3700-007-000	NN P	1,091.40	1,091.40
129 PO-160123	12/10/2015	512082406		1	13-5310-0-4700-108-0000-3700-007-000	NN P	1,386.23	1,386.23
129 PO-160123	12/10/2015	510272468		1	13-5310-0-4700-108-0000-3700-007-000	NN P	1,321.62	1,321.62
TOTAL PAYMENT AMOUNT							4,105.45 *	4,105.45
TOTAL FUND PAYMENT							20,200.70 **	20,200.70
TOTAL BATCH PAYMENT							258,572.71 ***	258,572.71
TOTAL USE TAX AMOUNT							59.26	59.26
TOTAL DISTRICT PAYMENT							258,572.71 ****	258,572.71
TOTAL USE TAX AMOUNT							59.26	59.26
TOTAL FOR ALL DISTRICTS:							258,572.71 ****	258,572.71
TOTAL USE TAX AMOUNT							59.26	59.26

Number of warrants to be printed: 75, not counting voids due to stub overflows.

Batch status: A All

From batch: 0036

To batch: 0036

Include Revolving Cash: Y

Include Address: N

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ACCOUNTS PAYABLE PRELIST
BATCH: 0036 12-03-15
FUND : 01 GENERAL FUND

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Vendor/Addr	Remit name	Description	Tax ID num	Deposit type	ABA num	Account num	Liq Amt	Net Amount
Req Reference	Date			FD RESO P OBJE SIT GOAL FUNC RES DEP T9MP				

010669/00	ALHAMBRA & SIERRA SPRINGS							
167 PO-160152	12/03/2015	4781257111915		1 01-0000-0-4300-112-0000-3600-007-000 NN P			58.62	58.62
626 PO-160555	12/03/2015	4780794111915		1 01-0000-0-4300-110-0000-7200-004-000 NN P			48.63	48.63
685 PO-160610	12/03/2015	4781839111915		1 01-0000-0-4300-475-3200-2700-015-000 NN P			66.81	66.81
1121 PO-160986	12/03/2015	4782453111915		1 01-8150-0-4300-106-0000-8110-007-000 NN P			88.11	88.11
TOTAL PAYMENT AMOUNT							262.17 *	262.17
019311/00	ALIGNMENT SPECIALTIES							
1096 PO-160963	12/03/2015	10725		1 01-0000-0-5600-112-0000-3600-007-000 NY P			1,075.00	1,075.00
1096 PO-160963	12/03/2015	10721		1 01-0000-0-5600-112-0000-3600-007-000 NY P			630.00	630.00
TOTAL PAYMENT AMOUNT							1,705.00 *	1,705.00
013985/00	ALL DIESEL ELECTRIC INC.							
168 PO-160153	12/03/2015	10687		1 01-0000-0-4300-112-0000-3600-007-000 NN P			156.81	156.81
TOTAL PAYMENT AMOUNT							156.81 *	156.81
011617/00	AMADOR STAGE LINES							
1459 PO-161290	12/03/2015	59930		1 01-6382-0-5810-472-1110-1000-014-000 NN F			1,031.72	1,031.72
TOTAL PAYMENT AMOUNT							1,031.72 *	1,031.72
019769/00	AMERICAN EXPRESS							
1277 PO-161124	12/03/2015	0-03000		1 01-0000-0-5800-101-0000-7150-002-000 NN F			49.99	49.99
1279 PO-161125	12/03/2015	0-03000		1 01-0000-0-4200-101-0000-7150-002-000 NN F			32.59	32.60
1455 PO-161288	12/03/2015	0-03000		1 01-0000-0-5800-103-0000-7200-003-000 NN F			59.00	59.00
TOTAL PAYMENT AMOUNT							141.59 *	141.59
010564/00	APPLE COMPUTER							
1245 PO-161083	12/03/2015	4361762980		1 01-9115-0-4400-115-0000-7700-007-000 NN F			520.32	520.32
TOTAL PAYMENT AMOUNT							520.32 *	520.32
017103/00	APPLE INC							
380 PO-160353	12/03/2015	4361395610-4739597117		1 01-7220-0-4400-472-1110-1000-014-000 NN P			2.38	2.38
380 PO-160353	12/03/2015	4362631243		1 01-7220-0-4400-472-1110-1000-014-000 NN F			2,593.94	2,540.92
TOTAL PAYMENT AMOUNT							2,543.30 *	2,543.30

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018533/00	ATKINSON ANDELSON LOYA RUDD							
655 PO-160582	12/03/2015	486165		1 01-0000-0-5804-105-0000-7200-005-000 NE P			16,433.34	16,433.34
TOTAL PAYMENT AMOUNT							16,433.34 *	16,433.34
021669/00	BAIONI, RON							
1428 PO-161264	12/03/2015	REIMB		1 01-3010-0-4300-371-1110-1000-012-000 NN F			86.96	86.96
TOTAL PAYMENT AMOUNT							86.96 *	86.96
016805/00	BATES, CHERYL							
885 PO-160779	12/03/2015	NOV		1 01-6500-0-5210-102-5750-1130-003-000 NY P			35.09	35.09
TOTAL PAYMENT AMOUNT							35.09 *	35.09
020155/00	BROWN, PETER							
1494 PO-161321	12/03/2015	TRAVEL EXPENSE		1 01-4035-0-5200-103-0000-2100-003-000 NN F			377.03	377.03
TOTAL PAYMENT AMOUNT							377.03 *	377.03
010340/00	CA DEPT OF JUSTICE							
211 PO-160199	12/03/2015	129824		1 01-0000-0-5800-110-0000-7200-004-000 NN P			256.00	256.00
TOTAL PAYMENT AMOUNT							256.00 *	256.00
020540/00	CALIFORNIA AMERICAN WATER CO							
161 PO-160147	12/03/2015	210021268389		1 01-0000-0-5540-106-0000-8110-007-000 NN P			160.38	160.38
161 PO-160147	12/03/2015	210019695353		1 01-0000-0-5540-106-0000-8110-007-000 NN P			160.38	160.38
161 PO-160147	12/03/2015	210019694008		1 01-0000-0-5540-106-0000-8110-007-000 NN P			160.38	160.38
161 PO-160147	12/03/2015	210021268822		1 01-0000-0-5540-106-0000-8110-007-000 NN P			554.54	554.54
161 PO-160147	12/03/2015	1015-210019904293		1 01-0000-0-5540-106-0000-8110-007-000 NN P			1,477.82	1,477.82
161 PO-160147	12/03/2015	210021395847		1 01-0000-0-5540-106-0000-8110-007-000 NN P			8,004.38	8,004.38
161 PO-160147	12/03/2015	210021268303		1 01-0000-0-5540-106-0000-8110-007-000 NN P			322.34	322.34
161 PO-160147	12/03/2015	210019904460		1 01-0000-0-5540-106-0000-8110-007-000 NN P			934.64	934.64
161 PO-160147	12/03/2015	210020445299		1 01-0000-0-5540-106-0000-8110-007-000 NN P			1,423.05	1,423.05
161 PO-160147	12/03/2015	210018891530		1 01-0000-0-5540-106-0000-8110-007-000 NN P			200.07	200.07
161 PO-160147	12/03/2015	210020956980		1 01-0000-0-5540-106-0000-8110-007-000 NN P			1,800.33	1,800.33
161 PO-160147	12/03/2015	210020957327		1 01-0000-0-5540-106-0000-8110-007-000 NN P			1,342.03	1,342.03
161 PO-160147	12/03/2015	210020037810		1 01-0000-0-5540-106-0000-8110-007-000 NN P			547.08	547.08
161 PO-160147	12/03/2015	210020062960		1 01-0000-0-5540-106-0000-8110-007-000 NN P			1,234.53	1,234.53
161 PO-160147	12/03/2015	210020037919		1 01-0000-0-5540-106-0000-8110-007-000 NN P			747.93	747.93

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Req Reference	Date				SIT GOAL FUNC RES DEP T9MP			
TOTAL PAYMENT AMOUNT					19,069.88 *			19,069.88
019750/00	CAPITAL PROGRAM MGMT INC							
556 PO-160501	12/03/2015 #10			1	01-6230-0-5800-106-9623-8500-007-000 NN P		2,519.75	2,519.75
1214 PO-161073	12/03/2015 #5			2	01-0000-0-5800-106-9623-7200-007-000 NN P		2,247.50	2,247.50
1214 PO-161073	12/03/2015 #5			1	01-0000-0-5800-472-0000-8110-007-990 NN P		507.00	507.00
TOTAL PAYMENT AMOUNT					5,274.25 *			5,274.25
014487/00	CASBO							
975 PO-160863	12/03/2015 574227			1	01-0000-0-5300-105-0000-7200-005-000 NN F		650.00	650.00
TOTAL PAYMENT AMOUNT					650.00 *			650.00
022223/00	CASBO PROFESSIONAL DEVELOPMENT							
1098 PO-160964	12/03/2015 574424			1	01-0000-0-5200-105-0000-7200-005-000 NN P		215.00	215.00
1098 PO-160964	12/03/2015 574425			1	01-0000-0-5200-105-0000-7200-005-000 NN F		215.00	215.00
TOTAL PAYMENT AMOUNT					430.00 *			430.00
021036/00	CCHAT CENTER							
951 PO-160839	12/03/2015 CENTEMS915			1	01-6500-0-5800-102-5750-1180-002-000 NN P		266.13	266.13
951 PO-160839	12/03/2015 CENTER1015			1	01-6500-0-5800-102-5750-1180-002-000 NN P		2,798.84	2,798.84
TOTAL PAYMENT AMOUNT					3,064.97 *			3,064.97
020462/00	CHHANG, VANRITH							
1444 PO-161279	12/03/2015 MILEAGE			1	01-4035-0-5210-472-1110-1000-003-000 NN F		28.29	28.29
TOTAL PAYMENT AMOUNT					28.29 *			28.29
022562/00	CHRISTIAN RILEY							
1458 PO-161295	12/03/2015 REIMB			1	01-6500-0-4300-102-5770-1110-002-000 NN F		34.48	34.48
TOTAL PAYMENT AMOUNT					34.48 *			34.48

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			FD	RESO P	OBJE SIT	GOAL FUNC	RES DEP	T9MP
013928/00	CINTAS LOCATION	622						
189 PO-160177	12/03/2015	622577327		2	01-0000-0-4300-111-0000-8200-007-000	NN P	178.07	178.07
			TOTAL PAYMENT AMOUNT				178.07 *	178.07
019714/00	CLARK, ERICA							
1490 PO-161317	12/03/2015	TRAVEL EXPENSE		1	01-4035-0-5200-103-0000-2100-003-000	NN F	885.24	885.24
			TOTAL PAYMENT AMOUNT				885.24 *	885.24
016320/00	COLLIER, ALYSON							
1471 PO-161301	12/03/2015	REIMB		1	01-5630-0-5200-601-1220-1000-017-000	NN F	695.82	695.82
			TOTAL PAYMENT AMOUNT				695.82 *	695.82
014156/00	COUNTY OF SACRAMENTO							
1470 PO-161300	12/03/2015	AR0071160		1	01-0000-0-5800-106-0000-8200-007-000	NN F	152.00	152.00
			TOTAL PAYMENT AMOUNT				152.00 *	152.00
015735/00	COUNTY OF SACRAMENTO							
164 PO-160149	12/03/2015	18817		1	01-0000-0-5800-106-0000-8110-007-000	NN P	37.50	37.50
			TOTAL PAYMENT AMOUNT				37.50 *	37.50
011129/00	CUSTOMINK							
1280 PO-161133	12/03/2015	6532467		1	01-0000-0-5800-236-1110-1000-009-000	NN F	272.52	252.33
			TOTAL PAYMENT AMOUNT				252.33 *	252.33
011166/00	DAILY JOURNAL CORPORATION							
1453 PO-161287	12/03/2015	A2813390		1	01-0000-0-5800-106-0000-8110-007-000	NN F	639.60	639.60
			TOTAL PAYMENT AMOUNT				639.60 *	639.60
019542/00	DAVIS, NICOLE							
1461 PO-161296	12/03/2015	MILEAGE		1	01-5630-0-5800-601-1220-1000-017-000	NN F	230.12	230.12
			TOTAL PAYMENT AMOUNT				230.12 *	230.12

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017462/00	DAVIS, SHANNON							
1462 PO-161297	12/03/2015	MILEAGE		1	01-5630-0-5800-601-1220-1000-017-000	NN F	242.25	242.25
TOTAL PAYMENT AMOUNT							242.25 *	242.25
021626/00	DELTA WIRELESS INC							
1264 PO-161111	12/03/2015	65432		1	01-0000-0-4300-112-0000-3600-007-000	NN F	401.31	399.46
TOTAL PAYMENT AMOUNT							399.46 *	399.46
011613/00	DITTO PRINT & COPY							
1445 PO-161280	12/03/2015	5237		1	01-0000-0-5800-238-0000-2700-010-000	NN F	398.09	398.09
TOTAL PAYMENT AMOUNT							398.09 *	398.09
018444/00	ELITE TROPHIES & AWARDS							
1473 PO-161304	12/03/2015	GAVEL		1	01-0000-0-5800-120-0000-7110-001-000	NN F	41.93	41.93
TOTAL PAYMENT AMOUNT							41.93 *	41.93
019262/00	ENTERPRISE RENT A CAR							
1463 PO-161292	12/03/2015	2KRC1G		1	01-0472-0-5600-472-1110-4000-014-915	NN F	151.19	151.19
TOTAL PAYMENT AMOUNT							151.19 *	151.19
010592/00	EWING IRRIGATION PRODUCTS							
59 PO-160059	12/03/2015	2445009-A-1		1	01-0000-0-4300-106-0000-8110-007-000	NN P	121.53	121.53
TOTAL PAYMENT AMOUNT							121.53 *	121.53
011132/00	FEDEX							
74 PO-160072	12/03/2015	5-230-69625		1	01-8150-0-5901-106-0000-8110-007-000	NN P	20.10	20.10
TOTAL PAYMENT AMOUNT							20.10 *	20.10
022089/00	FISHER SCIENTIFIC CO LLC							
633 PO-160560	12/03/2015	7061598		1	01-6382-0-4300-472-1110-1000-014-000	NN F	9.23	9.23
TOTAL PAYMENT AMOUNT							9.23 *	9.23

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			FD	RESO P	OBJE SIT	GOAL FUNC RES DEP T9MP		
022347/00	GIVE SOMETHING BACK							
378 PO-160352	12/03/2015	IN-0439375		1	01-0000-0-9320-000-0000-0000-000-000	NN F	2,663.30	2,418.34
1298 PO-161136	12/03/2015	IN-0438830		1	01-0000-0-4300-110-0000-7200-004-000	NN F	57.20	56.44
1303 PO-161145	12/03/2015	IN-0436781		1	01-6300-0-4300-475-3200-1000-015-000	NN F	131.65	131.65
1307 PO-161149	12/03/2015	0437750		1	01-0000-0-4300-472-0000-2700-014-000	NN P	36.27	36.27
1307 PO-161149	12/03/2015	0436780		1	01-0000-0-4300-472-0000-2700-014-000	NN F	156.38	156.34
1309 PO-161151	12/03/2015	IN-0436779		1	01-0000-0-4300-472-1251-1000-014-000	NN F	103.82	103.82
1310 PO-161152	12/03/2015	IN-0436778		1	01-0000-0-4300-472-1224-1000-014-000	NN F	262.34	262.34
1329 PO-161165	12/03/2015	0436777		1	01-0000-0-4300-472-1224-1000-014-000	NN F	185.75	185.75
1381 PO-161220	12/03/2015	IN-0439796		1	01-0000-0-4300-475-3200-1000-015-000	NN F	39.39	39.38
1386 PO-161224	12/03/2015	0439797-CM09281		1	01-6300-0-4300-472-1110-1000-014-000	NN F	100.75	69.45
1388 PO-161225	12/03/2015	IN-0440280		1	01-0000-0-4300-472-1208-1000-014-000	NN F	66.94	66.93
1401 PO-161238	12/03/2015	IN-0440773		1	01-6512-0-4300-102-5001-3110-003-000	NN F	64.34	64.05
TOTAL PAYMENT AMOUNT							3,590.76 *	3,590.76
011818/00	GOODELL PORTER SANCHEZ &							
1399 PO-161226	12/03/2015	4126.0		1	01-0000-0-5800-105-0000-7190-005-000	NN F	4,300.00	4,300.00
TOTAL PAYMENT AMOUNT							4,300.00 *	4,300.00
010191/00	GRAINGER							
57 PO-160057	12/03/2015	9886575555		1	01-8150-0-4300-106-0000-8110-007-000	NN P	91.81	91.81
TOTAL PAYMENT AMOUNT							91.81 *	91.81
015291/00	GRAY, RYAN							
1457 PO-161310	12/03/2015	TRAVEL		1	01-6500-0-5200-102-5001-2700-002-000	NN F	606.82	606.82
TOTAL PAYMENT AMOUNT							606.82 *	606.82
017747/00	HAMMER, SAMUEL							
1464 PO-161298	12/03/2015	REIMB		1	01-5630-0-5800-601-1220-1000-017-000	NN F	24.38	24.38
TOTAL PAYMENT AMOUNT							24.38 *	24.38
014466/00	HAYES, TRACY							
1492 PO-161319	12/03/2015	TRAVEL EXP		1	01-4035-0-5200-103-0000-2100-003-000	NN F	642.78	642.78
TOTAL PAYMENT AMOUNT							642.78 *	642.78

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							FD RESO P OBJE SIT GOAL FUNC RES DEP T9MP			
015384/00	HIxon, ERIN									
		1192	PO-161138	12/03/2015	OCT					
						1	01-6500-0-5210-102-5770-1120-002-000	NN P	19.67	19.67
							TOTAL PAYMENT AMOUNT		19.67 *	19.67
017002/00	HOME DEPOT CREDIT SERVICES									
		1019	PO-160902	12/03/2015	4562177					
						1	01-6382-0-4300-472-1110-1000-014-000	NN P	59.08	59.08
		1019	PO-160902	12/03/2015	8081557					
						1	01-6382-0-4300-472-1110-1000-014-000	NN P	154.60	154.60
		1019	PO-160902	12/03/2015	7562692					
						1	01-6382-0-4300-472-1110-1000-014-000	NN P	107.86	107.86
		1019	PO-160902	12/03/2015	7562693					
						1	01-6382-0-4300-472-1110-1000-014-000	NN P	40.91	40.91
		1019	PO-160902	12/03/2015	2571088					
						1	01-6382-0-4300-472-1110-1000-014-000	NN P	119.38	119.38
		1019	PO-160902	12/03/2015	9590173					
						1	01-6382-0-4300-472-1110-1000-014-000	NN P	285.09	285.09
							TOTAL PAYMENT AMOUNT		766.92 *	766.92
019832/00	HUGGINS, MARIE									
		1454	PO-161285	12/03/2015	ER-REIMB					
						1	01-0000-0-3404-105-0000-7200-000-000	NN F	50.00	50.00
							TOTAL PAYMENT AMOUNT		50.00 *	50.00
011341/00	HUNT & SONS INC									
		187	PO-160171	12/03/2015	288585					
						1	01-0000-0-4308-112-0000-3600-007-000	NN P	13,452.80	13,452.80
							TOTAL PAYMENT AMOUNT		13,452.80 *	13,452.80
021789/00	JABBERGYM INC									
		1170	PO-161040	12/03/2015	6455					
						1	01-6500-0-5800-102-5750-1180-002-000	NN P	380.00	380.00
							TOTAL PAYMENT AMOUNT		380.00 *	380.00
016750/00	JUST SEND IT POSTAL CENTER									
		485	PO-160457	12/03/2015	10/01-10/31					
						1	01-5630-0-5800-601-1220-1000-017-000	NN P	100.00	100.00
							TOTAL PAYMENT AMOUNT		100.00 *	100.00
019816/00	KENNEDY, CARYN									
		1495	PO-161322	12/03/2015	reimb					
						1	01-4035-0-5200-103-0000-2100-003-000	NN F	43.30	43.30
							TOTAL PAYMENT AMOUNT		43.30 *	43.30

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			FD	RESO	P	OBJE	SIT	GOAL	FUNC	RES	DEP	T9MP		
021874/00	KIDWELL, TAMBRA													
1434 PO-161269	12/03/2015	REIMB												
			1	01-0000-0-4300-112-0000-3600-007-000	NN	F	12.00	12.00						
TOTAL PAYMENT AMOUNT							12.00 *							
021083/00	KIRK S. BRAINERD ARCHITECT													
902 PO-160792	12/03/2015	1505-4												
902 PO-160792	12/03/2015	1505-3												
			1	01-9472-0-5800-106-9620-8110-007-928	NY	P	675.00	675.00						
			1	01-9472-0-5800-106-9620-8110-007-928	NY	F	875.00	818.01						
TOTAL PAYMENT AMOUNT							1,493.01 *							1,493.01
016338/00	KORNEY BOARD AIDS													
1330 PO-161166	12/03/2015	157505												
			1	01-0472-0-4300-472-1263-4200-014-000	YN	F	236.48	209.70						
TOTAL PAYMENT AMOUNT							209.70 *							209.70
TOTAL USE TAX AMOUNT							16.78							
017726/00	LOS ANGELES FREIGHTLINER													
105 PO-160100	12/03/2015	BN72231												
105 PO-160100	12/03/2015	BN72173												
105 PO-160100	12/03/2015	BN71822												
105 PO-160100	12/03/2015	BN71954												
			1	01-0000-0-4300-112-0000-3600-007-000	NN	P	131.17	131.17						
			1	01-0000-0-4300-112-0000-3600-007-000	NN	P	214.95	214.95						
			1	01-0000-0-4300-112-0000-3600-007-000	NN	P	2,360.79	2,360.79						
			1	01-0000-0-4300-112-0000-3600-007-000	NN	P	309.32	309.32						
TOTAL PAYMENT AMOUNT							3,016.23 *							3,016.23
014591/00	MAGNANI, KATHY													
1491 PO-161318	12/03/2015	TRAVEL EXP												
			1	01-4035-0-5200-103-0000-2100-003-000	NN	F	465.36	465.36						
TOTAL PAYMENT AMOUNT							465.36 *							465.36
022230/00	MANAGED HEALTH NETWORK													
38 PO-160035	12/03/2015	3200074213												
			1	01-0000-0-3401-100-1110-1000-000-000	NN	P	1,195.48	1,195.48						
TOTAL PAYMENT AMOUNT							1,195.48 *							1,195.48
017727/00	MASON L. DONALDSON													
363 PO-160334	12/03/2015	#8												
			1	01-9472-0-5800-106-9620-8110-007-928	NY	F	680.00	960.00						
TOTAL PAYMENT AMOUNT							960.00 *							960.00

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022406/00	MAXIM HEALTHCARE SERVICES INC								
972 PO-160861	12/03/2013	664140262		1 01-0000-0-5800-102-0000-3140-003-000 NN P			928.00	928.00	
972 PO-160861	12/03/2015	3680710262		1 01-0000-0-5800-102-0000-3140-003-000 NN P			1,276.40	1,276.40	
TOTAL PAYMENT AMOUNT								2,204.40 *	2,204.40
016993/00	MCGRAW HILL SCHOOL EDUCATION								
752 PO-160666	12/03/2015	8851147001		1 01-0037-0-4300-103-1110-1000-003-000 NN F			104.12	80.34	
1081 PO-160947	12/03/2015	89491029001		1 01-0037-0-4100-103-1110-1000-003-000 NN F			1,155.86	1,085.25	
TOTAL PAYMENT AMOUNT								1,165.59 *	1,165.59
021692/00	MONOPRICE INC								
846 PO-160746	12/03/2015	12952553		1 01-9115-0-4300-115-0000-7700-007-000 NN F			3,440.96	3,433.70	
1392 PO-161229	12/03/2015	13300215		1 01-3010-0-4300-371-1110-1000-012-000 NN F			36.74	36.67	
TOTAL PAYMENT AMOUNT								3,470.37 *	3,470.37
015343/00	NORTH HIGHLANDS RECREATION AND								
1210 PO-161065	12/03/2015	7-201516		1 01-0000-0-5600-106-0000-8200-007-000 NN F			2,500.00	2,500.00	
TOTAL PAYMENT AMOUNT								2,500.00 *	2,500.00
017576/00	OFFICE DEPOT/BUS.SERVICES DIV								
1054 PO-160928	12/03/2015	799230875002		1 01-6500-0-4300-102-5001-3120-002-000 NN P			6.39	6.39	
1054 PO-160928	12/03/2015	799230875001		1 01-6500-0-4300-102-5001-3120-002-000 NN F			55.01	54.72	
1163 PO-161026	12/03/2015	801139012001		1 01-0000-0-4300-371-0000-2700-012-000 NN F			131.01	131.01	
1163 PO-161026	12/03/2015	801139012001		2 01-3010-0-4300-371-1110-1000-012-000 NN F			298.60	295.68	
1261 PO-161109	12/03/2015	802745155001		1 01-0000-0-4300-240-0000-2700-011-000 NN P			44.56	44.56	
1261 PO-161109	12/03/2015	802745156001		1 01-0000-0-4300-240-0000-2700-011-000 NN F			9.71	9.71	
1221 PO-161110	12/03/2015	803052296001		1 01-3010-0-4300-371-1110-1000-012-000 NN F			153.31	152.60	
1266 PO-161113	12/03/2015	803053175001		2 01-0000-0-4300-371-0000-2700-012-000 NN F			55.38	55.09	
1266 PO-161113	12/03/2015	803053175001		1 01-6300-0-4300-371-1110-1000-012-000 NN F			9.98	9.98	
1267 PO-161114	12/03/2015	803053734001		1 01-0000-0-4300-238-1110-1000-010-000 NN F			53.96	53.96	
1308 PO-161150	12/03/2015	804541498001		1 01-6382-0-4300-472-1110-1000-014-000 NN F			335.49	335.49	
1383 PO-161222	12/03/2015	806467327001		1 01-0000-0-4300-371-0000-2700-012-000 NN F			285.44	324.11	
1385 PO-161223	12/03/2015	806466858001		1 01-6300-0-4300-238-1110-1000-010-000 NN F			196.70	188.10	
1390 PO-161228	12/03/2015	807519902001		1 01-5640-0-4300-601-9728-1000-017-000 NN F			115.73	115.73	
1402 PO-161239	12/03/2015	806766879001		1 01-6300-0-4300-238-1110-1000-010-000 NN F			112.55	112.55	
TOTAL PAYMENT AMOUNT								1,889.68 *	1,889.68

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021139/00	PACIFIC COAST BREAKER LLC							
1344 PO-161182	12/03/2015	PCB IN-67149		1 01-8150-0-4300-106-0000-8110-007-000 NN P			172.80	172.80
TOTAL PAYMENT AMOUNT							172.80 *	172.80
018516/00	PAR							
1359 PO-161192	12/03/2015	732671-1		1 01-6500-0-4300-102-5001-3120-002-000 NN F			507.60	507.60
1359 PO-161192	12/03/2015	732671-1		2 01-6500-0-4300-102-5770-1191-002-000 NN F			762.48	762.48
TOTAL PAYMENT AMOUNT							1,270.08 *	1,270.08
011345/00	PLACER LEARNING CENTER							
559 PO-160703	12/03/2015	OCT		1 01-6500-0-5800-102-5750-1180-002-000 NN P			13,818.60	13,818.60
TOTAL PAYMENT AMOUNT							13,818.60 *	13,818.60
014069/00	PLATT ELECTRIC SUPPLY INC							
1120 PO-160985	12/03/2015	I137748-I098516		1 01-8150-0-4300-106-0000-8110-007-000 NN P			0.00	0.00
1120 PO-160985	12/03/2015	I103284		1 01-8150-0-4300-106-0000-8110-007-000 NN P			106.70	106.70
1120 PO-160985	12/03/2015	I170853		1 01-8150-0-4300-106-0000-8110-007-000 NN P			53.40	53.40
1120 PO-160985	12/03/2015	I189588		1 01-8150-0-4300-106-0000-8110-007-000 NN P			63.71	63.71
1120 PO-160985	12/03/2015	I190897		1 01-8150-0-4300-106-0000-8110-007-000 NN P			35.94	35.94
1120 PO-160985	12/03/2015	I184558		1 01-8150-0-4300-106-0000-8110-007-000 NN P			341.16	341.16
1419 PO-161255	12/03/2015	I137238		1 01-0000-0-4300-111-0000-8200-007-939 NN F			924.48	924.48
TOTAL PAYMENT AMOUNT							1,525.39 *	1,525.39
014974/00	PLUMMER, RENEE'							
1481 PO-161311	12/03/2015	601		1 01-0000-0-5800-112-0000-3600-007-000 NN F			750.00	750.00
TOTAL PAYMENT AMOUNT							750.00 *	750.00
021401/00	PRACTI-CAL INC							
623 PO-160553	12/03/2015	333345		1 01-5640-0-5800-103-0000-3140-003-000 NN P			143.78	143.78
623 PO-160553	12/03/2015	333410		1 01-5640-0-5800-103-0000-3140-003-000 NN P			49.21	49.21
623 PO-160553	12/03/2015	333282		1 01-5640-0-5800-103-0000-3140-003-000 NN P			276.24	276.24
TOTAL PAYMENT AMOUNT							469.23 *	469.23

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019058/00	PRECISION CLEANING SYSTEMS						
1449 PO-161283	12/03/2015	013252	1 01-0000-0-5600-112-0000-3600-007-000 NN F			358.46	358.46
TOTAL PAYMENT AMOUNT						358.46 *	358.46
021194/00	PRUDENTIAL OVERALL SUPPLY INC						
119 PO-160114	12/03/2015	1802319215	1 01-0000-0-5600-112-0000-3600-007-000 NN P			60.99	60.99
119 PO-160114	12/03/2015	180231222	1 01-0000-0-5600-112-0000-3600-007-000 NN P			60.99	60.99
119 PO-160114	12/03/2015	180232535	1 01-0000-0-5600-112-0000-3600-007-000 NN P			60.99	60.99
TOTAL PAYMENT AMOUNT						182.97 *	182.97
010627/00	RIVERVIEW INTERNATIONAL TRUCKS						
113 PO-160108	12/03/2015	235060	1 01-0000-0-4300-112-0000-3600-007-000 NN P			175.00	175.00
TOTAL PAYMENT AMOUNT						175.00 *	175.00
010552/00	SAC VAL JANITORIAL						
69 PO-160068	12/03/2015	10164212	1 01-0000-0-9320-000-0000-0000-000-000 NN P			360.72	360.72
69 PO-160068	12/03/2015	10164223	1 01-0000-0-9320-000-0000-0000-000-000 NN P			3,021.50	3,021.50
1152 PO-161062	12/03/2015	10164603-10161447	1 01-0000-0-6400-111-0000-8200-007-000 NN F			3,007.80	577.71
TOTAL PAYMENT AMOUNT						3,959.93 *	3,959.93
016909/00	SACRAMENTO CO OFFICE OF ED						
1362 PO-161194	12/03/2015	160667	1 01-6500-0-5200-102-5001-2700-002-000 NN F			60.00	60.00
TOTAL PAYMENT AMOUNT						60.00 *	60.00
010266/00	SACRAMENTO COUNTY UTILITIES						
153 PO-160140	12/03/2015	50000918618	1 01-0000-0-5540-106-0000-8110-007-000 NN P			608.72	608.72
153 PO-160140	12/03/2015	5000018485	1 01-0000-0-5540-106-0000-8110-007-000 NN P			3,134.33	3,134.33
153 PO-160140	12/03/2015	5000018556	1 01-0000-0-5540-106-0000-8110-007-000 NN P			365.54	365.54
153 PO-160140	12/03/2015	50008418859	1 01-0000-0-5540-106-0000-8110-007-000 NN P			215.18	215.18
TOTAL PAYMENT AMOUNT						4,323.77 *	4,323.77

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Req Reference	Date	Description	FD RESO P OBJE SIT GOAL FUNC RES DEP T9MP				
016337/00	SAECHOA, MUANG						
620 PO-160550	12/03/2015	AUG-SEPT	1 01-6500-0-5800-102-5770-3600-002-000 NN P			230.00	230.00
620 PO-160550	12/03/2015	OCT	1 01-6500-0-5800-102-5770-3600-002-000 NN P			241.50	241.50
TOTAL PAYMENT AMOUNT				471.50 *			471.50
020981/00	SAVE MART SUPERMARKETS						
557 PO-160494	12/03/2015	2295664	1 01-6500-0-4300-102-5750-1110-002-000 NN P			21.78	21.78
TOTAL PAYMENT AMOUNT				21.78 *			21.78
015962/00	SCHMIEDER, KRIS						
1430 PO-161266	12/03/2015	REIMB	1 01-0000-0-4300-240-0000-2700-011-000 NN F			100.00	100.00
TOTAL PAYMENT AMOUNT				100.00 *			100.00
014786/00	SCHOOL SPECIALTY	390971239					
1350 PO-161188	12/03/2015	208115501779	1 01-0000-0-4300-475-3200-2700-015-000 NN F			60.72	50.93
TOTAL PAYMENT AMOUNT				50.93 *			50.93
010373/00	SCHOOLS INSURANCE AUTHORITY						
686 PO-160611	12/03/2015	2016UST-KAM.10	1 01-0000-0-5800-112-0000-3600-007-000 NN P			150.00	150.00
TOTAL PAYMENT AMOUNT				150.00 *			150.00
020811/00	SHRED-IT USA LLC						
499 PO-160430	12/03/2015	9408241780	1 01-0000-0-5800-472-0000-2700-014-000 NN P			36.57	36.57
TOTAL PAYMENT AMOUNT				36.57 *			36.57
010263/00	SMUD						
154 PO-160141	12/03/2015	7000000347	1 01-0000-0-5530-106-0000-8110-007-000 NN P			47,922.30	47,922.30
TOTAL PAYMENT AMOUNT				47,922.30 *			47,922.30

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Req Reference	Date	Description	FD RESO P OBJE SIT GOAL FUNC RES DEP T9MP				

020252/00	STAPLES ADVANTAGE						
1000 PO-160882	12/03/2015	3278920979	1 01-0000-0-4300-472-0000-2700-014-000	NN	P	1.46	1.46
1000 PO-160882	12/03/2015	3283595241	1 01-0000-0-4300-472-0000-2700-014-000	NN	F	49.99	49.99
1340 PO-161180	12/03/2015	3283785675	1 01-0000-0-4300-103-0000-7200-003-000	NN	F	55.38	55.38
PV-161038	11/30/2015	3282291380	01-0000-0-4300-472-0000-2700-014-000	NN		29.39	29.39
TOTAL PAYMENT AMOUNT						136.22 *	136.22
019198/00	STEELER INC						
350 PO-160323	12/03/2015	964378	1 01-8150-0-4300-106-0000-8110-007-000	NN	P	40.13	40.13
TOTAL PAYMENT AMOUNT						40.13 *	40.13
018875/00	SUMMIT PROFESSIONAL EDUCATION						
1369 PO-161211	12/03/2015	411890	1 01-6500-0-5200-102-5001-2700-002-000	NN	F	378.00	379.98
TOTAL PAYMENT AMOUNT						379.98 *	379.98
020465/00	SUPPORTED LIFE INSTITUTE						
1166 PO-161029	12/03/2015	OCT	1 01-6500-0-5800-102-5750-1180-002-000	NN	P	258.00	258.00
TOTAL PAYMENT AMOUNT						258.00 *	258.00
020800/00	SWIFT, WINDIGO						
1493 PO-161320	12/03/2015	TRAVEL EXPENSE	1 01-4035-0-5200-103-0000-2100-003-000	NN	F	522.48	522.48
TOTAL PAYMENT AMOUNT						522.48 *	522.48
020756/00	TIDMORE FLAGS						
1373 PO-161214	12/03/2015	128721	1 01-0000-0-4300-371-0000-2700-012-000	NN	F	93.85	96.85
TOTAL PAYMENT AMOUNT						96.85 *	96.85
018567/00	TRULITE GLASS & ALUMINUM SOL.						
70 PO-160069	12/03/2015	163526	1 01-8150-0-4300-106-0000-8110-007-000	NN	P	37.42	37.42
TOTAL PAYMENT AMOUNT						37.42 *	37.42

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Req Reference	Date	Description	FD RESO P OBJE SIT GOAL FUNC RES DEP T9MP				

021111/00	ULINE						
1435 PO-161270	12/03/2015	71942148	3 01-0000-0-4300-111-0000-8200-007-000 NN F			394.52	394.52
1435 PO-161270	12/03/2015	71942148	1 01-0000-0-4300-112-0000-3600-007-000 NN F			394.52	394.52
1435 PO-161270	12/03/2015	71942148	2 01-8150-0-4300-106-0000-8110-007-000 NN F			394.54	394.54
TOTAL PAYMENT AMOUNT						1,183.58 *	1,183.58
011190/00	UNIVERSAL SPECIALTIES INC						
1099 PO-160966	12/03/2015	71501	1 01-8150-0-4300-106-0000-8110-007-000 NN P			118.10	118.10
TOTAL PAYMENT AMOUNT						118.10 *	118.10
021143/00	US AIR CONDITIONING						
1393 PO-161230	12/03/2015	1271926	1 01-8150-0-4300-106-0000-8110-007-000 NN P			365.86	365.86
1393 PO-161230	12/03/2015	1271927	1 01-8150-0-4300-106-0000-8110-007-000 NN P			222.03	222.03
1393 PO-161230	12/03/2015	1271928	1 01-8150-0-4300-106-0000-8110-007-000 NN P			73.60	73.60
TOTAL PAYMENT AMOUNT						661.49 *	661.49
016861/00	US GAMES/BSN SPORTS	752241783					
1228 PO-161101	12/03/2015	97346191	1 01-0000-0-4300-240-1110-1000-011-000 NN F			191.21	172.10
TOTAL PAYMENT AMOUNT						172.10 *	172.10
022179/00	US HEALTHWORKS						
213 PO-160201	12/03/2015	2798288-CA	1 01-0000-0-5800-110-0000-7200-004-000 NN P			99.00	99.00
213 PO-160201	12/03/2015	2799686	1 01-0000-0-5800-110-0000-7200-004-000 NN P			28.00	28.00
TOTAL PAYMENT AMOUNT						127.00 *	127.00
016626/00	VERHOVETCHI, RUVIM						
1448 PO-161282	12/03/2015	REIMB	1 01-0000-0-4300-112-0000-3600-007-000 NN F			55.00	55.00
TOTAL PAYMENT AMOUNT						55.00 *	55.00
018071/00	VOTAW, ASHLEY						
1446 PO-161309	12/03/2015	MILEAGE	1 01-3410-0-5210-472-1110-1000-003-000 NN F			25.30	25.30
TOTAL PAYMENT AMOUNT						25.30 *	25.30

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Req Reference	Date	Description	FD RESO P OBJE SIT GOAL FUNC RES DEP T9MP				

018500/00	WARREN CONSULTING ENGINEERS						
761 PO-160674	12/03/2015	35156	1 01-0000-0-5800-106-0000-7200-007-000 NN P			4,050.00	4,050.00
			TOTAL PAYMENT AMOUNT	4,050.00 *			4,050.00
014510/00	WRIGHT, MICHAEL						
1489 PO-161316	12/03/2015	TRAVEL EXP	1 01-4035-0-5200-103-0000-2100-003-000 NN F			1,044.85	1,044.85
			TOTAL PAYMENT AMOUNT	1,044.85 *			1,044.85
017313/00	XEROX						
1 PO-160001	12/03/2015	082040727	1 01-3010-0-5612-240-1110-1000-011-000 NN P			21.95	21.95
818 PO-160715	12/03/2015	138815003	1 01-0000-0-5800-115-9790-8200-007-000 NN P			42,690.17	42,690.17
819 PO-160716	12/03/2015	139267224	1 01-0000-0-4300-115-9790-8200-007-000 NN P			797.99	797.99
			TOTAL PAYMENT AMOUNT	43,510.11 *			43,510.11
			TOTAL FUND PAYMENT	227,444.64 **			227,444.64
			TOTAL USE TAX AMOUNT	16.78			

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Req Reference	Date	Description	FD RESO P OBJE SIT GOAL FUNC RES DEP T9MP				

016320/00	COLLIER, ALYSON						
1468	PO-161299	12/03/2015	REIMB	1	11-0030-0-4300-601-4130-1000-017-000 NN F	108.49	108.49
					TOTAL PAYMENT AMOUNT	108.49 *	108.49
016617/00	ESSENTIAL EDUCATION						
1478	PO-161302	12/03/2015	16443	1	11-0030-0-5800-601-4130-1000-017-000 NN F	600.00	600.00
					TOTAL PAYMENT AMOUNT	600.00 *	600.00
020981/00	SAVE MART SUPERMARKETS						
907	PO-160795	12/05/2015	2295965	1	11-0030-0-4300-475-4130-1000-015-000 NN P	82.93	82.93
					TOTAL PAYMENT AMOUNT	82.93 *	82.93
					TOTAL FUND PAYMENT	791.42 **	791.42

Vendor/Addr Req Reference	Remit name Date	Description	Tax ID num	Deposit type FD RESO P	Obj OBJE	ABA num SIT GOAL	Account num FUNC RES DEP T9MP	Liq Amt	Net Amount

011602/00	DANIELSEN CO., THE								
128 PO-160122	12/03/2015	89089		2	13-5310-0-4300-108-0000-3700-007-000	NN P		178.34	178.34
128 PO-160122	12/03/2015	88472		2	13-5310-0-4300-108-0000-3700-007-000	NN P		8.00	8.00
128 PO-160122	12/03/2015	89195		2	13-5310-0-4300-108-0000-3700-007-000	NN P		30.00	30.00
128 PO-160122	12/03/2015	89089		1	13-5310-0-4700-108-0000-3700-007-000	NN P		1,840.01	1,840.01
128 PO-160122	12/03/2015	88472		1	13-5310-0-4700-108-0000-3700-007-000	NN P		1,389.48	1,389.48
128 PO-160122	12/03/2015	89195		1	13-5310-0-4700-108-0000-3700-007-000	NN P		452.95	452.95
TOTAL PAYMENT AMOUNT								3,898.78	3,898.78
011255/00	EARTHGRAINS BAKING CO INC								
131 PO-160125	12/03/2015	64-01890-0300-04		1	13-5310-0-4700-108-0000-3700-007-000	NN P		518.00	518.00
131 PO-160125	12/03/2015	64-01891-0300-04		1	13-5310-0-4700-108-0000-3700-007-000	NN P		938.91	938.91
131 PO-160125	12/03/2015	64-01893-0300-04		1	13-5310-0-4700-108-0000-3700-007-000	NN P		411.40	411.40
131 PO-160125	12/03/2015	64-01894-0300-04		1	13-5310-0-4700-108-0000-3700-007-000	NN P		116.05	116.05
131 PO-160125	12/03/2015	64-19052-0300-04		1	13-5310-0-4700-108-0000-3700-007-000	NN P		406.38	406.38
131 PO-160125	12/03/2015	64-19639-0300-04		1	13-5310-0-4700-108-0000-3700-007-000	NN P		176.30	176.30
TOTAL PAYMENT AMOUNT								2,567.04	2,567.04
017342/00	EKON-O-PAC LLC								
472 PO-160444	12/03/2015	52124		1	13-5310-0-4300-108-0000-3700-007-000	NN P		267.40	267.40
TOTAL PAYMENT AMOUNT								267.40	267.40
021080/00	GOLD STAR FOODS INC								
130 PO-160124	12/03/2015	1505562		2	13-5310-0-4300-108-0000-3700-007-000	NN P		18.00	18.00
130 PO-160124	12/03/2015	1505556		1	13-5310-0-4700-108-0000-3700-007-000	NN P		9,168.30	9,168.30
130 PO-160124	12/03/2015	1502530		1	13-5310-0-4700-108-0000-3700-007-000	NN P		585.45	585.45
130 PO-160124	12/03/2015	1505562		1	13-5310-0-4700-108-0000-3700-007-000	NN P		7,975.00	7,975.00
130 PO-160124	12/03/2015	1513055		1	13-5310-0-4700-108-0000-3700-007-000	NN P		9,363.85	9,363.85
TOTAL PAYMENT AMOUNT								27,110.60	27,110.60
016279/00	P&R PAPER SUPPLY								
133 PO-160127	12/03/2015	30056743-00		1	13-5310-0-4300-108-0000-3700-007-000	NN P		1,281.63	1,281.63
133 PO-160127	12/03/2015	30054842-01		1	13-5310-0-4300-108-0000-3700-007-000	NN P		46.06	46.06
TOTAL PAYMENT AMOUNT								1,327.69	1,327.69

81 CENTER UNIFIED SCHOOL DIST.
12-03-15

ACCOUNTS PAYABLE PRELIST
BATCH: 0036 12-03-15
FUND : 13 CAFETERIA FUND

J1562 APY500 H.02.05 12/03/15 PAGE 18
<< 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				

019993/00	PROPACIFIC FRESH						
1291 PO-161134	12/03/2015	62230	1 13-5310-0-4700-108-0000-3700-007-000 NN P			1,958.66	1,958.66
1291 PO-161134	12/03/2015	60507	1 13-5310-0-4700-108-0000-3700-007-000 NN P			2,014.04	2,014.04
1291 PO-161134	12/03/2015	6119	1 13-5310-0-4700-108-0000-3700-007-000 NN P			1,641.28	1,641.28
1291 PO-161134	12/03/2015	65956	1 13-5310-0-4700-108-0000-3700-007-000 NN P			716.80	716.80
1291 PO-161134	12/03/2015	60270	1 13-5310-0-4700-108-0000-3700-007-000 NN P			5,370.71	5,370.71
1291 PO-161134	12/03/2015	61883	1 13-5310-0-4700-108-0000-3700-007-000 NN P			877.94	877.94
1291 PO-161134	12/03/2015	61188	1 13-5310-0-4700-108-0000-3700-007-000 NN P			1,734.35	1,734.35
			TOTAL PAYMENT AMOUNT	14,313.78 *			14,313.78
021194/00	PRUDENTIAL OVERALL SUPPLY INC						
136 PO-160129	12/03/2015	180231924	1 13-5310-0-5800-108-0000-3700-007-000 NN P			75.80	75.80
136 PO-160129	12/03/2015	180230593	1 13-5310-0-5800-108-0000-3700-007-000 NN P			75.80	75.80
136 PO-160129	12/03/2015	180231221	1 13-5310-0-5800-108-0000-3700-007-000 NN P			75.80	75.80
136 PO-160129	12/03/2015	180232534	1 13-5310-0-5800-108-0000-3700-007-000 NN P			75.80	75.80
			TOTAL PAYMENT AMOUNT	303.20 *			303.20
011422/00	SYSCO OF SAN FRANCISCO						
129 PO-160123	12/03/2015	511172358	2 13-5310-0-4300-108-0000-3700-007-000 NN P			971.17	971.17
129 PO-160123	12/03/2015	511242603	2 13-5310-0-4300-108-0000-3700-007-000 NN P			512.40	512.40
129 PO-160123	12/03/2015	511172358	1 13-5310-0-4700-108-0000-3700-007-000 NN P			1,833.88	1,833.88
129 PO-160123	12/03/2015	511242603	1 13-5310-0-4700-108-0000-3700-007-000 NN P			2,071.71	2,071.71
129 PO-160123	12/03/2015	511242604-credits	1 13-5310-0-4700-108-0000-3700-007-000 NN P			259.20	259.20
			TOTAL PAYMENT AMOUNT	5,648.36 *			5,648.36
TOTAL FUND			PAYMENT	55,436.85 **			55,436.85

81 CENTER UNIFIED SCHOOL DIST.
12-03-15

ACCOUNTS PAYABLE PRELIST
BATCH: 0036 12-03-15
FUND : 14 DEFERRED MAINTENANCE FUND

J1562 APY500 H.02.05 12/03/15 PAGE 19
<< Open >>

Vendor/Addr	Remit name	Tax ID num	Deposit type	ABA num	Account num	Liq Amt	Net Amount
Req Reference	Date	Description	FD RESO P	OBJE SIT	GOAL FUNC RES DEP T9MP		

013988/00	BUTTES/CENTER STATE PIPE &						
1416 PO-161261	12/03/2015	S008728551.001	1	14-0024-0-4300-106-9606-8110-007-000	NN F	2,515.25	2,515.25
TOTAL PAYMENT AMOUNT						2,515.25 *	2,515.25
011374/00	CAPITOL MECHANICAL INC						
1211 PO-161066	12/03/2015	12695	1	14-0024-0-5600-106-9607-8110-007-000	NN F	8,991.00	8,991.00
TOTAL PAYMENT AMOUNT						8,991.00 *	8,991.00
016043/00	SHELTONS UNLIMITED MECHANICAL						
879 PO-160775	12/03/2015	15-16053	3	14-0024-0-4300-106-9607-8110-007-000	NN F	232.20	232.20
879 PO-160775	12/03/2015	15-16053	2	14-0024-0-4400-106-9607-8110-007-000	NN F	1,360.80	1,360.80
879 PO-160775	12/03/2015	15-16053	1	14-0024-0-5600-106-9607-8110-007-000	NN F	2,545.00	2,545.00
TOTAL PAYMENT AMOUNT						4,138.00 *	4,138.00
TOTAL FUND PAYMENT						15,644.25 **	15,644.25
TOTAL BATCH PAYMENT						299,317.16 ***	299,317.16
TOTAL USE TAX AMOUNT						16.78	16.78
TOTAL DISTRICT PAYMENT						299,317.16 ****	299,317.16
TOTAL USE TAX AMOUNT						16.78	16.78
TOTAL FOR ALL DISTRICTS:						299,317.16 ****	299,317.16
TOTAL USE TAX AMOUNT						16.78	16.78

Number of warrants to be printed: 110, not counting voids due to stub overflows.

Center Unified School District

AGENDA REQUEST FOR:

Dept./Site: Wilson C. Riles Middle School

Date: January 4, 2016

Action Item

To: Board of Trustees

Information Item X

From: Joyce Frisch, Principal

Attached Pages 1

Principal's Initials: JF

SUBJECT:

Wilson C.Riles Middle School will have Kaiser Permanente at our school on March 15, 2016 to put on an assembly, "Nightmare on Puberty St." Parent notification will be done prior to assembly. There is no charge for this assembly.

Kaiser Foundation Health Plan, Inc. Performance Agreement

This Performance Agreement ("Agreement") is made by and between **Kaiser Foundation Health Plan, Inc. ("Kaiser")**, A Nonprofit Public Benefit Corporation, And **Wilson C. Riles Middle ("Site")** regarding Kaiser's program *Nightmare on Puberty St.* (the "Program").

Site has requested, and Kaiser has agreed to provide, the Program free of charge for the Site's participants at **Wilson C. Riles Middle**, 4747 Pfe Road, Roseville 95747. Therefore, Kaiser and Site agree as follows:

Kaiser's Responsibilities:

- 1.) Kaiser agrees to present the Program on **Tuesday, March 15, 2016**.
- 2.) Kaiser has provided Site with a description of the Program and an opportunity to review materials about the Program. Kaiser is relying on Site's judgment that this Program is appropriate for Site's participants.

Site's Responsibilities:

- 1) Site will assign a Site Contact who will have the following responsibilities:
 - a. Site Contact will serve as the liaison between Site and Kaiser, and Site Contact is responsible for ensuring implementation of all Program components as well as participation of students and teachers.
 - b. Site Contact will be available to plan all Program components with Kaiser, and Site Contact will inform Kaiser of any logistical changes that need to be made to the Program.
 - c. Site Contact will greet Kaiser Employees upon their arrival at the Site. If Site Contact is unavailable, a substitute contact must be designated.
 - d. Site Contact will ensure the performance space requirements are met: room is clear and free of moveable objects (e.g. cafeteria tables); mopped, swept, or vacuumed floor; unobstructed passageway from load-in entrance to performance space; all outlets and lights turned on; access to adult restrooms.
 - e. Site Contact will remind teachers to return program evaluations to Kaiser.
- 2) School warrants that it will comply with all laws and regulations relating to the performance of *Nightmare on Puberty St.* including but not limited to **parental notification**.
- 3) Site agrees that Kaiser may discontinue the Program, preparations for the Program, or any of its components at any time if Site does not fulfill its obligations as set forth above.

IN WITNESS WHEREOF, Kaiser and Site have caused this Agreement to be signed by their duly authorized representatives.

KAISER FOUNDATION HEALTH PLAN, INC.
A California Nonprofit, Public Benefit Corporation

Wilson C. Riles Middle

SIGNATURE: _____

SIGNATURE: Joyce Frisch

PRINTED NAME: Regina Dwerlkotte

PRINTED NAME: Joyce Frisch

TITLE: Director, Kaiser Educational Theatre

TITLE: Principal

PLEASE FAX THIS TO: 510-302-4114 No cover sheet is necessary

Center Joint Unified School District

AGENDA REQUEST FOR:

Dept./Site: Facilities & Operations Department

To: Board of Trustees

Action Item _____

Date: January 20, 2016

Information Item X

From: Craig Deason, Assist. Supt.

Attached Pages _____

Assist. Supt. Initials: CD

SUBJECT: Google Workshop 2016

Fifty staff members from Center Joint Unified School District will attend the Google in Education Workshop on February 8th, 2016. The festival will be held at the Wilson Riles Middle School. This festival is produced by the EdTech Team.

The Maintenance and Facilities Department is paying for three attendees from each site and all others are paid for by the sites.

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: January 20, 2016		# Attached Pages <u> </u>
From: Scott A. Loehr, Superintendent		
Principal/Administrator Initials:		

SUBJECT: Second Reading: Board Policies/Regulations/Exhibits	
<p>Replace BP/AR 3270</p> <p>Replace AR 3311</p> <p>Replace AR 3512</p> <p>Replace AR 4112.23</p> <p>Replace AR 4119.11/4219.11/4319.11</p> <p>Replace BP/AR 4154/4254/4354</p> <p>Replace AR 5112.2</p> <p>Replace BP/AR 5141.31</p> <p>Replace BP 6190</p> <p>Add E 5125.3</p> <p><u>Minor Revisions:</u></p> <p>Replace BP 0200</p> <p>Replace AR 0460</p> <p>Replace BP 0500</p> <p>Replace BP 3100</p> <p>Replace AR 3100</p> <p>Replace AR 4161.11/4261.11/4361.11</p> <p>Replace AR 6145.2</p> <p>Replace BP 6151</p> <p>Replace AR 6158</p> <p>Replace BP 6170.1</p>	<p>Sale and Disposal of Books, Equipment and Supplies</p> <p>Bids</p> <p>Equipment</p> <p>Special Education Staff</p> <p>Sexual Harassment</p> <p>Health and Welfare Benefits</p> <p>Exclusions from Attendance</p> <p>Immunizations</p> <p>Evaluation of the Instructional Program</p> <p>Challenging Student Records</p> <p>Goals for the School District</p> <p>Local Control and Accountability Plan</p> <p>Accountability</p> <p>Budget</p> <p>Budget</p> <p>Industrial Accident/Illness Leave</p> <p>Athletic Competition</p> <p>Class Size</p> <p>Independent Study</p> <p>Transitional Kindergarten</p>
RECOMMENDATION: CJUSD Board of Trustees approve the second reading of presented policies/regulations/exhibits.	

SALE AND DISPOSAL OF BOOKS, EQUIPMENT AND SUPPLIES

Note: The following policy and administrative regulation address the sale and disposal of district-owned personal property, such as instructional materials, equipment, and supplies. For policy on the sale or lease of surplus real property, see BP 3280 - Sale or Lease of District-Owned Real Property.

The Governing Board recognizes its fiscal responsibility to maximize the use of district equipment, supplies, instructional materials, and other personal property while providing up-to-date resources that facilitate student learning and effective district operations. When the Board, upon recommendation of the Superintendent or designee, declares any district-owned personal property unusable, obsolete, or no longer needed, the Board shall determine the estimated value of the property and shall decide whether the property will be donated, sold, or otherwise disposed of as prescribed by law and administrative regulation.

(cf. 0440 - District Technology Plan)

(cf. 3512 - Equipment)

(cf. 6161.11 - Supplementary Instructional Materials)

(cf. 6163.1 - Library Media Centers)

The Board shall approve the price and terms of any sale or lease of personal property of the district.

If the Board members who are in attendance at a meeting unanimously agree that the property, whether one or more items, does not exceed \$2,500 in value, the property may be sold without advertising for bids. (Education Code 17546)

If the Board members who are in attendance at a meeting unanimously find that the value of the property is insufficient to defray the costs of arranging a sale, the property may be donated to a charitable organization deemed appropriate by the Board or may be disposed of by dumping. (Education Code 17546)

Note: Education Code 60510-60530 establish conditions for the sale or disposal of obsolete instructional materials depending on whether such materials are usable or unusable for educational purposes; see the section "Instructional Materials" in the accompanying administrative regulation. The following **optional** paragraph prescribes criteria for determining when instructional materials are obsolete or unusable, and may be revised to reflect district practice. The mandate to adopt rules and procedures setting standards for identifying obsolete materials was repealed by SB 971 (Ch. 923, Statutes of 2014).

Instructional materials shall be considered obsolete or unusable by the district if they have been replaced by more recent editions or new materials selected by the Board, are not aligned with the district's academic standards or course of study, and have no foreseeable value in other instructional areas. Such materials may be sold or donated if they continue to serve educational purposes that would benefit others outside the district. Instructional materials are not appropriate for sale or donation if they meet any of the following criteria:

1. Contain information rendered inaccurate or incomplete by new research or technologies

SALE AND DISPOSAL OF BOOKS, EQUIPMENT AND SUPPLIES (continued)

2. Contain demeaning, stereotyping, or patronizing references to any group of persons protected against discrimination by law or Board policy
3. Are damaged beyond use or repair

(cf. 0410 - Nondiscrimination in District Programs and Activities)

(cf. 1312.4 - Williams Uniform Complaint Procedures)

(cf. 6161.1 - Selection and Evaluation of Instructional Materials)

(cf. 6011 - Academic Standards)

(cf. 6143 - Courses of Study)

Note: Pursuant to 34 CFR 80.32-80.33, equipment or supplies acquired under a federal grant or subgrant may be retained, sold, or otherwise disposed of, with no further obligation to the awarding federal agency, when they are no longer needed for the original project or program or for other federally supported activities. However, when the current per-unit fair market value of the equipment or the residual inventory of the unused supplies is \$5,000 or more, the federal agency that provided the grant or subgrant shall be entitled to a share of the current market value of the equipment, if retained, or the proceeds from its sale, and to compensation for its share of the unused supplies. See the accompanying administrative regulation.

The Superintendent or designee shall establish procedures to be used whenever the district sells equipment or supplies originally acquired under a federal grant or subgrant. Such procedures shall be designed to ensure the highest possible return. (34 CFR 80.32)

(cf. 3440 - Inventories)

Legal Reference: (see next page)

SALE AND DISPOSAL OF BOOKS, EQUIPMENT AND SUPPLIES (continued)

Legal Reference:

EDUCATION CODE

17540-17542 *Sale or lease of personal property by one district to another*

17545-17555 *Sale of personal property*

35168 *Inventory, including record of time and mode of disposal*

60510-60530 *Sale, donation, or disposal of instructional materials*

GOVERNMENT CODE

25505 *District property; disposition; proceeds*

CODE OF REGULATIONS, TITLE 5

3944 *Consolidated categorical programs, district title to equipment*

3946 *Disposal of equipment purchased with state and federal consolidated application funds*

UNITED STATES CODE, TITLE 40

549 *Surplus property*

CODE OF FEDERAL REGULATIONS, TITLE 34

80.32-80.33 *Equipment and supplies acquired under a grant or subgrant*

Management Resources:

CALIFORNIA DEPARTMENT OF EDUCATION PUBLICATIONS

California School Accounting Manual

Standards for Evaluating Instructional Materials for Social Content, 2013

WEB SITES

California Department of Education: <http://www.cde.ca.gov>

School Services of California, Inc.: <http://www.sscal.com>

Center USD

Board Policy

Sale And Disposal Of Books, Equipment And Supplies

BP 3270

Business and Noninstructional Operations

When any district-owned instructional materials, equipment, supplies, or other personal property becomes unusable, obsolete, or no longer needed, the Superintendent or designee shall notify the Governing Board, provide an estimated value, and recommend whether the items be sold or disposed of by one of the methods prescribed in law and administrative regulation. Upon approval by the Board, the Superintendent or designee shall arrange for the sale or disposal of these items.

(cf. 0440 - District Technology Plan)

(cf. 6161 - Equipment, Books and Materials)

(cf. 6161.11 - Supplementary Instructional Materials)

(cf. 6163.1 - Library Media Centers)

Instructional materials may be considered obsolete or unusable when they:

1. Have been replaced by more recent editions or new materials selected by the Board and have no foreseeable value in other instructional areas

(cf. 6161.1 - Selection and Evaluation of Instructional Materials)

2. Are not aligned with the district's academic standards or course of study

(cf. 6011 - Academic Standards)

(cf. 6143 - Courses of Study)

3. Contain information rendered inaccurate or incomplete by new research or technologies

4. Contain demeaning, stereotyping, or patronizing references to any group of persons protected against discrimination by law or Board policy

(cf. 0410 - Nondiscrimination in District Programs and Activities)

5. Are damaged beyond use or repair

(cf. 1312.4 - Williams Uniform Complaint Procedures)

The Superintendent or designee shall establish procedures to be used when selling

equipment for which the federal government has a right to receive all or part of the proceeds. These procedures shall ensure a reasonable amount of competition so as to result in the highest possible revenue.

(cf. 3440 - Inventories)

Legal Reference:

EDUCATION CODE

17540-17542 Sale or lease of personal property by one district to another

17545-17555 Sale of personal property

35168 Inventory, including record of time and mode of disposal

42291.5 Temporary school bus designation

42303 School bus sale to another district

60500-60530 Sale, donation, or disposal of instructional materials

GOVERNMENT CODE

25505 District property; disposition; proceeds

CODE OF REGULATIONS, TITLE 5

3944 Consolidated categorical programs, district title to equipment

3946 Disposal of equipment purchased with state and federal consolidated application funds

UNITED STATES CODE, TITLE 40

549 Surplus property

CODE OF FEDERAL REGULATIONS, TITLE 34

80.32 Equipment acquired under a grant or subgrant

Management Resources:

CALIFORNIA DEPARTMENT OF EDUCATION PUBLICATIONS

California School Accounting Manual

Standards for Evaluating Instructional Materials for Social Content, 2000

WEB SITES

California Department of Education: <http://www.cde.ca.gov>

School Services of California, Inc.: <http://www.sscal.com>

SALE AND DISPOSAL OF BOOKS, EQUIPMENT AND SUPPLIES

Note: The following administrative regulation addresses the sale and disposal of district-owned personal property, such as instructional materials, equipment, and supplies. For procedures regarding the disposal of real property, see BP/AR 3280 - Sale or Lease of District-Owned Real Property.

Education Code 42303, which established conditions for the sale of school buses by districts receiving a state apportionment to replace the buses, was repealed by SB 78 (Ch. 19, Statutes of 2015).

Instructional Materials

Note: Education Code 60510-60530 address the sale or disposal of surplus or undistributed obsolete instructional materials that are either usable or unusable for educational purposes. See the accompanying Board policy for language regarding the determination of instructional materials as obsolete or unusable.

The legal requirement to use the proceeds of the sale of surplus or obsolete instructional materials to purchase new instructional materials, supplemental instructional materials, or technology-based materials was repealed by SB 971 (Ch. 923, Statutes of 2014).

Surplus or undistributed obsolete instructional materials that are usable for educational purposes may be sold by the district. Alternatively, such materials may be donated to: (Education Code 60510)

1. Another district, county free library, or other state institution
2. A United States public agency or institution
3. A nonprofit charitable organization
4. Children or adults in California or foreign countries for the purpose of increasing the general literacy of the people

(cf. 0440 - District Technology Plan)
(cf. 6161.1 - Selection and Evaluation of Instructional Materials)
(cf. 6161.11 - Supplementary Instructional Materials)
(cf. 6163.1 - Library Media Centers)

Any organization, agency, or institution receiving obsolete instructional materials donated by the district shall certify to the Governing Board that it agrees to make no charge to any persons to whom it gives or lends these materials. (Education Code 60511)

Note: Education Code 60510.5 encourages, but does not require, districts to take actions described in the following optional paragraph.

At least 60 days before selling or donating surplus or undistributed obsolete instructional materials, the Superintendent or designee shall notify the public of the district's intention to do so through a public service announcement on a local television station, in a local newspaper, or by other means that will most effectively reach the entities described above.

SALE AND DISPOSAL OF BOOKS, EQUIPMENT AND SUPPLIES (continued)

Representatives of those entities and members of the public also shall be notified of the opportunity to address the Board regarding the distribution of these materials.

(cf. 9323 - Meeting Conduct)

Surplus or undistributed obsolete instructional materials which are unusable or which cannot be distributed as specified above may be disposed of by either of the following: (Education Code 60530)

1. Mutilated as not to be salable as instructional materials and sold for scrap or for use in the manufacture of paper pulp or other substances at the highest obtainable price
2. Destroyed by any economical means, provided that the materials are not destroyed until at least 30 days after the district has given notice to all persons who have filed a request for such notice

(cf. 3510 - Green School Operations)

(cf. 3511.1 - Integrated Waste Management)

Equipment/Supplies Acquired with Federal Funds

Note: 34 CFR 80.32-80.33 address the sale or disposal of equipment and supplies that were acquired under a federal grant or subgrant. See BP 3512 - Equipment for additional requirements pertaining to the management of such equipment and supplies.
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When the district has a need to replace equipment originally purchased with funds from a federal grant or subgrant, it may, subject to the approval of the agency that awarded the grant, trade in the original equipment or sell the property and use the proceeds to offset the cost of the replacement property. (34 CFR 80.32)

When any original or replacement equipment or supplies acquired under a federal grant or subgrant are no longer needed for the original project or program or for other federally supported activities, the district may retain or sell such items or, if the item has a current fair market value of less than \$5,000, may otherwise dispose of the item in a manner approved by the Board. Whenever the district sells equipment or supplies that have a current fair market value of \$5,000 or more, it shall provide an amount to the federal agency equal to the agency's share of the current market value of the equipment or the proceeds from the sale of the equipment or supplies. (34 CFR 80.32-80.33)

In the event that the district is provided equipment that is federally owned, the district shall request disposition instructions from the federal agency when it no longer needs the equipment. (34 CFR 80.32)

SALE AND DISPOSAL OF BOOKS, EQUIPMENT AND SUPPLIES (continued)

Other Personal Property

The district may sell other surplus or obsolete district-owned personal property through any of the following methods:

1. The Superintendent or designee may advertise for bids by posting a notice in at least three public places in the district for at least two weeks, or by publishing a notice at least once a week for at least two weeks in a newspaper having a general circulation in the district and, if possible, publishing within the district. The district shall sell the property to the highest responsible bidder or shall reject all bids. (Education Code 17545, 17548)

Property for which no qualified bid has been received may be sold, without further advertising, by the Superintendent or designee. (Education Code 17546)

(cf. 3311 - Bids)

2. The property may be sold by means of a public auction conducted by district employees, employees of other public agencies, or by contract with a private auction firm. (Education Code 17545)
3. The district may sell the property without advertising for bids under any of the following conditions:

Note: Pursuant to Education Code 17546, advertising without bids is authorized when the Governing Board members attending a meeting unanimously agree that the property, whether one or more items, does not exceed \$2,500 in value; see the accompanying Board policy.

- a. The Board members in attendance at a meeting have unanimously determined that the property does not exceed \$2,500 in value. (Education Code 17546)

(cf. 9323.2 - Actions by the Board)

Note: Education Code 17540 authorizes the sale of property to government agencies eligible under the federal surplus property law, renumbered as 40 USC 549.

- b. The district sells the property to agencies of the federal, state, or local government, to any other school district, or to any agency eligible under the federal surplus property law and the sale price equals the cost of the property plus the estimated cost of purchasing, storing, and handling. (Education Code 17540; 40 USC 549)

SALE AND DISPOSAL OF BOOKS, EQUIPMENT AND SUPPLIES (continued)

- c. The district sells or leases the property to agencies of the federal, state, or local government or to any other school district and the price and terms of the sale or lease are fixed by the Board and approved by the County Superintendent of Schools. (Education Code 17542)

Money received from the sale of surplus personal property shall be either deposited in the district reserve or general fund or credited to the fund from which the original purchase was made. (Education Code 17547)

(cf. 3100 - Budget)

Center USD

Administrative Regulation

Sale And Disposal Of Books, Equipment And Supplies

AR 3270

Business and Noninstructional Operations

Personal Property

The district may sell surplus or obsolete district-owned personal property through any of the following methods:

1. The Superintendent or designee may advertise for bids by posting a notice in at least three public places in the district for at least two weeks, or by publishing a notice at least once a week for at least two weeks in a newspaper having a general circulation in the district and, if possible, publishing within the district. The district shall sell the property to the highest responsible bidder or shall reject all bids. (Education Code 17545)

Property for which no qualified bid has been received may be sold, without further advertising, by the Superintendent or designee. (Education Code 17546)

(cf. 3311 - Bids)

2. The property may be sold by means of a public auction conducted by district employees, employees of other public agencies, or by contract with a private auction firm. Notice related to the auction shall be posted or published as described in item #1 above. (Education Code 17545)

3. The district may sell the property without advertising for bids under any of the following conditions:

a. The Governing Board members attending a meeting unanimously agree that the property, whether one or more items, does not exceed \$2,500 in value. (Education Code 17546)

(cf. 9323.2 - Actions by the Board)

b. The district sells the property to agencies of federal, state, or local government, to any other school district, or to any agency eligible under the federal surplus property law (40 USC 484 renumbered 40 USC 549) and the sale price equals the cost of the property plus the estimated cost of purchasing, storing, and handling. (Education Code 17540)

c. The district sells or leases the property to agencies of the federal, state, or local

government or to any other school district and the price and terms of the sale or lease are fixed by the Board and approved by the County Superintendent of Schools. (Education Code 17542)

If the Board members attending a meeting unanimously find that the value of the property is insufficient to defray the costs of arranging a sale, the property may be donated to a charitable organization deemed appropriate by the Board or may be disposed of by dumping. (Education Code 17546)

Money received from the sale of surplus property shall be either deposited in the district reserve or general fund or credited to the fund from which the original purchase was made. (Education Code 17547)

Instructional Materials

Surplus or undistributed obsolete instructional materials that are usable for educational purposes may be sold by the district, in which case all of the proceeds of the sale shall be available to acquire basic instructional materials, supplemental instructional materials, or technology-based materials. (Education Code 60510, 60510.1, 60521)

(cf. 0440 - District Technology Plan)

(cf. 6161 - Equipment, Books and Materials)

(cf. 6161.1 - Selection and Evaluation of Instructional Materials)

(cf. 6161.11 - Supplementary Instructional Materials)

(cf. 6163.1 - Library Media Centers)

Such materials also may be donated to another district, county free library, or other state institution; a United States public agency or institution; a nonprofit charitable organization; or children or adults in California or foreign countries for the purpose of increasing the general literacy of the people. Any organization, agency, or institution receiving obsolete instructional materials donated by the district shall certify to the Board that it agrees to make no charge to any persons to whom it gives or lends these materials. (Education Code 60510, 60511)

At least 60 days before selling or donating surplus or obsolete instructional materials, the Superintendent or designee shall notify the public of the district's intention to do so through a public service announcement on a local television station, in a local newspaper, or by another means he/she believes will most effectively reach the entities described above. The Board shall also permit representatives of these entities and members of the public to address the Board regarding the distribution of these materials.

(cf. 9323 - Meeting Conduct)

Surplus or undistributed obsolete instructional materials which are unusable or which cannot be distributed as specified above may be disposed of by either of the following: (Education Code 60530)

1. Mutilated so as not to be salable and sold for scrap at the highest obtainable price
2. Destroyed by any economical means, provided that the materials are not destroyed until at least 30 days after the district has given notice to all persons who have filed a request for such notice

(cf. 3510 - Green School Operations)
(cf. 3511.1 - Integrated Waste Management)

Replacement of School Buses

Upon receiving a state apportionment for the replacement of a school bus, the Board may sell the bus that is being replaced to another California school district if the following conditions are met: (Education Code 42303)

1. The other district is replacing a bus that is in service and has not been designated a temporary school bus pursuant to Education Code 42291.5.
2. The bus being replaced by the other district is older than the bus that is being sold by this district.
3. The bus being replaced by the other district is not sold to a third school district.
4. The other district, by Board resolution, holds the state and this district harmless for any liability that may result from the bus that this district is selling.
5. The proceeds from the sale of the bus shall be used by this district for home-to-school transportation purposes.

(cf. 3540 - Transportation)

6. Before the sale is finalized, the bus being sold is in compliance with all relevant provisions of the Vehicle Code and Title 13 of the California Code of Regulations.

Regulation
approved: February 17, 2010

CENTER UNIFIED SCHOOL DISTRICT
Antelope, California

BIDS

Note: Pursuant to Government Code 54202, districts are mandated to adopt bidding procedures governing the purchase of equipment and supplies.

The following administrative regulation is for use by districts that have not adopted the provisions of the Uniform Public Construction Cost Accounting Act (UPCCAA). Procedures and bid limits under the UPCCAA are specified in Public Contract Code 22030-22045.

Advertised/Competitive Bids

The district shall advertise for competitive bids when any public project contract involves an expenditure of \$15,000 or more. *Public project* means construction, reconstruction, erection, alteration, renovation, improvement, painting, repainting, demolition, and repair work involving a district owned, leased, or operated facility. (Public Contract Code 20111, 22002)

Note: For items #1-3 below, Public Contract Code 20111 requires the Superintendent of Public Instruction (SPI) to annually establish a bid limit that reflects U.S. Department of Commerce data. The following optional paragraph allows the amount to escalate automatically once the SPI has made the annual determination. For 2015, the bid limit is \$86,000.

The district shall also advertise for competitive bids when a contract exceeds the amount specified in law, as annually adjusted by the Superintendent of Public Instruction, for any of the following: (Public Contract Code 20111)

1. The purchase of equipment, materials, or supplies to be furnished, sold, or leased to the district
2. Services, not including construction services or special services and advice in accounting, financial, legal, or administrative matters
3. Repairs that are not a public project, including maintenance

Maintenance means routine, recurring, and usual work for preserving, protecting, and keeping a district facility operating in a safe, efficient, and continually usable condition for the intended purpose for which it was designed, improved, constructed, altered, or repaired. *Maintenance* includes, but is not limited to, carpentry, electrical, plumbing, glazing, and other craft work designed to preserve the facility, as well as repairs, cleaning, and other operations on machinery and other permanently attached equipment. Maintenance does not include painting, repainting, or decorating other than touchup, or among other types of work, janitorial or custodial services and protection provided by security forces. (Public Contract Code 20115)

Instructions and Procedures for Advertised Bids

The Superintendent or designee shall call for bids by placing a notice at least once a week for two weeks in a local newspaper of general circulation published in the district, or if no such

BIDS (continued)

newspaper exists, then in some newspaper of general circulation that is circulated in the county. The Superintendent or designee also may post the notice on the district's web site or through an electronic portal. The notice shall state the work to be done or materials or supplies to be furnished and the time and place and web site where bids will be opened. The district may accept a bid that has been submitted electronically or on paper. (Public Contract Code 20112)

(cf. 1113 - District and School Web Sites)

The notice shall contain the time, date, and location of any mandatory prebid conference, site visit, or meeting and details regarding when and where project documents, including the final plan and specifications, are available. Any such mandatory visit or meeting shall occur not less than five calendar days after the publication of the initial notice. (Public Contract Code 6610)

Note: For a bid to be successful, it must conform to specifications (i.e., it must be "responsive") and the bidder must be determined to be able to perform the work (i.e., he/she must be "responsible"). A district must be careful in making a determination on the "non-responsiveness" of a bid based on investigation or information outside of the submitted bid. In addition, when relying on outside investigation or information to disqualify a bidder, the district must follow the hearing procedures applicable for a finding of "non-responsibility." (Great West Contractors Inc. v. Irvine Unified School District) To avoid any confusion, the district should provide clear and comprehensive specifications to bidders.

Bid instructions and specifications shall include the following requirements and information:

1. All bidders shall certify the minimum, if not exact, percentage of post-consumer materials in products, materials, goods, or supplies offered or sold. (Public Contract Code 22152)

(cf. 3510 - Green School Operations)

2. All bids for construction work shall be presented under sealed cover and shall be accompanied by one of the following forms of bidder's security: (Public Contract Code 20107, 20111)
 - a. Cash
 - b. A cashier's check made payable to the district
 - c. A certified check made payable to the district
 - d. A bidder's bond executed by an admitted surety insurer and made payable to the district

BIDS (continued)

The security of unsuccessful bidders shall be returned in a reasonable period of time, but in no event later than 60 days after the bid is awarded. (Public Contract Code 20111)

3. When a standardized proposal form is provided by the district, bids not presented on the standard form shall be disregarded. (Public Contract Code 20111.5)
4. Bids shall not be accepted after the advertised bid opening time, regardless of whether the bids are actually opened at that time. (Public Contract Code 20112)
5. When two or more identical lowest or highest bids are received, the Governing Board may determine by lot which bid shall be accepted. (Public Contract Code 20117)

Note: Public Contract Code 20103.8 specifies that, in those cases when the bid includes items that may be added to or deducted from the scope of the work in the contract, the bid solicitation must specify the method to be used to determine the lowest bid, as detailed below. Districts should consult with legal counsel, as appropriate, as to the applicability of this law to school districts and other unclear provisions of this law.

6. If the district requires that the bid include prices for items that may be added to or deducted from the scope of work in the contract, the bid solicitation shall specify which one of the following methods will be used to determine the lowest bid. In the absence of such a specification, only the method provided in item #6a below shall be used. (Public Contract Code 20103.8)
 - a. The lowest bid shall be the lowest total of the bid prices on the base contract without consideration of the prices on the additive or deductive items.
 - b. The lowest bid shall be the lowest total of the bid prices on the base contract and those additive or deductive items that were specifically identified in the bid solicitation as being used for the purpose of determining the lowest bid price.
 - c. The lowest bid shall be the lowest total of the bid prices on the base contract and those additive or deductive items that, when taken in order from a specifically identified list of those items in the solicitation, and added to or subtracted from the base contract, are less than or equal to a funding amount publicly disclosed by the district before the first bid is opened.

The lowest bid shall be determined in a manner that prevents any information that would identify any of the bidders or proposed subcontractors or suppliers from being revealed to the district before the ranking of all bidders from lowest to highest has been determined. (Public Contract Code 20103.8)

BIDS (continued)

7. The district shall consider only responsive bids from responsible bidders in determining the lowest bid.
8. Any subsequent change or alteration of a contract shall be governed by the provisions of Public Contract Code 20118.4.
9. After being opened, all submitted bids become public records pursuant to Government Code 6252 and shall be made available for public review pursuant to law, Board policy, and administrative regulation.

(cf. 1340 - Access to District Records)

10. When a bid is disqualified as nonresponsive based on district investigation or other information not obtained from the submitted bid, the Superintendent or designee shall notify the bidder and give him/her an opportunity to respond to the information.

Prequalification Procedure

Note: The following section is **optional**. Pursuant to Public Contract Code 20111.6, as amended by AB 566 (Ch. 214, Statutes of 2015), a district with average daily attendance (ADA) of 2,500 or greater is required to prequalify all general contractors and electrical, mechanical, and plumbing subcontractors for any public project of \$1 million or more awarded on or after January 1, 2015, when the project uses or is reimbursed from School Facilities Program funds (Education Code 17070.10-17079.30) or other future state school bonds.

Additionally, pursuant to Public Contract Code 20111.5, districts are permitted, but not required, to establish prequalification procedures for other contracts which, by law, require competitive bidding.

When required by law or the Board, the Superintendent or designee shall establish a uniform system for rating bidders on the basis of completed questionnaires and financial statements in order to determine the size of contracts on which each bidder is qualified to bid. For this purpose, the Superintendent or designee shall furnish prospective bidders a standardized proposal form which, when completed, shall indicate a bidder's statement of financial ability and experience in performing public works. The bidder's information shall be verified under oath in the manner in which civil law pleadings are verified. The questionnaires and financial statements shall not be public records and shall not be open to public inspection. (Code of Civil Procedure 446; Public Contract Code 20111.5, 20111.6)

Note: Pursuant to Public Contract Code 20111.6, as amended by AB 1581 (Ch. 408, Statutes of 2014), districts' authority to set timelines for bid submittal and opening as specified in the following paragraph apply to contracts awarded on or after January 1, 2015 and will be in effect only until January 1, 2019. In addition, Public Contract Code 20111.6, as amended by AB 566 (Ch. 214, Statutes of 2015), clarifies that the requirement for prequalification applies to projects that will be reimbursed from future state school bonds, not just those that use funds "received" from state construction bonds.

BIDS (continued)

When any public project involves an expenditure of \$1,000,000 or more and is funded or reimbursed wholly or partly by the School Facilities Program funds or other future state school bond, the district shall prequalify prospective bidders either quarterly or annually. The prequalification shall be valid for one year and the following requirements shall apply: (Education Code 17406, 17407; Public Contract Code 20111.6)

1. Prospective bidders, including, but not limited to, prime, general engineering, and general building contractors and electrical, mechanical, and plumbing subcontractors, as defined in the Business and Professions Code 4113, 7056, or 7057, as applicable, shall submit a standardized questionnaire and financial statement 10 or more business days, as determined by the district, before the date fixed for the public opening of sealed bids.
2. Prospective bidders shall be prequalified by the district five or more business days, as determined by the district, before the date fixed for the public opening of sealed bids.

If the project includes electrical, mechanical, or plumbing components that will be performed by electrical, mechanical, or plumbing contractors, the Superintendent or designee shall make available to all bidders a list of prequalified general contractors and electrical, mechanical, and plumbing subcontractors five or more business days, as determined by the district, before the date fixed for the public opening of sealed bids.

For all other contracts requiring competitive bidding, the district may establish a procedure for prequalifying bidders on a quarterly basis and may authorize that prequalification be considered valid for up to one calendar year following the date of the initial prequalification. Prospective bidders for such contracts shall submit the questionnaire and financial statement at least five days before the date fixed for public opening of sealed bids and shall be prequalified by the district at least one day before the fixed bid-opening date. (Public Contract Code 20111.5)

Award of Contract

Note: Pursuant to Public Contract Code 20111, the district is required to award a contract to the lowest responsible bidder except in the circumstances specified in the following optional section.

The district shall award each contract to the lowest responsible bidder except in the following circumstances:

1. When the contract is for the procurement and/or maintenance of electronic data processing systems and supporting software, in which case the Board may contract with any one of the three lowest responsible bidders (Public Contract Code 20118.1)

BIDS (continued)

2. When the contract is for any transportation service which involves an expenditure of more than \$10,000 and which will be made with any person or corporation other than a common carrier, municipally owned transit system, or a parent/guardian of students who are to be transported, in which case the Board may contract with other than the lowest bidder (Education Code 39802)

Note: Pursuant to Public Contract Code 2000-2002, a district is permitted to establish bidding requirements that facilitate the participation of minority, women, disabled veteran, and small business enterprises in contracts. Though minorities and women are included in Public Contract Code 2000, Article 1, Section 31(a) of the California Constitution prohibits the granting of preferences based on race, sex, color, ethnicity, etc., in state employment and contracting. The district should consult legal counsel if there is any question about the granting of preferences to any such business.

3. When the contract is one for which the Board has established goals and requirements relating to participation of disabled veteran or small business enterprises in accordance with Public Contract Code 2000-2002, in which case the Board may contract with the lowest responsible bidder who submits a responsive bid and complies or makes a good faith effort to comply with the goals and requirements (Public Contract Code 2000-2002)

(cf. 9270 - Conflict of Interest)

Protests by Bidders

Note: The law does not specify a procedure for handling protests by bidders. The following optional section provides one such procedure and should be modified to reflect district practice.

A bidder may protest a bid award if he/she believes that the award is not in compliance with law, Board policy, or the bid specification. A protest must be filed in writing with the Superintendent or designee within five working days after receipt of notification of the contract award and shall include all documents supporting or justifying the protest. A bidder's failure to file the protest documents in a timely manner shall constitute a waiver of his/her right to protest the award of the contract.

The Superintendent or designee shall review the documents submitted with the bidder's claims and render a decision in writing within 30 working days. The Superintendent or designee may also convene a meeting with the bidder in order to attempt to resolve the problem.

Note: The following paragraph provides a process for appealing a bid award to the Board. Although the law does not specify the notice to be given in this circumstance, CSBA recommends at least three business days which may be modified to reflect district practice.

BIDS (continued)

The bidder may appeal the Superintendent or designee's decision to the Board. The Superintendent or designee shall provide notice to the bidder of the date and time for Board consideration of the protest at least three business days before the Board meeting. The Board's decision shall be final.

Alternative Bid Procedures for Technological Supplies and Equipment

Rather than seek competitive bids, the Board may use competitive negotiation when it makes a finding that a district procurement is for computers, software, telecommunications equipment, microwave equipment, or other related electronic equipment and apparatus. Competitive negotiation shall not be used to contract for construction or for the procurement of any product that is available in substantial quantities to the general public. (Public Contract Code 20118.2)

The competitive negotiation process shall include, but not be limited to, the following requirements: (Public Contract Code 20118.2)

1. The Superintendent or designee shall prepare a request for proposals (RFP) that shall be submitted to an adequate number of qualified sources, as determined by the district, to permit reasonable competition consistent with the nature and requirement of the procurement.
2. Notice of the RFP shall be published at least twice in a newspaper of general circulation, at least 10 days before the date for receipt of the proposals.
3. The Superintendent or designee shall make every effort to generate the maximum feasible number of proposals from qualified sources and shall make a finding to that effect before proceeding to negotiate if only a single response to the RFP is received.
4. The RFP shall identify all significant evaluation factors, including price, and their relative importance.
5. The Superintendent or designee shall provide reasonable procedures for the technical evaluation of the RFPs received, the identification of qualified sources, and the selection for the award of the contract.
6. The Board shall award the contract to the qualified bidder whose proposal meets the evaluation standards and will be most advantageous to the district with price and all other factors considered.
7. If the Board does not award the contract to the bidder whose proposal contains the lowest price, then the Board shall make a finding setting forth the basis for the award to another bidder.

BIDS (continued)

8. The Board, at its discretion, may reject all proposals and request new RFPs.
9. Provisions in any contract concerning utilization of small business enterprises that are in accordance with the RFP shall not be subject to negotiation with the successful proposer.

Sole Sourcing

Note: "Sole sourcing" is the practice by which one brand name product is specified, although comparable, competitive products are available. Public Contract Code 3400 allows sole sourcing in limited circumstances and requires that the specification of the designated product be followed by the words "or equal," so that bidders for such a contract are able to base their bids on the use of other products of equal functionality that may result in cost savings for the district. The following section is **optional**.

In any contract for the construction, alteration, or repair of school facilities, the Superintendent or designee shall ensure that the bid specification: (Public Contract Code 3400)

1. Does not directly or indirectly limit bidding to any one specific concern
2. Does not call for a designated material, product, thing, or service by a specific brand or trade name, unless the specification is followed by the words "or equal," so that bidders may furnish any equal material, product, thing, or service

In any such case, the bid specification shall provide a time period, before and/or after the award of the contract, for the contractor to submit data substantiating the request for substituting the designated material, product, thing, or service. If no such time period is specified, the contractor may submit the data within 35 days after the award of the contract.

Note: The following **optional** paragraph is for use by districts with ADA of more than 2,500. For the repair or replacement of the roof of a public facility, a material must meet the requirements specified below to be considered "equal" pursuant to Public Contract Code 3000-3010.

When the bid is for a roof project, a material, product, thing, or service is considered "equal" to that designated if it is equal in quality, durability, design, and appearance; will perform the intended function equally well; and conforms substantially to the detailed requirements in the bid specification. (Public Contract Code 3002)

However, the Superintendent or designee may designate a specific material, product, thing, or service by brand or trade name (sole sourcing) if the Board has made a finding, described in the invitation for bids or RFP, that a particular material, product, thing, or service is designated for any of the following purposes: (Public Contract Code 3400)

BIDS (continued)

1. To conduct a field test or experiment to determine its suitability for future use
2. To match others in use on a particular public improvement that has been completed or is in the course of completion
3. To obtain a necessary item that is only available from one source
4. To respond to the Board's declaration of an emergency, as long as the declaration has been approved by four-fifths of the Board when issuing the invitation for bid or RFP

(cf. 9323.2 - Actions by the Board)

Bids Not Required

Note: The following paragraph lists those items that may be purchased through a "piggybacked" bid; see the accompanying Board policy. Many districts have used the piggyback procedure to purchase portable and relocatable buildings. The Attorney General has opined (89 Ops.Cal.Atty.Gen. 1 2006) that a district may not rely on the piggyback exception to contract for the acquisition and installation of factory-built modular building components (i.e., roofs and walls) for installation on a permanent foundation. However, this opinion does not apply to typical portable or relocatable single-classroom buildings, because they lack a permanent foundation and building mobility. Districts considering using the piggyback process for relocatables, portables, modulares, and the like should consult district legal counsel. While Attorney General opinions are not binding, they are often given deference by the court and may also be considered by the State Allocation Board when making funding decisions.

Without advertising for bids and upon a determination that it is in the best interest of the district, the Board may authorize another public corporation or agency, by contract, lease, requisition, or purchase order, to lease data-processing equipment or to purchase materials, supplies, equipment, automotive vehicles, tractors, and other personal property for the district in the manner that the other public corporation or agency is authorized to make the leases or purchases from a vendor ("piggyback"). Alternatively, if the public corporation or agency has an existing contract with a vendor for the lease or purchase of personal property, the district may authorize the lease or purchase of personal property directly from the vendor and make payments under the same terms that are available to the public corporation or agency under the contract. (Public Contract Code 20118)

(cf. 3300 - Expenditures and Purchases)

(cf. 3512 - Equipment)

Note: The following **optional** paragraph is commonly described as the "lease-leaseback" contract. This construction financing method should only be used in coordination with competent technical consultants and legal counsel to ensure all legal requirements are met. Pursuant to Education Code 17407.5, as added by AB 566 (Ch. 214, Statutes of 2015), the contractor must provide an enforceable commitment to the district that it will use a certain percentage of skilled and trained workers to complete project-related work that is within an "apprenticeable occupation" as defined in Labor Code 3075.

BIDS (continued)

In addition, upon a determination that it is in the best interest of the district and without advertising for bids, the Board may lease currently owned district property to any person, firm, or corporation for a minimum of \$1 per year, as long as the lease requires the person, firm, or corporation to construct a building or buildings on the property for the district's use during the lease and the property and building(s) will vest in the district at the expiration of the lease ("lease-leaseback"). Prior to entering into a lease-leaseback agreement, the Superintendent or designee shall have on file the contractor's enforceable commitment that the contractor and its subcontractors at every tier will use a skilled and trained workforce to perform all work on the project or contract that falls within an apprenticeable occupation in the building and construction trades. (Education Code 17406, 17407.5)

(cf. 3280 - Sale or Lease of District-Owned Real Property)

Note: In Davis v. Fresno Unified School District, a California appellate court ruled that, to be valid, a lease-leaseback agreement must contain a lease term and a financing component as specified in the following paragraph.

Any lease-leaseback agreement shall include a lease term that specifies the district's occupancy of the building or improved property and a financing component as may be determined on a case-by-case basis.

Note: Pursuant to Education Code 17406, as amended by AB 1581 (Ch. 408, Statutes of 2014), the prequalification requirements for contracts that meet the criteria specified in Public Contract Code 20111.6 are also applicable to lease-leaseback contracts. As amended by AB 566 (Ch. 214, Statutes of 2015), Education Code 17406 requires prequalification for such projects irrespective of whether or not they are funded locally or through state sources and makes the provision applicable to all districts, not just those with ADA of 2,500 or more. See "Prequalification Procedure" section above.

Regardless of the funding source, when any lease-leaseback agreement is for a public project, involves an expenditure of \$1,000,000 or more, and meets other criteria in Public Contract Code 20111.6, the prequalification requirements specified in the "Prequalification Procedure" section above shall be followed. (Education Code 17406)

Note: The following **optional** paragraph reflects the authority granted to public agencies pursuant to Government Code 4217.10-4217.18 to enter into energy service contracts without competitive bidding when the agency's governing body determines that the contract is in the best interest of the agency based on the "costs-benefits" analysis specified in Government Code 4217.12.

Without advertising for bids, the Board may enter into an energy service contract and any related facility ground lease, when it determines that the terms of the contract and lease are in the best interest of the district. The Board's determination shall be made at a regularly scheduled public hearing of which notice is given to the public at least two weeks in advance and shall be based on cost comparison findings specified in Government Code 4217.12. (Government Code 4217.12)

BIDS (continued)

(cf. 3511 - Energy and Water Management)
(cf. 9320 - Meetings and Notices)

Supplementary textbooks, library books, educational films, audiovisual materials, test materials, workbooks, instructional computer software packages, or periodicals may be purchased in any amount without taking estimates or advertising for bids. (Public Contract Code 20118.3)

(cf. 6161.1 - Selection and Evaluation of Instructional Materials)
(cf. 6161.11 - Supplementary Instructional Materials)
(cf. 6163.1 - Library Media Centers)

Perishable foodstuffs and seasonal commodities needed in the operations of cafeterias may be purchased through bid or on the open market. (Education Code 38083)

(cf. 3551 - Food Service Operations/Cafeteria Fund)

Bids shall not be required for day labor under circumstances specified in Public Contract Code 20114. Day labor shall include the use of maintenance personnel employed on a permanent or temporary basis. (Public Contract Code 20114)

Note: Pursuant to Public Contract Code 20113, a district may award contracts without competitive bidding in emergency situations, as specified below. In Marshall v. Pasadena Unified School District, a court held that the definition of "emergency" in Public Contract Code 1102 is applicable. Public Contract Code 1102 defines "emergency" as a "sudden, unexpected occurrence that poses a clear and imminent danger, requiring immediate action to prevent or mitigate the loss or impairment of life, health, property, or essential public services."

In an emergency when any repairs, alterations, work, or improvement to any school facility is necessary to permit the continuance of existing school classes or to avoid danger to life or property, the Board may, by unanimous vote and with the approval of the County Superintendent of Schools, contract for labor and materials or supplies without advertising for or inviting bids or may authorize the use of day labor or force account for the emergency purpose. (Public Contract Code 1102, 20113)

(cf. 3517 - Facilities Inspection)

The district may purchase any surplus property from the federal government or any of its agencies in any quantity needed for the operation of its schools without taking estimates or advertising for bids. (Education Code 17602)

Center USD

Administrative Regulation

Bids

AR 3311

Business and Noninstructional Operations

Advertised/Competitive Bids

The district shall advertise for competitive bids to let any public project contract involving an expenditure of \$15,000 or more. *Public project* means construction, reconstruction, erection, alteration, renovation, improvement, painting, repainting, demolition, and repair work involving a district owned, leased, or operated facility. (Public Contract Code 20111, 22002)

The district shall also seek competitive bids through advertisement for contracts exceeding the amount specified in law, as annually adjusted by the Superintendent of Public Instruction, for any of the following: (Public Contract Code 20111)

1. The purchase of equipment, materials, or supplies to be furnished, sold, or leased to the district
2. Services, not including construction services or special services and advice in accounting, financial, legal, or administrative matters
3. Repairs that are not a public project, including maintenance

Maintenance means routine, recurring, and usual work for preserving, protecting, and keeping a district facility operating in a safe, efficient, and continually usable condition for the intended purpose for which it was designed, improved, constructed, altered, or repaired. *Maintenance* includes, but is not limited to, carpentry, electrical, plumbing, glazing, and other craft work designed to preserve the facility, as well as repairs, cleaning, and other operations on machinery and other permanently attached equipment, but does not include painting, repainting, or decorating other than touchup, or among other types of work, janitorial or custodial services and protection provided by security forces. (Public Contract Code 20115)

Instructions and Procedures for Advertised Bids

The Superintendent or designee shall call for bids by placing a notice at least once a week for two weeks in a local newspaper of general circulation published in the district, or if no such newspaper exists, then in some newspaper of general circulation circulated in the county. The Superintendent or designee also may post the notice on the district's web site

or through an electronic portal. The notice shall state the work to be done or materials or supplies to be furnished and the time and place and web site where bids will be opened. The district may accept a bid that has been submitted electronically or on paper. (Public Contract Code 20112)

(cf. 1113 - District and School Web Sites)

The notice shall contain the time, date, and location of any mandatory prebid conference, site visit, or meeting. The notice shall also detail when and where project documents, including the final plan and specifications, are available. Any such mandatory visit or meeting shall occur not less than five calendar days after the publication of the initial notice. (Public Contract Code 6610)

Bid instructions and specifications shall include the following requirements and information:

1. All bidders shall certify the minimum, if not exact, percentage of post-consumer materials in products, materials, goods, or supplies offered or sold. (Public Contract Code 22152)

(cf. 3510 - Green School Operations)

2. All bids for construction work shall be presented under sealed cover and shall be accompanied by one of the following forms of bidder's security: (Public Contract Code 20107, 20111)
 - a. Cash
 - b. A cashier's check made payable to the district
 - c. A certified check made payable to the district
 - d. A bidder's bond executed by an admitted surety insurer and made payable to the district

The security of unsuccessful bidders shall be returned in a reasonable period of time, but in no event later than 60 days after the bid is awarded. (Public Contract Code 20111)

3. When a standardized proposal form is provided by the district, bids not presented on the standard form shall be disregarded. (Public Contract Code 20111.5)
4. Bids shall not be accepted after the advertised bid opening time, regardless of whether the bids are actually opened at that time. (Public Contract Code 20112)

5. When two or more identical lowest or highest bids are received, the Governing Board may determine by lot which bid shall be accepted. (Public Contract Code 20117)
6. If the district requires that the bid include prices for items that may be added to or deducted from the scope of work in the contract, the bid solicitation shall specify which one of the following methods will be used to determine the lowest bid. In the absence of such a specification, only the method provided in item #a below shall be used. (Public Contract Code 20103.8)
 - a. The lowest bid shall be the lowest total of the bid prices on the base contract without consideration of the prices on the additive or deductive items.
 - b. The lowest bid shall be the lowest total of the bid prices on the base contract and those additive or deductive items that were specifically identified in the bid solicitation as being used for the purpose of determining the lowest bid price.
 - c. The lowest bid shall be the lowest total of the bid prices on the base contract and those additive or deductive items that, when taken in order from a specifically identified list of those items in the solicitation, and added to or subtracted from the base contract, are less than or equal to a funding amount publicly disclosed by the district before the first bid is opened.

The lowest bid shall be determined in a manner that prevents any information that would identify any of the bidders or proposed subcontractors or suppliers from being revealed to the district before the ranking of all bidders from lowest to highest has been determined. (Public Contract Code 20103.8)

7. Any subsequent change or alteration of a contract shall be governed by the provisions of Public Contract Code 20118.4.
8. After being opened, all submitted bids become public records pursuant to Government Code 6252 and shall be made available for public review pursuant to law, Board policy, and administrative regulation.

(cf. 1340 - Access to District Records)

9. When a bid is disqualified as nonresponsive based on district investigation or other information not obtained from the submitted bid, the Superintendent or designee shall notify the bidder and give him/her an opportunity to respond to the information.

Prequalification Procedure

When required by law or the Board, each prospective bidder shall complete and submit a standardized questionnaire and financial statement. For this purpose, the Superintendent or designee shall provide a standardized proposal form which requires a complete statement of the bidder's financial ability and experience in performing public works. The bidder's information shall be verified under oath in the manner in which civil law pleadings are verified. The questionnaires and financial statements shall not be public records and shall not be open to public inspection. (Public Contract Code 20111.5, 20111.6)

Prospective bidders shall submit the questionnaire and financial statement at least five days before the date fixed for public opening of sealed bids. (Public Contract Code 20111.5)

The Superintendent or designee shall establish a uniform system for rating bidders on the basis of completed questionnaires and financial statements in order to determine the size of contracts on which each bidder is qualified to bid. Bidders must be prequalified by the district at least one day before the fixed bid-opening date. (Public Contract Code 20111.5)

The district may establish a procedure for prequalifying bidders on a quarterly basis and may authorize that prequalification be considered valid for up to one calendar year following the date of the initial prequalification. (Public Contract Code 20111.5)

Award of Contract

The district shall award each contract to the lowest responsible bidder except in the following circumstances:

1. When the contract is for the procurement and/or maintenance of electronic data processing systems and supporting software, in which case the Board may contract with any one of the three lowest responsible bidders (Public Contract Code 20118.1)
2. For any transportation service contract involving an expenditure of more than \$10,000, which the Board contemplates may be made with a person or corporation other than a common carrier, municipally owned transit system, or a parent/guardian of students who are to be transported, in which case the Board may contract with other than the lowest bidder (Education Code 39802)
3. When the contract is one for which the Board has established goals and requirements relating to participation of minority, women, disabled veteran, or small business enterprises in accordance with Public Contract Code 2000-2002, in which case the Board may contract with the lowest responsible bidder who complies or makes a good faith effort to comply with the goals and requirements (Public Contract Code 2000-2002)

Protests by Bidders

A bidder may protest a bid award if he/she believes that the award is not in compliance with law, Board policy, or the bid specification. A protest must be filed in writing with the Superintendent or designee within five working days after receipt of notification of the contract award and shall include all documents supporting or justifying the protest. A bidder's failure to file the protest documents in a timely manner shall constitute a waiver of his/her right to protest the award of the contract.

The Superintendent or designee shall review the documents submitted with the bidder's claims and render a decision in writing within 30 working days. The Superintendent or designee may also convene a meeting with the bidder in order to attempt to resolve the problem.

The bidder may appeal the Superintendent or designee's decision to the Board. The Superintendent or designee shall provide reasonable notice to the bidder of the date and time for Board consideration of the protest. The Board's decision shall be final.

Alternative Bid Procedures for Technological Supplies and Equipment

Rather than seek competitive bids, the Board may use competitive negotiation when it makes a finding that a district procurement is for computers, software, telecommunications equipment, microwave equipment, or other related electronic equipment and apparatus. Competitive negotiation shall not be used to contract for construction or for the procurement of any product that is available in substantial quantities to the general public. (Public Contract Code 20118.2)

The competitive negotiation process shall include, but not be limited to, the following requirements: (Public Contract Code 20118.2)

1. The Superintendent or designee shall prepare a request for proposals (RFP) that shall be submitted to an adequate number of qualified sources, as determined by the district, to permit reasonable competition consistent with the nature and requirement of the procurement.
2. Notice of the RFP shall be published at least twice in a newspaper of general circulation, at least 10 days before the date for receipt of the proposals.
3. The Superintendent or designee shall make every effort to generate the maximum feasible number of proposals from qualified sources and shall make a finding to that effect before proceeding to negotiate if only a single response to the RFP is received.
4. The RFP shall identify all significant evaluation factors, including price, and their relative importance.

5. The Superintendent or designee shall provide reasonable procedures for the technical evaluation of the RFPs received, the identification of qualified sources, and the selection for the award of the contract.
6. The Board shall award the contract to the qualified bidder whose proposal meets the evaluation standards and will be most advantageous to the district with price and all other factors considered.
7. If the Board does not award the contract to the bidder whose proposal contains the lowest price, then the Board shall make a finding setting forth the basis for the award.
8. The Board, at its discretion, may reject all proposals and request new RFPs.
9. Provisions in any contract concerning utilization of small business enterprises that are in accordance with the RFP shall not be subject to negotiation with the successful proposer.

Sole Sourcing

In any contract for the construction, alteration, or repair of school facilities, the Superintendent or designee shall not draft the bid specification in a manner that: (Public Contract Code 3400)

1. Directly or indirectly limits bidding to any one specific concern
2. Calls for a designated material, product, thing, or service by a specific brand or trade name, unless the specification is followed by the words "or equal," so that bidders may furnish any equal material, product, thing, or service

In any such case, the bid specification shall provide a time period, before and/or after the award of the contract, for the contractor to submit data substantiating the request for substituting the designated material, product, thing, or service. If no such time period is specified, the contractor may submit the data within 35 days after the award of the contract.

When the bid is for a roof project, a material, product, thing, or service is considered "equal" to that designated if it is equal in quality, durability, design, and appearance; will perform the intended function equally well; and conforms substantially to the detailed requirements in the bid specification. (Public Contract Code 3002)

However, the Superintendent or designee may designate a specific material, product, thing, or service by brand or trade name (sole sourcing), if the Board has made a finding, described in the invitation for bids or RFP, that a particular material, product, thing, or service is designated for any of the following purposes: (Public Contract Code 3400)

1. To conduct a field test or experiment to determine its suitability for future use
2. To match others in use on a particular public improvement that has been completed or is in the course of completion
3. To obtain a necessary item that is only available from one source
4. To respond to the Board's declaration of an emergency, as long as the declaration has been approved by four-fifths of the Board when issuing the invitation for bid or RFP

(cf. 9323.2 - Actions by the Board)

Bids Not Required

Without advertising for bids and upon a determination that it is in the best interest of the district, the Board may authorize another public corporation or agency, by contract, lease, requisition, or purchase order, to lease data-processing equipment or to purchase materials, supplies, equipment, automotive vehicles, tractors, and other personal property for the district in the manner that the other public corporation or agency is authorized to make the leases or purchases from a vendor ("piggyback"). Alternatively, if the public corporation or agency has an existing contract with a vendor for the lease or purchase of personal property, the district may authorize the lease or purchase of personal property directly from the vendor and make payments under the same terms that are available to the public corporation or agency under the contract. (Public Contract Code 20118)

(cf. 3300 - Expenditures and Purchases)

In addition, upon a determination that it is in the best interest of the district and without advertising for bids, the Board may lease currently owned district property to any person, firm, or corporation for a minimum of \$1 per year, as long the lease requires the person, firm, or corporation to construct a building or buildings on the property for the district's use during the lease and the property and building(s) will vest in the district at the expiration of the lease ("lease-leaseback"). (Education Code 17406)

(cf. 3280 - Sale or Lease of District-Owned Real Property)

Without advertising for bids, the Board may enter into an energy service contract and any related facility ground lease, when it determines that the terms of the contract and lease are in the best interest of the district. The Board's determination shall be made at a regularly scheduled public hearing of which notice is given to the public at least two weeks in advance and shall be based on cost comparison findings specified in Government Code 4217.12. (Government Code 4217.12)

(cf. 3510 - Green School Operations)

(cf. 3511 - Energy and Water Management)

(cf. 9320 - Meetings and Notices)

Supplementary textbooks, library books, educational films, audiovisual materials, test materials, workbooks, instructional computer software packages, or periodicals may be purchased in any amount without taking estimates or advertising for bids. (Public Contract Code 20118.3)

(cf. 6161.1 - Selection and Evaluation of Instructional Materials)

(cf. 6161.11 - Supplementary Instructional Materials)

(cf. 6163.1 - Library Media Centers)

Perishable foodstuffs and seasonal commodities needed in the operations of cafeterias may be purchased through bid or on the open market. (Education Code 38083)

(cf. 3551 - Food Service Operations/Cafeteria Fund)

In an emergency when any repairs, alterations, work, or improvement to any school facility is necessary to permit the continuance of existing school classes or to avoid danger to life or property, the Board may, by unanimous vote and with the approval of the County Superintendent of Schools, contract for labor and materials or supplies without advertising for or inviting bids or may authorize the use of day labor or force account for the emergency purpose. (Public Contract Code 20113)

(cf. 3517 - Facilities Inspection)

Bids shall not be required for day labor under circumstances specified in Public Contract Code 20114. Day labor shall include the use of maintenance personnel employed on a permanent or temporary basis. (Public Contract Code 20114)

The district may purchase any surplus property from the federal government or any of its agencies in any quantity needed for the operation of its schools without taking estimates or advertising for bids. (Education Code 17602)

EQUIPMENT

Note: The California School Accounting Manual distinguishes between "equipment" and "supplies" and defines equipment as having relatively permanent value (e.g., is serviceable for more than one year) and substantially increasing the value of the district's physical assets. Equipment is generally not of an expendable nature and does not easily deteriorate in use. Examples include computer systems, machinery, vehicles, and playground equipment.

District equipment shall be used primarily for educational purposes and/or to conduct district business. The Superintendent or designee shall ensure that all employees, students, and other users understand the appropriate use of district equipment and that any misuse may be cause for disciplinary action or loss of user privilege.

- (cf. 0440 - District Technology Plan)*
- (cf. 3515.4 - Recovery for Property Loss or Damage)*
- (cf. 3540 - Transportation)*
- (cf. 3551 - Food Service Operations/Cafeteria Fund)*
- (cf. 4040 - Employee Use of Technology)*
- (cf. 4118 - Dismissal/Suspension/Disciplinary Action)*
- (cf. 4218 - Dismissal/Suspension/Disciplinary Action)*
- (cf. 5142 - Safety)*
- (cf. 5144 - Discipline)*
- (cf. 6000 - Concepts and Roles)*
- (cf. 6163.4 - Student Use of Technology)*
- (cf. 6171 - Title I Programs)*

School-connected organizations may be granted reasonable use of the equipment for school-related matters as long as it does not interfere with the use by students or employees or otherwise disrupt district operations.

- (cf. 1230 - School-Connected Organizations)*
- (cf. 1330 - Use of School Facilities)*

Note: The following paragraph is **optional**. It is recommended that the district check its liability coverage for off-site use of district equipment and materials. Whenever an individual is authorized to borrow district equipment, he/she could be required to complete a form identifying the equipment and the intended use and indicating that the individual will assume responsibility for any loss or damage to the equipment. See the accompanying Exhibit for a sample form that may be used for this purpose.

The Superintendent or designee shall approve the transfer of any district equipment from one work site to another and the removal of any district equipment for off-site use. When any equipment is taken off site, the borrower is responsible for its safe return and shall be fully liable for any loss or damage.

Employees transferred to another work site shall take with them only those personal items that have been purchased with their own funds unless otherwise authorized by the Superintendent or designee or applicable Board policy.

EQUIPMENT (continued)

Note: Education Code 35168 requires the district to maintain an inventory containing specified information for all equipment currently valued in excess of \$500. Although 34 CFR 80.3 and 80.32 only require districts to maintain inventory records of tangible, nonexpendable, personal property having a useful life of more than one year and an acquisition cost of \$5,000 or more per unit, the state's Federal Program Monitoring process reviews whether the district maintains an inventory record for every item of equipment with an acquisition cost of \$500 or more per unit that is purchased with state and/or federal categorical funds. CSBA recommends an inventory of all equipment currently valued in excess of \$500 in order to simplify the district's inventory procedures and to comply with law. Also see AR 3440 - Inventories.

The Superintendent or designee shall maintain an inventory of all equipment currently valued in excess of \$500. (Education Code 35168; 5 CCR 3946)

(cf. 3440 - Inventories)

When equipment is unusable or is no longer needed, it may be sold, donated, or disposed of in accordance with Education Code 17540-17555 or 34 CFR 80.32, as applicable.

(cf. 3270 - Sale and Disposal of Books, Equipment and Supplies)

Equipment Acquired with Federal Funds

Note: Office of Management and Budget (OMB) guidance in OMB Circular A-87 (Cost Principles for State, Local, and Indian Tribal Governments) requires a district receiving federal grant funds to obtain prior written approval from its awarding agency before incurring the cost of a capital expenditure. Both the OMB guidance and generally accepted accounting principles identify equipment as a capital expenditure.

The Superintendent or designee shall obtain prior written approval from the California Department of Education or other awarding agency before purchasing equipment with federal funds.

(cf. 3300 - Expenditures and Purchases)

All equipment purchased for federal programs funded through the consolidated application pursuant to Education Code 64000-64001 shall be labeled with the name of the project, identification number, and name of the district. (5 CCR 3946)

For any equipment acquired in whole or in part with federal funds, the Superintendent or designee shall develop adequate maintenance procedures to keep the property in good condition. He/she shall also develop adequate safeguards to prevent loss, damage, or theft of the property and shall investigate any loss, damage, or theft. (34 CFR 80.32)

(cf. 3530 - Risk Management/Insurance)

(cf. 4156.3/4256.3/4356.3 - Employee Property Reimbursement)

EQUIPMENT (continued)

Equipment purchased for use in a federal program shall be used in that program as long as needed, whether or not the program continues to be supported by federal funds. The equipment may be used in other activities currently or previously supported by a federal agency when such use does not interfere with the work on the project or program for which it was originally acquired or when use of the equipment is no longer needed for the original program. (34 CFR 80.32)

*Legal Reference:*EDUCATION CODE*17540-17542 Sale or lease of personal property by one district to another**17545-17555 Sale of personal property**17605 Delegation of authority to purchase supplies and equipment**35160 Authority of governing boards**35168 Inventory of equipment**64000-64001 Consolidated application process*CODE OF REGULATIONS, TITLE 5*3946 Control, safeguards, disposal of equipment purchased with state and federal consolidated application funds**4424 Comparability of services**16023 Class 1 - Permanent records*UNITED STATES CODE, TITLE 20*6321 Fiscal requirements*CODE OF FEDERAL REGULATIONS, TITLE 34*80.1-80.52 Uniform administration requirements for grants to state and local governments**Management Resources:*CALIFORNIA DEPARTMENT OF EDUCATION PUBLICATIONSCalifornia School Accounting ManualOFFICE OF MANAGEMENT AND BUDGET PUBLICATIONSCost Principles for State, Local, and Indian Tribal Governments, OMB Circular A-87WEB SITESCalifornia Department of Education: <http://www.cde.ca.gov>Office of Management and Budget: <https://www.whitehouse.gov/omb>

Center USD

Administrative Regulation

Equipment

AR 3512

Business and Noninstructional Operations

Employees and/or students shall use district equipment only for school-related tasks. The Superintendent or designee shall ensure that all employees understand that personal use of district equipment is prohibited and that a violation may be cause for disciplinary action.

- (cf. 3515.4 - Recovery for Property Loss or Damage)
- (cf. 4040 - Employee Use of Technology)
- (cf. 4118 - Suspension/Disciplinary Action)
- (cf. 4218 - Dismissal/Suspension/Disciplinary Action)
- (cf. 5144 - Discipline)
- (cf. 6163.4 - Student Use of Technology)

The district shall provide comparable basic equipment and supplies for all classes. When equipment cannot be supplied to every class, the Superintendent or designee shall ensure that it will be shared within and among the schools.

- (cf. 6000 - Concepts and Roles)
- (cf. 6171 - Title I Programs)

When school equipment is not being used by students or employees, school-connected organizations may be granted reasonable use of the equipment for school-related matters.

- (cf. 1230 - School-Connected Organizations)
- (cf. 1330 - Use of School Facilities)

The principal shall approve the removal of district-owned equipment from the school site. When any equipment is taken off-site, the borrower is responsible for its safe return and shall be fully liable for any loss or damage.

Transfer of Equipment to a New Site

Employees transferred to another school shall take with them only those personal items that have been purchased with their own funds. Items paid for by the district, school-connected organizations or grants shall remain at the initial location unless the principals of both schools make special arrangements that serve the best interests of the districtwide instructional program.

Equipment and materials unique to a special program being moved to another site may be moved to the new location upon the approval of both principals.

Equipment Acquired by Federal Funds

Equipment purchased for use in a federal program shall be used in that program as long as needed, whether or not the program continues to be supported by federal funds. When no longer needed for the original program, the equipment may be used in other activities currently or previously supported by a federal agency. (34 CFR 80.32)

All equipment purchased with Consolidated Application funds shall be labeled with the name of the project, identification number and name of the district. (Code of Regulations, Title 5, Section 3946)

Each principal or designee shall ensure that the following management provisions are established and maintained for equipment acquired in whole or in part with federal funds until such property is disposed: (34 CFR 80.32)

1. A control system shall be developed to ensure adequate safeguards to prevent loss, damage or theft of the property. Any loss, damage or theft shall be investigated.
2. Adequate maintenance procedures shall be developed to keep the property in good condition.

(cf. 3530 - Risk Management/Insurance)

(cf. 4156.3/4256.3/4356.3 - Employee Property Reimbursement)

If equipment is used for a purpose other than that for which it was originally purchased, the inventory shall include a dated statement justifying its current use.

(cf. 3440 - Inventories)

Legal Reference:

EDUCATION CODE

35160 Authority of governing boards

35168 Inventory of equipment

CODE OF REGULATIONS, TITLE 5

3946 Control, safeguards, disposal of equipment purchased with state and federal consolidated application funds

4424 Comparability of services

16023 Class 1- Permanent records

UNITED STATES CODE, TITLE 20

6322 Fiscal requirements

CODE OF FEDERAL REGULATIONS, TITLE 34

80.1-80.52 Uniform administration requirements for grants to state and local governments

Regulation
approved: October 21, 1998

CENTER UNIFIED SCHOOL DISTRICT
Antelope, California

SPECIAL EDUCATION STAFF

Qualifications/Assignment of Special Education Teachers

Note: Individuals providing instruction in special education must possess an appropriate credential or added authorization issued by the Commission on Teacher Credentialing (CTC) permitting such service, including the (1) education specialist credential, which includes specializations in mild/moderate disabilities, moderate/severe disabilities, deaf and hard of hearing, visual impairments, physical and health impairments, early childhood special education, and language and academic development; (2) previously issued special education credential; (3) speech-language pathology services credential; or (4) clinical or rehabilitative services credential authorizing the provision of audiology and/or orientation and mobility services.

Teachers who receive an added authorization may be assigned to serve students in the broad specialty area pursuant to their credential and in the specific area of the added authorization. 5 CCR 80048.7 allows credential holders to obtain added authorizations in the following areas: autism spectrum disorders (ASD), deaf-blind, emotional disturbance, orthopedically impaired, other health impaired, and traumatic brain injury. In addition, holders of a valid prerequisite teaching credential authorizing the teaching of physical education in any grade K-12 or a credential authorizing instruction or services in special education may obtain an added authorization pursuant to 5 CCR 80046.1 to provide adapted physical education to students with special needs who are unable to participate in a general physical education program. Holders of a special education teaching credential may obtain an added authorization pursuant to 5 CCR 80048.5 to provide early childhood special education to children from birth through prekindergarten. An added authorization to provide resource specialist services may be granted pursuant to 5 CCR 80070.1-80070.5 to a person who holds a special education credential, but is unnecessary for holders of education specialist credentials issued since September 1997 since that credential already includes an authorization to provide resource specialist services.

An option that allowed districts, under certain conditions, to assign teachers who possess the mild/moderate disabilities specialization to provide instruction to students with ASD expired in 2013. Preliminary education specialist credential programs now include ASD content for all specialty areas, and preliminary and clear credentials authorize the holder to provide ASD services within their specialty areas.

Any teacher assigned to serve students with disabilities shall possess an appropriate credential or other authorization issued by the Commission on Teacher Credentialing (CTC) that specifically authorizes him/her to teach students with the primary disability within the program placement recommended in the students' individualized education program (IEP). (5 CCR 80046.1-80048.9.4)

(cf. 4112.2 - Certification)

(cf. 4113 - Assignment)

(cf. 6159 - Individualized Education Program)

(cf. 6164.4 - Identification and Evaluation of Individuals for Special Education)

(cf. 6164.6 - Identification and Education Under Section 504)

Note: The No Child Left Behind Act (20 USC 6319; 34 CFR 200.55-200.57) requires all teachers of core academic subjects, including special education teachers, to be "highly qualified" as defined in 20 USC 7801 and 5 CCR 6100-6126; see AR 4112.24 - Teacher Qualifications Under the No Child Left Behind Act.

Special education teachers who teach core academic subjects shall possess the qualifications required by the No Child Left Behind Act. (5 CCR 6100-6126; 20 USC 1401, 6319, 7801; 34 CFR 200.55-200.57, 300.18)

SPECIAL EDUCATION STAFF (continued)

(cf. 4112.24 - Teacher Qualifications Under the No Child Left Behind Act)

Note: Pursuant to Education Code 44325, the CTC issues special education district intern credentials which authorize their holders to provide classroom instruction to students with disabilities. For requirements pertaining to internship programs, see BP/AR 4112.21 - Interns.

The district may employ a person with an appropriate district intern credential to provide classroom instruction to students with disabilities, provided he/she has met the subject matter requirement specified in Education Code 44325 and receives guidance, supervision, and professional development through an established district intern program. (Education Code 44325, 44326, 44830.3)

(cf. 4112.21 - Interns)

Note: 5 CCR 80027.1 establishes the special education limited assignment teaching permit which allows a special education credential holder to serve outside his/her specialty area while completing the coursework for an added authorization in special education or an additional full specialty area in another special education area. The permit is valid for up to one year from the date of issuance but may be renewed twice, for a total of three years in the specialty area, if renewal requirements are met.

The Superintendent or designee may request that the CTC issue a special education limited assignment teaching permit which authorizes a qualified special education teacher, with his/her written consent, to serve outside the specialty area of his/her credential. If the teacher has not yet obtained permanent status, the Superintendent or designee shall assign one or more experienced educators in the special education subject area(s) of the permit, who have at least three years of full-time teaching experience in each of the subject area(s) of the permit, to provide guidance and assistance to the permit holder. (5 CCR 80026, 80027.1)

As needed, the district may apply to the CTC for an emergency permit for resource specialist services pursuant to 5 CCR 80023.2 and 80024.3.1.

Note: When requesting that the CTC issue a special education limited assignment teaching permit or an emergency resource specialist permit, the district must submit a Declaration of Need for Fully Qualified Educators in accordance with 5 CCR 80026. The form for the Declaration of Need is available in the CTC's online [Credential Information Guide](#), which may be accessed only by employers. Pursuant to 5 CCR 80026, the Declaration of Need is valid for up to 12 months, but expires no later than June 30 following its submission to the CTC. See BP 4112.2 - Certification for additional information regarding the Declaration of Need.

When requesting either a limited assignment teaching permit or an emergency resource specialist permit, the Superintendent or designee shall submit a Declaration of Need for Fully Qualified Educators that satisfies the requirements of 5 CCR 80026 and has been approved by the Board at a regularly scheduled Board meeting. (5 CCR 80026)

SPECIAL EDUCATION STAFF (continued)

Note: Pursuant to 5 CCR 80021.1, if the district is unable to employ a suitable credentialed teacher after a diligent search, it may request that the CTC issue a provisional internship permit (PIP) to a qualified candidate for one year. Pursuant to 5 CCR 80021, the district may request that the CTC issue a short-term staff permit (STSP) when there is a need to immediately fill a classroom vacancy. See BP/AR 4112.2 - Certification for requirements related to these permits. When the district is unable to hire a person with the STSP or PIP, the district may request that the CTC issue a short-term or variable term waiver.

Before the district applies for the STSP, PIP, or a waiver, the CTC recommends that the district first seek a special education limited assignment permit if an individual meets the requirements for that permit. See the CTC's [Special Education Teaching and Services Credentials, Added Authorizations in Special Education, and Limited Assignment Permits for California Prepared Teachers: Frequently Asked Questions](#), available on its web site.

If there is a need to immediately fill a classroom vacancy or a suitable credentialed teacher cannot be found after a diligent search, the Superintendent or designee may, as appropriate, apply to the CTC for a short-term staff permit pursuant to 5 CCR 80021, a provisional internship permit pursuant to 5 CCR 80021.1, or, as a last resort, a credential waiver.

Individuals providing related services to students with disabilities, including developmental, corrective, and other supportive and related services, shall meet the applicable qualifications specified in 5 CCR 3051-3051.24. (5 CCR 3051; 34 CFR 300.34, 300.156)

(cf. 3312 - Contracts)
(cf. 3600 - Consultants)

The Superintendent or designee shall provide ongoing professional development as needed to assist special education staff in updating and improving their knowledge and skills.

(cf. 4131 - Staff Development)
(cf. 4231 - Staff Development)
(cf. 4331 - Staff Development)

Note: Pursuant to 5 CCR 80048.8.1, completion of a CTC-approved induction program offered by either a district or a college/university is a requirement to earn a clear credential. Also see BP 4131.1 - Teacher Support and Guidance.

Whenever a candidate for a clear education specialist credential is employed by the district, the Superintendent or designee shall, within 60 days of employment, collaborate with the candidate and, as applicable, with the college or university to develop an individualized induction plan including supported induction and job-related course of advanced preparation. (5 CCR 80048.8.1)

(cf. 4131.1 - Teacher Support and Guidance)

SPECIAL EDUCATION STAFF (continued)

Resource Specialists

Note: Education Code 56195.8 mandates entities providing special education to adopt policy related to resource specialists. The following section fulfills this mandate and should be revised for consistency with the policy and regulations of the Special Education Local Plan Area (SELPA) in which the district participates. Also see language on caseloads for resource specialists in the section "Caseloads" below.

The duties of resource specialists shall include, but are not limited to: (Education Code 56362; 5 CCR 80070.5)

1. Providing instruction and services for students with disabilities whose needs have been identified in an IEP
2. Conducting educational assessments
3. Providing information and assistance for students with disabilities and their parents/guardians
4. Providing consultation, resource information, and material regarding students with disabilities to staff members in the regular education program and the students' parents/guardians
5. Coordinating special education services with the regular school program for each student with disabilities enrolled in the resource specialist program
6. Monitoring student progress on a regular basis, participating in the review and revision of IEPs as appropriate, and referring students who do not demonstrate appropriate progress to the IEP team

Note: Item #7 below should be deleted by districts that do not maintain secondary schools.

7. Providing services for secondary students that emphasize academic achievement, career and vocational development, and preparation for adult life

Any student who receives resource specialist services shall be assigned to regular classroom teacher(s) for a majority of the school day, unless his/her IEP team approves enrollment in the resource specialist program for a majority of the school day. (Education Code 56362; 5 CCR 80070.5)

Resource specialists shall not simultaneously be assigned to serve as resource specialists and to teach regular classes. (Education Code 56362)

SPECIAL EDUCATION STAFF (continued)

The district's resource specialist program shall be under the direction of a resource specialist who possesses the qualifications specified in Education Code 56362.

Caseloads

Note: The following section should be revised to reflect district practice. Education Code 56362 specifies maximum caseloads for resource specialists. Education Code 56363.3 and 56441.7 specify caseloads for language, speech, and hearing specialists. Other special education caseloads are not set by law and may be determined through collective bargaining agreements or the policies and regulations of the SELPA in which the district participates.

The Superintendent or designee shall ensure that caseloads for special education teachers are within the maximum caseloads established by law, the collective bargaining agreement, and/or the comprehensive plan of the Special Education Local Plan Area (SELPA) in which the district participates.

(cf. 0430 - Comprehensive Local Plan for Special Education)

(cf. 1312.3 - Uniform Complaint Procedures)

(cf. 4141/4241 - Collective Bargaining Agreement)

Note: Education Code 56195.8 and 56362 **mandate** that each entity providing special education adopt policy that includes caseloads for resource specialists. Such caseloads must not exceed 28 students per resource specialist except as provided below. The following paragraph should be revised as necessary for consistency with SELPA and district practice.

In addition, pursuant to Education Code 56362, at least 80 percent of the resource specialists within a SELPA must be provided with an instructional aide.

No resource specialist shall have a caseload which exceeds 28 students. As necessary and with the agreement of the resource specialist, the Governing Board may request a waiver from the State Board of Education to increase the caseload to no more than 32 students, provided that an individual resource specialist does not have a caseload exceeding 28 students for more than two school years and has the assistance of an instructional aide at least five hours daily during the period of the waiver. (Education Code 56362, 56362.1; 5 CCR 3100)

(cf. 1431 - Waivers)

The average caseload for language, speech, and hearing specialists shall not exceed 55 cases, unless the SELPA plan specifies a higher average caseload and states the reasons for the higher average caseload. The maximum caseload for speech and language specialists exclusively serving children with disabilities age 3-5 years shall not exceed 40. (Education Code 56363.3, 56441.7)

Legal Reference: (see next page)

SPECIAL EDUCATION STAFF (continued)

Legal Reference:

EDUCATION CODE

8264.8 Staffing ratios
44250-44279 Credentials, especially:
44256 Credential types, specialist instruction
44258.9 Assignment monitoring
44265-44265.9 Special education credential
44325-44328 District interns
44830.3 District interns, supervision and professional development
56000-56865 Special education, especially:
56195.8 Adoption of policies
56361 Program options
56362-56362.5 Resource specialist program
56363.3 Maximum caseload; language, speech, and hearing specialists
56440-56441.7 Programs for individuals between the ages of three and five years; caseloads

CODE OF REGULATIONS, TITLE 5

3051.1-3051.24 Staff qualifications to provide related services to students with disabilities
3100 Waivers of maximum caseload for resource specialists
6100-6126 Teacher qualifications, No Child Left Behind Act
80021 Short-term staff permit
80021.1 Provisional internship permit
80023.2 Emergency permits
80025.4 Substitute teaching, special education
80026 Declaration of need for fully qualified educators
80027.1 Special education limited assignment teaching permit
80046.1 Adapted physical education specialist
80046.5 Credential holders authorized to serve students with disabilities
80047-80047.9 Credentials to provide instructional services to students with disabilities
80048-80048.9.4 Credential requirements and authorizations
80070.1-80070.6 Resource specialists

UNITED STATES CODE, TITLE 20

1400-1482 Individuals with Disabilities Education Act, especially:
1401 Definition of highly qualified special education teacher
6319 Highly qualified teachers
7801 Definitions, highly qualified teacher

CODE OF FEDERAL REGULATIONS, TITLE 34

200.55-200.57 Highly qualified teachers
300.8 Definition of autism
300.18 Highly qualified special education teachers
300.34 Related services
300.156 Special education personnel requirements

Management Resources: (see next page)

SPECIAL EDUCATION STAFF (continued)

Management Resources:

COMMISSION ON TEACHER CREDENTIALING PUBLICATIONS

Special Education Teaching and Services Credentials, Added Authorizations in Special Education, and Limited Assignment Permits for California Prepared Teachers: Frequently Asked Questions, May 26, 2014

Education Specialist Teaching and Other Related Services Credential Program Standards, 2012

WEB SITES

California Association of Resource Specialists and Special Education Teachers:

<http://www.carsplus.org>

California Department of Education, Special Education: <http://www.cde.ca.gov/sp/se>

California Speech-Language-Hearing Association: <http://www.csha.org>

Commission on Teacher Credentialing: <http://www.ctc.ca.gov>

National Association of Special Education Teachers: <http://www.naset.org>

Center USD

Administrative Regulation

Special Education Staff

AR 4112.23

Personnel

Qualifications/Assignment of Special Education Teachers

Any teacher assigned to serve students with disabilities shall possess an appropriate credential or other authorization that specifically authorizes him/her to teach students with that primary disability within the program placement recommended in the students' individualized education programs (IEP). (5 CCR 80046.5, 80048.7)

(cf. 4112.2 - Certification)

(cf. 4113 - Assignment)

(cf. 6159 - Individualized Education Program)

(cf. 6164.4 - Identification and Evaluation of Individuals for Special Education)

Special education teachers who teach core academic subjects shall possess the qualifications required by the No Child Left Behind Act. (5 CCR 6100-6126; 20 USC 1401, 6319, 7801; 34 CFR 200.55-200.57, 300.18)

(cf. 4112.24 - Teacher Qualifications Under the No Child Left Behind Act)

The Superintendent or designee may request the Commission on Teacher Credentialing (CTC) to issue a special education limited assignment teaching permit to authorize a qualified special education teacher, with his/her written consent, to serve outside the specialty area of his/her credential. In so doing, the district shall submit a Declaration of Need for Fully Qualified Educators that satisfies the requirements of 5 CCR 80026. If the teacher has not yet obtained permanent status, the Superintendent or designee shall assign one or more experienced educators in the special education subject area(s) of the permit, who have at least three years of full-time teaching experience in each of the subject area(s) of the permit, to provide guidance and assistance to the permit holder. (5 CCR 80027.1)

The district may employ a person with an appropriate district internship credential to provide classroom instruction to students with disabilities, provided he/she has met the subject matter requirement specified in Education Code 44325 and receives guidance, supervision, and professional development through an established district internship program. (Education Code 44325, 44326, 44830.3)

(cf. 4112.21 - Interns)

Resource Specialists

The district's resource specialist program shall provide, but not be limited to: (Education Code 56362)

1. Resource specialist(s) to provide instruction and services for students whose needs have been identified in their IEPs and who are assigned to regular classroom teachers for a majority of the school day

A student shall not be enrolled in a resource specialist program for a majority of a school day without approval by the student's IEP team.

2. Information and assistance for students with disabilities and their parents/guardians

3. Consultation, resource information, and material regarding students with disabilities to their parents/guardians and regular education staff members

4. Coordination of special education services with the regular school program for each student with disabilities enrolled in the resource specialist program

5. Monitoring of student progress on a regular basis, participation in the review and revision of IEPs as appropriate, and referral of students who do not demonstrate sufficient progress to the IEP team

6. At the secondary school level, emphasis on academic achievement, career and vocational development, and preparation for adult life

Resource specialists shall not simultaneously be assigned to serve as resource specialists and to teach regular classes. (Education Code 56362)

The district's resource specialist program shall be under the direction of a resource specialist who possesses the qualifications specified in Education Code 56362 and 5 CCR 80070.8. (Education Code 56362)

Teachers of Students with Autism

A teacher may be assigned to provide instruction to students with autism if he/she meets the qualifications described above in the section entitled "Qualifications/Assignment of Special Education Teachers."

In addition, a teacher whose education specialist credential or other previously issued credential authorizes him/her to provide instruction to students with mild and moderate disabilities may be assigned to provide instruction to students with autism, provided that the teacher consents to the assignment and satisfies either of the following criteria prior to the assignment: (Education Code 44265.1)

1. He/she has provided full-time instruction for at least one year prior to September 1, 2007, in a special education program that serves students with autism in accordance with their IEP and received a favorable evaluation or recommendation from the district or school to teach students with autism.

2. He/she has completed a minimum of three semester units of coursework in the subject of autism offered by a regionally accredited institution of higher education.

(cf. 5148.3 - Preschool/Early Childhood Education)

The Superintendent or designee shall report teacher assignments under the criteria specified in items #1 and #2 above to the county office of education as part of the annual assignment monitoring pursuant to Education Code 44258.9. (Education Code 44265.1)

Verification of experience or coursework for any teacher of autistic students shall be maintained on file in the district or school office. (Education Code 44265.1, 44265.2)

Caseloads

The Superintendent or designee shall ensure that caseloads for special education teachers are within the maximum caseloads established by law, the collective bargaining agreement, and/or the comprehensive plan of the Special Education Local Plan Area (SELPA) in which the district participates.

(cf. 0430 - Comprehensive Local Plan for Special Education)

(cf. 1312.3 - Uniform Complaint Procedures)

(cf. 4141/4241 - Collective Bargaining Agreement)

No resource specialist shall have a caseload which exceeds 28 students. As necessary and with the agreement of the resource specialist, the Board may request a waiver from the State Board of Education to increase the caseload to no more than 32 students, provided that an individual resource specialist does not have a caseload exceeding 28 students for more than two school years and has the assistance of an instructional aide at least five hours daily during the period of the waiver. (Education Code 56362, 56362.1; 5 CCR 3100)

(cf. 1431 - Waivers)

The average caseload for language, speech, and hearing specialists shall not exceed 55 cases unless otherwise specified and reasons stated in the SELPA plan. The maximum caseload for speech and language specialists exclusively serving children with disabilities age 3-5 shall not exceed 40. (Education Code 56363.3, 56441.7)

Legal Reference:

EDUCATION CODE

44250-44279 Credentials, especially:

44256 Credential types, specialist instruction

44258.9 Assignment monitoring

44265-44265.99 Special education credential

44325-44328 District interns

44830.3 District interns, supervision and professional development

56000-56865 Special education, especially:

56195.8 Adoption of policies

56361 Program options

56362-56362.5 Resource specialist program

56363.3 Maximum caseload; language, speech, and hearing specialists

56441.7 Maximum caseload; language, speech, and hearing specialists serving children ages 3-5

CODE OF REGULATIONS, TITLE 5

3051.1 Language, speech and hearing development and remediation; appropriate credential

3100 Waivers of maximum caseload for resource specialists

6100-6126 Teacher qualifications, No Child Left Behind Act

80021 Short-term staffing permit

80021.1 Provisional internship permit

80025.4 Substitute teaching, special education

80026 Declaration of need for fully qualified educators

80027.1 Special education limited assignment teaching permit

80046.1 Adapted physical education specialist

80046.5 Credential holders authorized to serve students with disabilities

80047-80047.9 Credentials to provide instructional services to students with disabilities

80048-80048.9.3 Credential requirements and authorizations

80070.1-80070.8 Resource specialist certificate of competence

UNITED STATES CODE, TITLE 20

1400-1482 Individuals with Disabilities Education Act, especially:

1401 Definition of highly qualified special education teacher

6319 Highly qualified teachers

7801 Definitions, highly qualified teacher

CODE OF FEDERAL REGULATIONS, TITLE 34

200.55-200.57 Highly qualified teachers

300.8 Definition of autism

300.18 Highly qualified special education teachers

300.156 Special education personnel requirements

Management Resources:

CALIFORNIA DEPARTMENT OF EDUCATION PUBLICATIONS

Handbook on Developing and Implementing Early Childhood Special Education Programs and Services, 2001

COMMISSION ON TEACHER CREDENTIALING CODED CORRESPONDENCE

10-15 Alternative Route to Provide Special Education Services to Students with Autism, September 7, 2010

10-13 Approval of Title 5 Regulations Pertaining to Special Education Services Credentials, July 21, 2010

10-12 Approval of Title 5 Regulations Pertaining to Special Education Teaching Credentials Requirements, July 21, 2010

09-16 Approval of Additions to Title 5 Regulations Pertaining to Added Authorizations in Special Education, July 23, 2009

09-15 Approval of Amendments to Title 5 Regulations Pertaining to General and Special Education Limited Assignment Teaching Permits, July 23, 2009

08-13 Alternative Route to Provide Special Education Services to Students with Autism Ages Three and 4, October 9, 2008

COMMISSION ON TEACHER CREDENTIALING PUBLICATIONS

Education Specialist Teaching and Other Related Services Credential Program Standards, September 2010

WEB SITES

California Association of Resource Specialists and Special Education Teachers:
<http://www.carsplus.org>

California Department of Education, Special Education: <http://www.cde.ca.gov/sp/se>

California Speech-Language-Hearing Association: <http://www.csha.org>

Commission on Teacher Credentialing: <http://www.ctc.ca.gov>

Regulation
approved: February 16, 2011

CENTER UNIFIED SCHOOL DISTRICT
Antelope, California

All Personnel

AR 4119.11(a)

SEXUAL HARASSMENT

4219.11

4319.11

Note: The following administrative regulation is mandated pursuant to Education Code 231.5 and includes reasonable steps for preventing the occurrence of discrimination and harassment as required pursuant to Government Code 12940 (California Fair Employment and Housing Act).

The focus of this administrative regulation is on sexual harassment of employees. For information related to the sexual harassment of students, see BP/AR 5145.7 - Sexual Harassment.

Definitions

Note: In *Oncale v. Sundowner Offshore Services, Inc.*, the U.S. Supreme Court held that same-sex sexual harassment could be actionable under Title VII of the Civil Rights Act of 1964 (42 USC 2000e-2000e-17).

Prohibited sexual harassment includes, but is not limited to, unwelcome sexual advances, unwanted requests for sexual favors, or other unwanted verbal, visual, or physical conduct of a sexual nature made against another person of the same or opposite sex in the work or educational setting when: (Education Code 212.5; Government Code 12940; 5 CCR 4916)

1. Submission to the conduct is made explicitly or implicitly a term or condition of the individual's employment.
2. Submission to or rejection of such conduct by the individual is used as the basis for an employment decision affecting him/her.

Note: Pursuant to Government Code 12940, conduct specified in item #3 below constitutes sexual harassment if it is sufficiently severe, pervasive, or offensive to create a hostile or abusive work environment for the victim, regardless of whether or not the alleged harasser is motivated by sexual desire for the victim.

3. The conduct has the purpose or effect of having a negative impact upon the individual's work or has the purpose or effect of creating an intimidating, hostile, or offensive work environment. Regardless of whether or not the alleged harasser was motivated by sexual desire, the conduct is sufficiently severe, persistent, pervasive, or objectively offensive as to create a hostile or abusive working environment or to limit the individual's ability to participate in or benefit from an education program or activity.
4. Submission to or rejection of the conduct by the other individual is used as the basis for any decision affecting him/her regarding benefits, services, honors, programs, or activities available at or through the district.

Note: Pursuant to Government Code 12940, the district may be held liable for sexual harassment committed against employees by clients, customers, or other third parties if the district knew, or should have known, of the harassment and failed to take immediate and appropriate corrective action to stop the harassment. The following paragraph clarifies that sexual harassment may include acts by supervisors, co-workers, or other parties and should be modified to reflect district practice.

SEXUAL HARASSMENT (continued)

Other examples of actions that might constitute sexual harassment, whether committed by a supervisor, a co-worker, or a non-employee, in the work or educational setting include, but are not limited to:

1. Unwelcome verbal conduct such as sexual flirtations or propositions; graphic comments about an individual's body; overly personal conversations or pressure for sexual activity; sexual jokes or stories; unwelcome sexual slurs, epithets, threats, innuendoes, derogatory comments, sexually degrading descriptions, or the spreading of sexual rumors
2. Unwelcome visual conduct such as drawings, pictures, graffiti, or gestures; sexually explicit emails; displaying sexually suggestive objects
3. Unwelcome physical conduct such as massaging, grabbing, fondling, stroking, or brushing the body; touching an individual's body or clothes in a sexual way; cornering, blocking, leaning over, or impeding normal movements

Training

Note: The following optional paragraph is consistent with a district's obligation to protect its employees from sexual harassment, and may be modified to reflect district practice. Although training is not legally required for all employees, Government Code 12940 requires districts to take reasonable steps to prevent harassment. In addition, since the language of BP/AR 5145.7 - Sexual Harassment requires employees to report sexual harassment against students, training such employees to recognize sexual harassment and address reports of incidents furthers the district's interest in protecting both employees and students against prohibited conduct. Thus, it is strongly recommended that districts periodically provide sexual harassment training or information to all their employees, especially those who work at school sites.

Provision of periodic training to all district employees could also help foster a positive work environment and mitigate damages against a district in the event of sexual harassment litigation. In Department of Health Services v. Superior Court (McGinnis), the California Supreme Court held that employers that have taken reasonable steps to prevent and correct workplace sexual harassment may be able to reduce damages in the event of a lawsuit. Such steps may include establishing anti-harassment policies and communicating those policies to employees.

~~The Superintendent or designee shall ensure that all employees receive training regarding the district's sexual harassment policies when hired and periodically thereafter. Such training shall include the procedures for reporting and/or filing complaints involving an employee, employees' duty to use the district's complaint procedures, and employee obligations when a sexual harassment report involving a student is made to the employee.~~

~~(cf. 1312.3—Uniform Complaint Procedures)~~

~~(cf. 4031—Complaints Concerning Discrimination in Employment)~~

~~(cf. 5145.7—Sexual Harassment)~~

SEXUAL HARASSMENT (continued)

Note: The remainder of this section is for use by districts with 50 or more employees. Government Code 12950.1 requires such districts to provide two hours of sexual harassment training and education once every two years to every supervisory employee, defined as any employee with the authority to take employment action, including hiring, transferring, suspending, and disciplining other employees, or recommend such action if the exercise of that authority is not merely routine or clerical in nature. All newly hired supervisors or employees promoted to a supervisory position must receive the training within six months of their hire or assumption of the supervisory position. Compliance with this law does not insulate the district from any liability for harassment.

Governing Board members, as elected officials, are not usually considered "supervisors"; however, since Board members have the authority to hire, reward, or discipline the Superintendent and other employees, Board members may also be required to receive sexual harassment training. Districts should consult with legal counsel to ensure that the appropriate individuals receive training.

Although the law does not require districts with fewer than 50 employees to provide sexual harassment training to supervisors, court decisions have held that providing training may help mitigate damages in sexual harassment suits. Districts with fewer than 50 employees may delete or modify the remainder of this section to reflect district practice.

Every two years, the Superintendent or designee shall ensure that supervisory employees receive at least two hours of classroom or other effective interactive training and education regarding sexual harassment. All such newly hired or promoted employees shall receive training within six months of their assumption of the new position. (Government Code 12950.1)

A supervisory employee is any employee with the authority to hire, transfer, suspend, lay off, promote, discharge, assign, reward, or discipline other employees, or to effectively recommend such action.

Note: Government Code 12950.1 and 2 CCR 11023 require that the training for supervisory employees contain specified components and be presented by trainers or educators with knowledge and expertise in the prevention of harassment, discrimination, and retaliation.

The district's sexual harassment training and education program for supervisory employees shall include the provision of: (Government Code 12950.1; 2 CCR 11023)

1. Information and practical guidance regarding federal and state laws on the prohibition against and the prevention and correction of sexual harassment, and the remedies available to the victims of sexual harassment in employment
2. Practical examples aimed at instructing supervisors in the prevention of harassment, discrimination, and retaliation

SEXUAL HARASSMENT (continued)

Note: Pursuant to Government Code 12950.1, as amended by AB 2053 (Ch. 306, Statutes of 2014), the prevention of abusive conduct must be included as a component of the sexual harassment training for supervisors.

3. A component on the prevention of abusive conduct that addresses the use of derogatory remarks, insults, or epithets, other verbal or physical conduct that a reasonable person would find threatening, intimidating, or humiliating, and the gratuitous sabotage or undermining of a person's work performance
4. A copy of the district's sexual harassment policy and administrative regulation, which each participant shall acknowledge in writing that he/she has received
5. All other contents of mandated training specified in 2 CCR 11023

The Superintendent or designee shall retain for at least two years the records of any training provided to supervisory employees. Such records shall include the names of trained employees, date of the training, the type of training, and the name of the training provider. (2 CCR 11023)

Notifications

Note: Education Code 231.5 requires that the district provide copies of its policy on sexual harassment to staff, as specified below. In addition, 2 CCR 11023 requires that supervisory employees undergoing mandatory training receive a copy of the district's policy and acknowledge receipt of the policy; see item #4 in the section "Training" above.

A copy of the Board policy and this administrative regulation shall: (Education Code 231.5)

1. Be displayed in a prominent location in the main administrative building, district office, or other area of the school where notices of district rules, regulations, procedures, and standards of conduct are posted
2. Be provided to every district employee at the beginning of the first quarter or semester of the school year or whenever a new employee is hired

(cf. 4112.9/4212.9/4312.9 - Employee Notifications)

3. Appear in any school or district publication that sets forth the school's or district's comprehensive rules, regulations, procedures, and standards of conduct

Note: Government Code 12950 requires the Department of Fair Employment and Housing (DFEH) to develop posters and information sheets on employment discrimination and the illegality of sexual harassment. These documents are available on DFEH's web site.

SEXUAL HARASSMENT (continued)

All employees shall receive either a copy of information sheets prepared by the California Department of Fair Employment and Housing (DFEH) or a copy of district information sheets that contain, at a minimum, components on: (Government Code 12950)

1. The illegality of sexual harassment
2. The definition of sexual harassment under applicable state and federal law
3. A description of sexual harassment, with examples
4. The district's complaint process available to the employee
5. The legal remedies and complaint process available through DFEH and the Equal Employment Opportunity Commission (EEOC)
6. Directions on how to contact DFEH and the EEOC
7. The protection against retaliation provided by 2 CCR 11021 for opposing harassment prohibited by law or for filing a complaint with or otherwise participating in an investigation, proceeding, or hearing conducted by DFEH and the EEOC

In addition, the district shall post, in a prominent and accessible location, DFEH's poster on discrimination in employment and the illegality of sexual harassment. (Government Code 12950)

Center USD

Administrative Regulation

Sexual Harassment

AR 4119.11, 4219.11, 4319.11

Personnel

Definitions

Prohibited sexual harassment includes, but is not limited to, unwelcome sexual advances, unwanted requests for sexual favors, or other unwanted verbal, visual, or physical conduct of a sexual nature made against another person of the same or opposite sex in the work or educational setting when: (Education Code 212.5; 5 CCR 4916)

1. Submission to the conduct is made explicitly or implicitly a term or condition of the individual's employment.
2. Submission to or rejection of such conduct by the individual is used as the basis for an employment decision affecting him/her.
3. The conduct has the purpose or effect of having a negative impact upon the individual's work or has the purpose or effect of creating an intimidating, hostile, or offensive work environment. The conduct is sufficiently severe, persistent, pervasive, or objectively offensive so as to create a hostile or abusive working environment or to limit the individual's ability to participate in or benefit from an education program or activity.
4. Submission to or rejection of the conduct by the other individual is used as the basis for any decision affecting him/her regarding benefits, services, honors, programs, or activities available at or through the district.

Other examples of actions that might constitute sexual harassment, whether committed by a supervisor, a co-worker, or a non-employee, in the work or educational setting, include, but are not limited to:

1. Unwelcome verbal conduct such as sexual flirtations or propositions; graphic comments about an individual's body; overly personal conversations or pressure for sexual activity; sexual jokes or stories; unwelcome sexual slurs, epithets, threats, innuendoes, derogatory comments, sexually degrading descriptions, or the spreading of sexual rumors
2. Unwelcome visual conduct such as drawings, pictures, graffiti, or gestures; sexually explicit emails; displaying sexually suggestive objects
3. Unwelcome physical conduct such as massaging, grabbing, fondling, stroking, or

brushing the body; touching an individual's body or clothes in a sexual way; cornering, blocking, leaning over, or impeding normal movements

Prohibited sexual harassment may also include any act of retaliation against an individual who reports a violation of the district's sexual harassment policy or who participates in the investigation of a sexual harassment complaint.

Training

Every two years, the Superintendent or designee shall ensure that supervisory employees receive at least two hours of classroom or other effective interactive training and education regarding sexual harassment. All newly hired or promoted supervisory employees shall receive training within six months of their assumption of the supervisory position. (Government Code 12950.1)

The district's training and education program for supervisory employees shall include information and practical guidance regarding the federal and state laws on the prohibition against and the prevention and correction of sexual harassment, and the remedies available to the victims of sexual harassment in employment. The training shall also include all of the content specified in 2 CCR 7288.0 and practical examples aimed at instructing supervisors in the prevention of harassment, discrimination, and retaliation. (Government Code 12950.1; 2 CCR 7288.0)

In addition, the Superintendent or designee shall ensure that all employees receive periodic training regarding the district's sexual harassment policy, particularly the procedures for filing complaints and employees' duty to use the district's complaint procedures.

Notifications

A copy of the Board policy and this administrative regulation shall: (Education Code 231.5)

1. Be displayed in a prominent location in the main administrative building, district office, or other area of the school where notices of district rules, regulations, procedures, and standards of conduct are posted
2. Be provided to each faculty member, all members of the administrative staff, and all members of the support staff at the beginning of the first quarter or semester of the school year or whenever a new employee is hired

(cf. 4112.9/4212.9/4312.9 - Employee Notifications)

3. Appear in any school or district publication that sets forth the school's or district's comprehensive rules, regulations, procedures, and standards of conduct

All employees shall receive either a copy of information sheets prepared by the California Department of Fair Employment and Housing (DFEH) or a copy of district information sheets that contain, at a minimum, components on: (Government Code 12950)

1. The illegality of sexual harassment
2. The definition of sexual harassment under applicable state and federal law
3. A description of sexual harassment, with examples
4. The district's complaint process available to the employee

(cf. 4031 - Complaints Concerning Discrimination in Employment)

5. The legal remedies and complaint process available through DFEH and the Equal Employment Opportunity Commission (EEOC)
6. Directions on how to contact DFEH and the EEOC
7. The protection against retaliation provided by 2 CCR 7287.8 for opposing harassment prohibited by law or for filing a complaint with or otherwise participating in an investigation, proceeding, or hearing conducted by DFEH and the EEOC

In addition, the district shall post, in a prominent and accessible location, DFEH's poster on discrimination in employment and the illegality of sexual harassment. (Government Code 12950)

All Personnel

BP 4154(a)
4254
4354

HEALTH AND WELFARE BENEFITS

Note: The following optional policy should be revised to reflect district practice and collective bargaining agreements. Districts that contract with the Board of Administration of the Public Employees' Retirement System to obtain a health benefit plan under the Public Employees' Medical and Hospital Care Act (PEMHCA), Government Code 22750-22944, should revise the following policy and accompanying administrative regulation to reflect the requirements of that program.

The Governing Board recognizes that health and welfare benefits are essential to promote employee health and productivity and are an important part of the compensation offered to employees. The district shall provide health and welfare benefits for employees in accordance with state and federal law and subject to negotiated employee agreements.

(cf. 4140/4240/4340 - Bargaining Units)
(cf. 4141/4241 - Collective Bargaining Agreement)
(cf. 4151/4251/4351 - Employee Compensation)

Note: The district should select or revise the appropriate option below to reflect district practice regarding employees who are not in bargaining units. Districts selecting Option 2 should expand this policy or accompanying administrative regulation to specify benefits for unrepresented employees. Also see BP 4121 - Temporary/Substitute Personnel.

~~**OPTION 1:** Certificated management, administrative, and supervisory employees who are not in bargaining units shall receive the same health and welfare benefits as those specified in the collective bargaining agreement for certificated employees. Classified management, administrative, and supervisory employees who are not in bargaining units shall receive the same health and welfare benefits as those specified in the collective bargaining agreement for classified employees.~~

~~*(cf. 4300 - Administrative and Supervisory Personnel)*~~

OPTION 2: Employees who are not in bargaining units shall receive health and welfare benefits as specified in Board policy and administrative regulation.

(cf. 4121 - Temporary/Substitute Personnel)

Note: Family Code 300, as amended by SB 1306 (Ch. 82, Statutes of 2014), defines marriage as a personal relationship arising out of a civil contract between "two persons" rather than between a man and a woman. In addition, pursuant to Family Code 297.5, registered domestic partners have the same rights, protections, and benefits as spouses. Therefore, to the extent that the district provides health benefit coverage to spouses of employees pursuant to state law, the same coverage must be provided to registered domestic partners. Pursuant to Health and Safety Code 1374.58, health care service plans and health insurers are required to provide registered domestic partners coverage that is equal to the coverage provided to spouses.

For purposes of granting benefits, a registered domestic partner and his/her child shall have the same rights, protections, and benefits as a spouse and spouse's child. (Family Code 297.5, 300)

HEALTH AND WELFARE BENEFITS (continued)

Note: The following paragraph is for use by districts that have an average of 50 or more full-time equivalent (FTE) employees over the preceding calendar year. The federal Patient Protection and Affordable Care Act (PPACA) (42 USC 300gg-300gg95; 26 USC 4980H; 26 CFR 54.4980H-1-54.4980H-6) requires such districts to offer FTE employees and their dependents (not including spouses) the opportunity to enroll in an affordable district-sponsored group health plan or health insurance coverage that provides minimum "essential coverage," as defined in Health and Safety Code 1367.005, 26 USC 5000A, and 26 CFR 1.5000A-2 and 54.4980H-1. In addition, the district must ensure that the employee's contribution toward the cost of the coverage does not exceed 9.5 percent of his/her household income; see the accompanying administrative regulation for further information about the calculation of the employee's contribution.

For purposes of determining the applicability of this law, the district must calculate the number of FTE employees in accordance with 26 USC 4980H and 26 CFR 54.4980H-1. An FTE employee is one who works at least 30 hours per week (including actual work hours and hours for which an employee is paid or entitled to be paid due to vacation, holiday, sick leave, disability, jury duty, military leave, or other leave of absence). 26 CFR 54.4980H-3, as amended by 79 Federal Register 29, Feb. 12, 2014, clarifies that districts should not calculate employment breaks of four or more consecutive weeks, such as summer break, in a way that would significantly detract from the calculation of an employee's overall work hours. Thus, an employee who averages 30 hours or more per week for nine months and then no hours for three months would still be considered a full-time employee. In addition, in determining the number of FTE employees, the district must include the hours of service for all part-time employees for a calendar month divided by 120. Although part-time employees are considered in the determination as to whether the PPACA applies to the district, the district is not required under the PPACA to provide health benefits to part-time employees. See BP 4121 - Temporary/Substitute Personnel. The calculation of FTE employees is complex and the district should consult legal counsel as necessary.

Beginning with the 2016 plan year, a district with 50 or more FTE employees will be required to offer health coverage that meets the PPACA requirements to at least 95 percent of its FTE employees. If a district fails to comply with this law and any FTE employee uses a federal tax credit or cost-sharing premium reduction to purchase coverage through a health exchange (i.e., Covered California), the district must pay a financial penalty.

The district shall offer full-time employees who work an average of 30 hours or more per week and their dependents up to age 26 years a health insurance plan that includes coverage for essential health benefits, pays at least 60 percent of the medical expenses covered under the terms of the plan, and meets all other requirements of the federal Patient Protection and Affordable Care Act.

Note: Pursuant to 26 USC 105 and 26 CFR 1.105-11, self-insured medical expense reimbursement plans are prohibited from discriminating in favor of "highly compensated" individuals as to eligibility to participate or level of benefits provided under the plan. As defined in 26 USC 105(h), "highly compensated" individuals are those who are among the highest paid 25 percent of all employees, with specified exceptions. The PPACA (42 USC 300gg-16) extends this requirement to non-self-insured group health plans. Implementation of this provision with respect to group health plans has been delayed until the first plan year after the issuance of federal regulations or other guidance on how to comply with the requirement. As of October 6, 2015, this delay is still in effect. However, it is still recommended that districts begin to review their plans and practices to be prepared to comply with the expected rules.

HEALTH AND WELFARE BENEFITS (continued)

With respect to eligibility to participate in the health benefits plan or the level of health benefits provided, the district shall not discriminate in favor of employees who are among the highest paid 25 percent of all district employees. (26 USC 105; 42 USC 300gg-16)

Continuation of Coverage

Note: Education Code 7000-7005 provide for continued health and dental care benefits for retired certificated employees and their spouses/domestic partners. In addition, for districts with 20 or more employees, continued health and disability benefits for former classified and certificated employees and their qualified beneficiaries are addressed in the federal Consolidated Omnibus Budget Reconciliation Act of 1985 (COBRA) (26 USC 4980B; 29 USC 1161-1168; 26 CFR 54.4980B-1-54.4980B-10). For districts with 2-19 employees, continued health and disability benefits for former employees and their qualified beneficiaries are addressed in the California Continuation Benefits Replacement Act (Cal-COBRA) (Health and Safety Code 1366.20-1366.29; Insurance Code 10128.50-10128.59). These programs provide continuation coverage for limited time periods and under limited conditions. The following section reflects the general purposes of these programs; see the accompanying administrative regulation for a summary of major program requirements.

Pursuant to Governmental Accounting and Standards Board Statement 45, "other postemployment benefits" (OPEBs) (i.e., medical, dental, vision, hearing, life insurance, long-term care, long-term disability, and other nonpension benefits for retired employees) must be reported by the district as a current expense over the working years of an employee. To the extent that OPEBs are not prefunded in a designated fund or irrevocable trust, they must be reported as a liability on the district's financial statements. See BP 3100 - Budget and AR 3460 - Financial Reports and Accountability.

Retired certificated employees, other employees who would otherwise lose coverage due to a qualifying event specified in law and administrative regulation, and their qualified beneficiaries may continue to participate in the district's group health and welfare benefits in accordance with state and federal law.

Note: The following paragraph may be revised to reflect district practice. Covered employees and their qualified beneficiaries who elect continuation coverage may be required to pay all costs of the insurance plan as provided below (Education Code 7000; Health and Safety Code 1366.26; Insurance Code 10128.56; 26 USC 4980B). Any district contribution to retired employee health costs is a negotiable item.

Unless otherwise provided for in the applicable collective bargaining agreement, covered employees and their qualified beneficiaries may receive continuation coverage by paying the premiums, dues, and other charges, including any increases in premiums, dues, and costs incurred by the district in administering the program.

Confidentiality

Note: The Health Insurance Portability and Accountability Act (HIPAA) (45 CFR 164.500-164.534) specifies actions that a health plan, health care provider, or health care clearinghouse must take to protect the privacy of an individual's health information. Generally, entities covered by HIPAA may release or

HEALTH AND WELFARE BENEFITS (continued)

receive "protected health information" about an individual only if that individual gives permission or the Act expressly permits its release.

Civil Code 56.20-56.245 address an employer's responsibility to maintain the confidentiality of medical information it receives.

The Superintendent or designee shall not use or disclose any employee's medical information the district possesses without the employee's authorization obtained in accordance with Civil Code 56.21, except for the purpose of administering and maintaining employee benefit plans and for other purposes specified in law. (Civil Code 56.20)

(cf. 4112.6/4212.6/4312.6 - Personnel Files)

Legal Reference:

EDUCATION CODE

7000-7008 Health and welfare benefits, retired certificated employees

17566 Self-insurance fund

35208 Liability insurance

35214 Liability insurance (self-insurance)

44041-44042 Payroll deductions for collection of premiums

44986 Leave of absence, state disability benefits

45136 Benefits for classified employees

CIVIL CODE

56.10-56.16 Disclosure of information by medical providers

56.20-56.245 Use and disclosure of medical information by employers

FAMILY CODE

297-297.5 Rights, protections and benefits under law; registered domestic partners

GOVERNMENT CODE

12940 Discrimination in employment

22750-22944 Public Employees' Medical and Hospital Care Act

53200-53210 Group insurance

HEALTH AND SAFETY CODE

1366.20-1366.29 Cal-COBRA program, health insurance

1367.08 Disclosure of fees and commissions paid related to health care service plan

1373 Health services plan, coverage for dependent children who are full-time students

1373.621 Continuation coverage, age 60 or older after five years with district

1374.58 Coverage for registered domestic partners, health service plans and health insurers

Legal Reference continued: (see next page)

HEALTH AND WELFARE BENEFITS (continued)

Legal Reference: (continued)

INSURANCE CODE

10116.5 Continuation coverage, age 60 or older after five years with district

10128.50-10128.59 Cal-COBRA program, disability insurance

10277-10278 Group and individual health insurance, coverage for dependent children

10604.5 Annual disclosure of fees and commissions paid

12670-12692.5 Conversion coverage

LABOR CODE

2800.2 Notification of conversion and continuation coverage

4856 Health benefits for spouse of peace officer killed in performance of duties

UNEMPLOYMENT INSURANCE CODE

2613 Education program; notice of rights and benefits

UNITED STATES CODE, TITLE 1

7 Definition of marriage, spouse

UNITED STATES CODE, TITLE 26

105 Self-insured medical reimbursement plan; definition of highly compensated individual

4980B COBRA continuation coverage

4980H Penalty for noncompliance with employer-provided health care requirements

5000A Minimum essential coverage

6056 Report of health coverage provided to employees

UNITED STATES CODE, TITLE 29

1161-1168 COBRA continuation coverage

UNITED STATES CODE, TITLE 42

300gg-300gg95 Patient Protection and Affordable Care Act, especially:

300gg-16 Group health plan; nondiscrimination in favor of highly compensated individuals

1395-1395g Medicare benefits

CODE OF FEDERAL REGULATIONS, TITLE 26

54.4980B-1-54.4980B-10 COBRA continuation coverage

54.4980H-1-54.4980H-6 Patient Protection and Affordable Care Act

1.105-11 Self-insured medical reimbursement plan

CODE OF FEDERAL REGULATIONS, TITLE 45

164.500-164.534 Health Insurance Portability and Accountability Act (HIPAA)

Management Resources: (see next page)

HEALTH AND WELFARE BENEFITS (continued)

Management Resources:

CALIFORNIA SCHOOL BOARDS ASSOCIATION PUBLICATIONS

Health Policy: Implications of Covered California for School Boards, Districts and Personnel.

Governance Brief, January 2013

INTERNAL REVENUE SERVICE NOTICES

2011-1 Affordable Care Act Nondiscrimination Provisions Applicable to Insured Group Health Plans

U.S. DEPARTMENT OF TREASURY PUBLICATIONS

Fact Sheet: Final Regulations Implementing Employer Shared Responsibility Under the Affordable Care Act (ACA) for 2015

WEB SITES

CSBA: <http://www.csba.org>

California Employment Development Department: <http://www.edd.ca.gov>

Internal Revenue Service: <http://www.irs.gov>

*U.S. Department of Health and Human Services, Centers for Medicare and Medicaid Services:
<http://www.cms.gov>*

U.S. Department of Labor: <http://www.dol.gov>

Center USD

Board Policy

Health And Welfare Benefits

BP 4154 4254,4354

Personnel

The district shall provide health and welfare benefits for employees in bargaining units in accordance with state and federal law and subject to negotiated employee agreements.

(cf. 4140/4240/4340 - Bargaining Units)
(cf. 4141/4241 - Collective Bargaining Agreement)

Employees who are not in bargaining units shall receive health and welfare benefits as specified in Board policy and administrative regulation.

(cf. 4121 - Temporary/Substitute Personnel)

With respect to eligibility to participate in the health benefits plan or the level of health benefits provided, the district shall not discriminate in favor of employees who are among the highest paid 25 percent of all district employees. (26 USC 105; 42 USC 300gg-16)

For purposes of granting benefits pursuant to state law, a registered domestic partner and his/her child shall have the same rights, protections, and benefits as a spouse and spouse's child. (Family Code 297.5)

The Superintendent or designee shall not use or disclose any medical information the district possesses pertaining to an employee without the employee's authorization obtained in accordance with Civil Code 56.21, except for the purpose of administering and maintaining employee benefit plans and for other purposes specified in law. (Civil Code 56.20)

(cf. 4112.6/4212.6/4312.6 - Personnel Records)

Continuation of Coverage

Retired certificated employees, other employees who would otherwise lose coverage due to a qualifying event specified in law and administrative regulation, and their qualified beneficiaries may continue to participate in the district's group health and welfare benefits in accordance with state and federal law.

To receive continuation coverage, covered employees and their qualified beneficiaries shall pay the premiums, dues, and other charges, including any increases in premiums, dues, and costs incurred by the district in administering the program.

Legal Reference:

EDUCATION CODE

7000-7008 Health and welfare benefits, retired certificated employees

17566 Self-insurance fund

35208 Liability insurance

35214 Liability insurance (self-insurance)

44041-44042 Payroll deductions for collection of premiums

44986 Leave of absence, state disability benefits

45136 Benefits for classified employees

CIVIL CODE

56.10-56.16 Disclosure of information by medical providers

56.20-56.245 Use and disclosure of medical information by employers

FAMILY CODE

297-297.5 Rights, protections and benefits under law; registered domestic partners

GOVERNMENT CODE

12940 Discrimination in employment

22750-22944 Public Employees' Medical and Hospital Care Act

53200-53210 Group insurance

HEALTH AND SAFETY CODE

1366.20-1366.29 Cal-COBRA program, health insurance

1367.08 Disclosure of fees and commissions paid related to health care service plan

1373 Health services plan, coverage for dependent children who are full-time students

1373.621 Continuation coverage, age 60 or older after five years with district

1374.58 Coverage for registered domestic partners, health service plans and health insurers

INSURANCE CODE

10116.5 Continuation coverage, age 60 or older after five years with district

10128.50-10128.59 Cal-COBRA program, disability insurance

10277-10278 Group and individual health insurance, coverage for dependent children

10604.5 Annual disclosure of fees and commissions paid

12670-12692.5 Conversion coverage

LABOR CODE

2800.2 Notification of conversion and continuation coverage

4856 Health benefits for spouse of peace officer killed in performance of duties

UNEMPLOYMENT INSURANCE CODE

2613 Education program; notice of rights and benefits

UNITED STATES CODE, TITLE 1

7 Definition of marriage, spouse

Legal Reference continued: (see next page)

Legal Reference: (continued)

UNITED STATES CODE, TITLE 26

105 Self-insured medical reimbursement plan; definition of highly compensated individual

4980B COBRA continuation coverage

UNITED STATES CODE, TITLE 29

1161-1168 COBRA continuation coverage

UNITED STATES CODE, TITLE 42

300gg-16 Group health plan; nondiscrimination in favor of highly compensated individuals

1395-1395g Medicare benefits

CODE OF FEDERAL REGULATIONS, TITLE 26

54.4980B-1-54.4980B-10 COBRA continuation coverage

1.105-11 Self-insured medical reimbursement plan

CODE OF FEDERAL REGULATIONS, TITLE 45

164.500-164.534 Health Insurance Portability and Accountability Act (HIPAA)

Management Resources:

INTERNAL REVENUE SERVICE NOTICES

2011-1 Affordable Care Act Nondiscrimination Provisions Applicable to Insured Group Health Plans

WEB SITES

CSBA: <http://www.csba.org>

California Employment Development Department: <http://www.edd.ca.gov>

Internal Revenue Service: <http://www.irs.gov>

*U.S. Department of Health and Human Services, Centers for Medicare and Medicaid Services:
<http://www.cms.gov>*

U.S. Department of Labor: <http://www.dol.gov>

All Personnel

AR 4154(a)

4254

HEALTH AND WELFARE BENEFITS

4354

Note: The following **optional** administrative regulation should be revised to reflect district practice and collective bargaining agreements.

Affordability of Health Coverage

Note: The following section is for use by districts that have an average of 50 or more full-time equivalent (FTE) employees over the preceding calendar year. The federal Patient Protection and Affordable Care Act (PPACA) (42 USC 300gg-300gg95; 26 USC 4980H; 26 CFR 54.4980H-1-54.4980H-6) requires such districts to offer FTE employees and their dependents (not including spouses) the opportunity to enroll in an "affordable" district-sponsored group health plan or health insurance coverage. Pursuant to 26 USC 4980H and 26 CFR 54.4980H-4, health coverage will be deemed "affordable" if the employee's contribution for employee-only health coverage does not exceed 9.5 percent of his/her modified adjusted household income, as defined in 26 USC 5000A. Because the district generally will not know the employee's household income, 26 CFR 54.4980H-5 provides that the district can meet its obligation if it meets any of the "safe harbor" standards listed in items #1-3 below. All these methods are optional and the district may choose to use one or more of these methods for all its employees or for any category of employees, provided it does so on a uniform and consistent basis for all employees within the same category. The district may retain or delete any of the items below or specify its own method for ensuring affordability.

See the accompanying Board policy for additional requirements of the PPACA.

The Superintendent or designee shall seek written assurance from the district's health insurance carrier(s) that the health plan offered to full-time district employees and their dependents meets all requirements of the federal Patient Protection and Affordable Care Act. (42 USC 300gg-300gg95; 26 USC 4980H; 26 CFR 54.4980H-1-54.4980H-6)

The Superintendent or designee also shall ensure that each employee's contribution to the employee-only health coverage does not exceed 9.5 percent of his/her modified household income, as defined in 26 USC 5000A. The Superintendent or designee shall calculate the affordability of the coverage using one or more of the following methods in a uniform and consistent basis for all employees within the same category: (26 USC 4980H; 26 CFR 54.4980H-4-54.4980H-5)

1. The district shall ensure that the lowest cost employee-only coverage does not exceed 9.5 percent of wages paid to the employee by the district for the calendar year as reported on the employee's W-2 tax form. For an employee not offered coverage for an entire calendar year, the wages shall be adjusted to reflect the period for which coverage was offered.
2. The district shall ensure that the employee's required monthly contribution for the lowest cost employee-only coverage does not exceed 9.5 percent of an amount equal to 130 hours multiplied by the employee's hourly rate of pay on the first day of the plan year or his/her lowest hourly pay during the calendar month, whichever is lower.

HEALTH AND WELFARE BENEFITS (continued)

3. The district shall ensure that the employee's contribution does not exceed 9.5 percent of a monthly amount determined as the federal poverty line for a single individual for the applicable calendar year, divided by 12.

Retired Certificated Employees

Note: Education Code 7000 requires that any district which provides health and welfare benefits or dental care benefits for its certificated employees must make those benefits available to retired certificated employees and their spouses or eligible surviving spouses as provided in the following section.

Pursuant to Education Code 7000, any eligible person who elects to enroll in the benefits program may be required to pay all premiums, dues, and other charges, including any increases in the rate of premiums or dues for these persons, and all costs incurred by the district in administering the program; see the accompanying Board policy. Education Code 7000 allows districts, if appropriate, to require persons eligible for these benefits to pay different rates as a class. Education Code 7000 specifies three classes based on age and Medicare benefits for which the plan must provide separate rates. Government Code 12940 provides that, with respect to retiree health benefits and health care reimbursement plans in effect on or after January 1, 2011, it is not discrimination based on age to provide health benefits or health care reimbursement plans to retired persons that are altered, reduced, or eliminated when the retirees become eligible for Medicare health benefits.

The following section does not apply to employees who receive health care coverage under the Public Employees' Medical and Hospital Care Act (PEMHCA), Government Code 22750-22944.

Any former certificated employee who retired from the district under any public retirement system and his/her spouse/domestic partner shall be permitted to enroll in the health and welfare and/or dental care benefit plan currently provided for certificated employees. The plan also shall be available to any surviving spouse/domestic partner of a former certificated employee who either retired from the district under any public retirement system or was, at the time of death, employed by the district and a member of the State Teachers' Retirement System. (Education Code 7000)

A retired certificated employee or surviving spouse/domestic partner shall be allowed to enroll in the coverage within 30 days of losing active employee coverage. If he/she does not enroll during this initial enrollment period, he/she may be denied further opportunity to do so. (Education Code 7000)

COBRA/Cal-COBRA Continuation Coverage

Note: The following section reflects requirements for both the federal Consolidated Omnibus Budget Reconciliation Act of 1985 (COBRA) program (26 USC 4980B; 29 USC 1161-1168; 26 CFR 54.4980B-1-54.4980B-10) and the California Continuation Benefits Replacement Act (Cal-COBRA) program (Health and Safety Code 1366.20-1366.29; Insurance Code 10128.50-10128.59). These programs contain requirements designed to alleviate lapses in coverage due to employee termination, death, separation or

HEALTH AND WELFARE BENEFITS (continued)

divorce, reduction in hours, eligibility for Medicare, or a dependent child of the covered employee ceasing to be a dependent child. COBRA applies to districts with at least 20 employees. Pursuant to Health and Safety Code 1366.21, Cal-COBRA applies to districts with 2-19 employees which have contracted for health care and/or disability coverage through a group benefit plan. If the district has contracted to provide administrative services for the health care service plan as authorized by Health and Safety Code 1366.25, it may expand the following section to reflect additional requirements of plan administrators.

The following section should be revised by districts that offer a group health insurance plan but not a group disability benefits plan. This section also should be revised by districts with employees who receive health care coverage under PEMHCA, Government Code 22750-22944.

Covered district employees and their qualified beneficiaries shall be offered the opportunity to continue health and disability insurance coverage when they otherwise would lose coverage due to one of the following qualifying events: (Health and Safety Code 1366.21, 1366.23, 1373; Insurance Code 10128.51, 10128.53, 10277; 26 USC 4980B; 26 CFR 54.4980B-4)

1. Death of the covered employee
2. Termination or reduction in hours of the covered employee's employment, other than termination by reason of the employee's gross misconduct

(cf. 4118 - Dismissal/Suspension/Disciplinary Action)

(cf. 4218 - Dismissal/Suspension/Disciplinary Action)

3. Divorce or legal separation of the covered employee
4. The covered employee becoming entitled to Medicare benefits

Note: For purposes of item #5 below, Health and Safety Code 1373 and Insurance Code 10277 require that the age at which a person ceases to be a dependent child, as specified in the health plan, must be at least 26 years, except that certain specified health plans beginning before January 1, 2014 may exclude adult children younger than age 26 who are eligible to enroll in an employer-sponsored health plan. In addition, Health and Safety Code 1373 and Insurance Code 10277 require a health services plan or insurer to continue coverage for a dependent child who attains the age specified in the plan if he/she is incapable of self-sustaining employment by reason of a physically or mentally disabling injury, illness, or condition and is chiefly dependent on the subscriber or insured for support and maintenance. Health and Safety Code 1373 and Insurance Code 10277 also require that, if the plan provides coverage for a dependent child who is over age 26 and enrolled at a secondary or postsecondary educational institution, continued coverage must be provided during any break in the school calendar and during a medical leave of absence as specified.

5. A dependent child ceasing to be a dependent child of the covered employee

Continuation health coverage shall be the same as provided to similarly situated individuals under the group benefit plan. (Health and Safety Code 1366.23; Insurance Code 10128.53; 26 USC 4980B)

HEALTH AND WELFARE BENEFITS (continued)

Note: Districts should select the appropriate option below based on the number of district employees.

OPTION 1: (Districts with 20 or more employees)

Note: Pursuant to 26 USC 4980B and 29 USC 1163, the 30-day notification period specified below may be revised if a longer time period is specified in the health plan.

The Superintendent or designee shall notify the health care service plan administrator of a qualifying event listed in item #1, 2, or 4 above, within 30 days of the event. A covered employee or qualified beneficiary shall notify the service plan administrator of a qualifying event listed in item #3 or 5 above within 60 days of the event or of the date that the beneficiary would lose coverage, whichever is later. (26 USC 4980B; 29 USC 1163, 1166; 26 CFR 54.4980B-6)

Continuation coverage shall be terminated in accordance with the district's insurance plan and federal and state law. (26 USC 4980B; 26 CFR 54.4980B-6; Health and Safety Code 1373.621; Insurance Code 10116.5)

~~OPTION 2: (Districts with 2-19 employees)~~

~~Note: If the district contracts to perform the administrative services of a health care service plan as authorized by Health and Safety Code 1366.25, the following two paragraphs should be revised to reflect the plan administrator to whom the notifications should be directed.~~

~~The Superintendent or designee shall provide written notification to the health care service plan administrator of a qualifying event listed in item #2 above, within 30 days of the event.~~

~~A covered employee or qualified beneficiary shall provide written notification to the health care service plan administrator regarding any other qualifying event listed above within 60 days of the event or of the date that the covered employee or qualified beneficiary was notified of the ability to continue coverage, whichever is later. (Health and Safety Code 1366.24, 1366.25; Insurance Code 10128.54, 10128.55)~~

~~Continuation coverage shall be terminated in accordance with the district's insurance plan and state law. (Health and Safety Code 1366.22, 1366.27, 1373.621; Insurance Code 10116.5, 10128.52, 10128.57)~~

Note: The following paragraph applies to all districts.

The Superintendent or designee shall notify covered employees and qualified beneficiaries of the availability of conversion and continuation coverage. This notification shall include the statement in Labor Code 2800.2 encouraging individuals to examine their options carefully before declining such coverage. (Labor Code 2800.2)

(cf. 4112.9/4212.9/4312.9 - Employee Notifications)

HEALTH AND WELFARE BENEFITS (continued)

Disability Insurance

Note: The following notice is provided by the California Employment Development Department.

The Superintendent or designee shall give notice of disability insurance rights and benefits to each new employee and each employee leaving work due to pregnancy, nonoccupational illness or injury, the need to provide care for any sick or injured family member, or the need to bond with a minor child within the first year of the child's birth or placement in connection with foster care or adoption. (Unemployment Insurance Code 2613)

(cf. 4157.1/4257.1/4357.1 - Work-Related Injuries)
(cf. 4161/4261/4361 - Leaves)
(cf. 4161.1/4361.1 - Personal Illness/Injury Leave)
(cf. 4161.8/4261.8/4361.8 - Family Care and Medical Leave)
(cf. 4261.1 - Personal Illness and Injury Leave)

Note: The following paragraph does not apply to employees of districts that have contracted for health care coverage through PEMHCA, Government Code 22750-22944.

When disabled by an injury sustained from a violent act while performing duties within the scope of employment and performing creditable employment, a certificated or classified employee may continue in the district health and dental care plans upon meeting criteria specified by law. The employee shall pay all employer and employee premiums and related administrative costs. (Education Code 7008)

Center USD

Administrative Regulation

Health And Welfare Benefits

AR 4154, 4254,4354

Personnel

Retired Certificated Employees

Any former certificated employee who retired from the district under any public retirement system and his/her spouse/domestic partner shall be permitted to enroll in the health and welfare and/or dental care benefit plan currently provided for certificated employees. The plan also shall be available to any surviving spouse/domestic partner of a former certificated employee who either retired from the district under any public retirement system or was, at the time of death, employed by the district and a member of the State Teachers' Retirement System. (Education Code 7000)

A retired certificated employee or surviving spouse/domestic partner shall be allowed to enroll in the coverage within 30 days of losing active employee coverage. If he/she does not enroll during this initial enrollment period, he/she may be denied further opportunity to do so. (Education Code 7000)

COBRA/Cal-COBRA Continuation Coverage

Covered district employees and their qualified beneficiaries shall be offered the opportunity to continue health and disability insurance coverage when they otherwise would lose coverage due to one of the following qualifying events: (Health and Safety Code 1366.21, 1366.23, 1373; Insurance Code 10128.51, 10128.53, 10277; 26 USC 4980B; 26 CFR 54.4980B-4)

1. Death of the covered employee
2. Termination or reduction in hours of the covered employee's employment, other than termination by reason of the employee's gross misconduct

(cf. 4117.4 - Dismissal)

(cf. 4218 - Dismissal/Suspension/Disciplinary Action)

3. Divorce or legal separation of the covered employee
4. The covered employee becoming entitled to Medicare benefits
5. A dependent child ceasing to be a dependent child of the covered employee

Continuation health coverage shall be the same as provided to similarly situated individuals under the group benefit plan. (Health and Safety Code 1366.23; Insurance Code 10128.53; 26 USC 4980B)

The Superintendent or designee shall notify the health care service plan administrator of a qualifying event listed in item #1, 2, or 4 above, within 30 days of the event. A covered employee or qualified beneficiary shall notify the service plan administrator of a qualifying event listed in item #3 or 5 above within 60 days of the event or of the date that the beneficiary would lose coverage, whichever is later. (26 USC 4980B; 29 USC 1163, 1166; 26 CFR 54.4980B-6)

Continuation coverage shall be terminated in accordance with the district's insurance plan and federal and state law. (26 USC 4980B; 26 CFR 54.4980B-6; Health and Safety Code 1373.621; Insurance Code 10116.5)

The Superintendent or designee shall notify covered employees and qualified beneficiaries of the availability of conversion and continuation coverage. This notification shall include the statement in Labor Code 2800.2 encouraging individuals to examine their options carefully before declining such coverage. (Labor Code 2800.2)

(cf. 4112.9/4212.9/4312.9 - Employee Notifications)

Disability Insurance

The Superintendent or designee shall give notice of disability insurance rights and benefits to each new employee and each employee leaving work due to pregnancy, nonoccupational illness or injury, the need to provide care for any sick or injured family member, or the need to bond with a minor child within the first year of the child's birth or placement in connection with foster care or adoption. (Unemployment Insurance Code 2613)

(cf. 4157.1/4257.1/4357.1 - Work-Related Injuries)

(cf. 4161/4261/4361 - Leaves)

(cf. 4161.1/4361.1 - Personal Illness/Injury Leave)

(cf. 4161.8/4261.8/4361.8 - Family Care and Medical Leave)

(cf. 4261.1 - Personal Illness and Injury Leave)

When disabled by an injury sustained from a violent act while performing duties within the scope of employment and performing creditable employment, a certificated or classified employee may continue in the district health and dental care plans upon meeting criteria specified by law. The employee shall pay all employer and employee premiums and related administrative costs. (Education Code 7008)

Regulation
adopted: October 17, 2012

CENTER UNIFIED SCHOOL DISTRICT
Antelope, California

EXCLUSIONS FROM ATTENDANCE

The Superintendent or designee shall ensure that each child entering a district school at any grade level adheres to district admission requirements and enrollment procedures.

(cf. 5111 - Admission)

(cf. 5111.1 - District Residency)

(cf. 5116 - Intradistrict Open Enrollment)

(cf. 5117 - Interdistrict Attendance)

(cf. 5125 - Student Records)

(cf. 5141.3 - Health Examinations)

Mandatory Exclusions

Note: Education Code 48216 requires that a student who has not met immunization requirements be excluded from school attendance until he/she meets those requirements. However, pursuant to Health and Safety Code 120335 and 120370, as amended by SB 277 (Ch. 35, Statutes of 2015), a student may be exempted from one or more immunizations for medical reasons or because his/her parent/guardian submits a letter or affidavit by January 1, 2016, stating that he/she objects to immunizations based on his/her personal beliefs. Students who are granted an exemption on the basis of their parent/guardian's personal beliefs must be immunized when they enter the next grade span as defined (birth to preschool, grades K-6, or grades 7-12). The new law specifies that its provisions do not prohibit a student who qualifies for an individualized education program (IEP) from "accessing any special education and related service" required by his/her IEP. See BP/AR 5141.31 - Immunizations for further information about immunization requirements and exemptions.

The Superintendent or designee shall not unconditionally admit any student to an elementary or secondary school, preschool, or child care and development program for the first time, nor, after July 1, 2016, admit or advance any student to grade 7 unless the student has been fully immunized in accordance with Health and Safety Code 120335 and BP/AR 5141.31 - Immunizations or is exempted by law.

If a conditionally admitted student has not received required immunizations within 10 days after his/her parent/guardian has been notified of the need to do so, the student shall be excluded until he/she provides written evidence that he/she has received the vaccines due at that time. (Education Code 48216; Health and Safety Code 120335, 120370; 17 CCR 6055)

(cf. 5141.31 - Immunizations)

(cf. 5141.22 - Infectious Diseases)

The Superintendent or designee shall not admit a student who is reasonably suspected of having active tuberculosis. He/she shall be denied admission until the local health officer or licensed medical practitioner informs the district, in writing, that the student is no longer at risk of developing or transmitting the disease. (Health and Safety Code 121485, 121495, 121505)

(cf. 5141.26 - Tuberculosis Testing)

EXCLUSIONS FROM ATTENDANCE (continued)

The Superintendent or designee shall exclude a student who is infected with any contagious or infectious disease. The student shall be permitted to return to school when a medical provider informs the Superintendent or designee in writing that he/she is satisfied that the contagious or infectious disease no longer exists. (Education Code 49451; 5 CCR 202)

The Superintendent or designee shall exclude a student who resides where any contagious, infectious, or communicable disease subject to quarantine exists or has recently existed and who is subject to strict isolation or quarantine of contacts, unless written permission of the health officer is provided. (Health and Safety Code 120230)

Permissive Exclusions

A student may be excluded from attendance at a district school under either of the following circumstances:

1. If there is good cause to believe that the student has been exposed to any disease stated in Health and Safety Code 120335 and his/her documentation of immunization does not show proof of immunization against that disease, the student may be temporarily excluded from the school until the local health officer is satisfied that the student is no longer at risk of developing or transmitting the disease. (Health and Safety Code 120335, 120370)
2. If the student has not had the health screening specified in Health and Safety Code 124040 before or within the first 90 days of attending first grade, he/she may be excluded for up to five days unless the parent/guardian has presented a waiver or the district has exempted the student from this requirement in accordance with law. (Health and Safety Code 124105)

(cf. 5141.32 - Health Screening for School Entry)

Notifications to Parents/Guardians

The Superintendent or designee may exclude a student without prior notice to the parent/guardian if the student is excluded for any of the following reasons: (Education Code 48213)

1. He/she resides in an area subject to quarantine pursuant to Health and Safety Code 120230.
2. He/she is exempt from a medical examination but suffers from a contagious or infectious disease pursuant to Education Code 49451.

EXCLUSIONS FROM ATTENDANCE (continued)

3. The Superintendent or designee determines that the presence of the student would constitute a clear and present danger to the safety or health of other students or school personnel.

However, in such cases, the Superintendent or designee shall send a notice as soon as reasonably possible after the exclusion. (Education Code 48213)

(cf. 5145.6 - Parental Notifications)

In all other cases, the Superintendent or designee shall send a notice to the student's parent/guardian stating the facts leading to the exclusion, prior to excluding the student from attendance.

Appeals from Exclusion

Note: The following section is optional and should be modified to reflect district practice.

Upon exclusion of his/her child, a parent/guardian may meet with the Superintendent or designee to discuss the exclusion. If the parent/guardian disagrees with the decision of the Superintendent or designee to exclude his/her child, he/she may appeal the decision to the Governing Board.

The parent/guardian shall have an opportunity to inspect all documents upon which the district is basing its decision, to challenge any evidence and question any witness presented by the district, to present oral and documentary evidence on the student's behalf, and to have one or more representatives present at the meeting.

Legal Reference: (see next page)

EXCLUSIONS FROM ATTENDANCE (continued)

Legal Reference:

EDUCATION CODE

48210-48216 *Persons excluded*

49076 *Access to records by persons without written consent or under judicial order*

49408 *Information of use in emergencies*

49451 *Parent's refusal to consent*

HEALTH AND SAFETY CODE

120230 *Exclusion of persons from school*

120325-120380 *Educational and child care facility immunization requirements*

121475-121520 *Tuberculosis tests for students*

124025-124110 *Child Health and Disability Prevention Program*

CODE OF REGULATIONS, TITLE 5

202 *Exclusion of students with a contagious disease*

CODE OF REGULATIONS, TITLE 17

6055 *Exclusion for failure to obtain required immunizations*

Management Resources:

CSBA PUBLICATIONS

Recent Legislation on Vaccines: SB 277, Fact Sheet, August 2015

WEB SITES

CSBA: <http://www.csba.org>

California Department of Public Health, Immunization Branch:

<http://www.cdph.ca.gov/programs/immunize>

California Healthy Kids Resource Center: <http://www.californiahealthykids.org>

Centers for Disease Control and Prevention: <http://www.cdc.gov>

Center USD

Administrative Regulation

Exclusions From Attendance

AR 5112.2
Students

Students may be excluded from attendance at district schools if they:

1. Are under the legal age of attendance, except as otherwise provided by law. (Education Code 48210)

(cf. 5111 - Admission)

2. Do not present evidence of immunization from certain infectious diseases as required by law. A student shall not be excluded, however, if the parent/guardian, in writing, requests exemption from the immunization requirement on the basis of the student's physical condition or a conflict with the parent/guardian's religious beliefs. (Health and Safety Code 120335, 120365, 120370)

(cf. 5141.31 - Immunizations)

3. Are reasonably suspected of having active tuberculosis. (Health and Safety Code 121485, 121495, 121505)

(cf. 5141.26 - Tuberculosis Testing)
(cf. 5141.33 - Head Lice)

4. Are infected with any contagious or infectious disease. (Education Code 49451; 5 CCR 202)

(cf. 5141.22 - Infectious Diseases)

5. Reside where any contagious, infectious, or communicable disease subject to quarantine exists or has recently existed, unless written permission of the health officer is provided. (Health and Safety Code 120230)

6. Have not had the health screening, specified in Health and Safety Code 124040, before or within the first 90 days of attending first grade. Such students may be excluded for up to five days unless the parent/guardian has presented a waiver or the district has exempted the student from this requirement in accordance with law. (Health and Safety Code 124105)

(cf. 5141.32 - Child Health and Disability Prevention Program)

Notifications to Parents/Guardians

Prior to excluding a student from attendance, the Superintendent or designee shall send a notice to the student's parent/guardian stating the facts leading to the exclusion.

The Superintendent or designee may exclude a student without prior notice to the parent/guardian if the student is excluded because: (Education Code 48213)

1. He/she resides in an area subject to quarantine pursuant to Health and Safety Code 120230
2. He/she is exempt from a medical examination but suffers from a contagious or infectious disease pursuant to Education Code 49451.
3. The Superintendent or designee determines that the presence of the student would constitute a clear and present danger to the safety or health of other students or school personnel.

However, in such cases, the Superintendent or designee shall send a notice as soon as reasonably possible after the exclusion. (Education Code 48213)

Legal Reference:

EDUCATION CODE

48210-48216 Persons excluded

49076 Access to records by persons without written consent or under judicial order

49408 Information of use in emergencies

49451 Parent's refusal to consent

HEALTH AND SAFETY CODE

120230 Exclusion of persons from school

120325-120380 Educational and child care facility immunization requirements

121475-121520 Tuberculosis tests for students

124025-124110 Child Health and Disability Prevention Program

CODE OF REGULATIONS, TITLE 5

202 Exclusion of students with a contagious disease

Management Resources:

WEB SITES

California Department of Health Services: <http://www.cdph.gov>

California Healthy Kids Resource Center: <http://www.californiahealthykids.org>

Centers for Disease Control and Prevention: <http://www.cdc.gov>

Regulation
approved: March 2, 2005

CENTER UNIFIED SCHOOL DISTRICT
Antelope, California

IMMUNIZATIONS

To protect the health of all students and staff and to curtail the spread of infectious diseases, the Governing Board shall cooperate with state and local public health agencies to encourage and facilitate immunization of all district students against preventable diseases.

(cf. 1400 - Relations Between Other Governmental Agencies and the Schools)

(cf. 5141.22 - Infectious Diseases)

(cf. 5141.26 - Tuberculosis Testing)

(cf. 6142.8 - Comprehensive Health Education)

Note: The following optional paragraph should be revised to reflect the grade levels and programs offered by the district.

Health and Safety Code 120335 requires districts to ensure that students are fully immunized prior to admission. In addition, beginning July 1, 2016, Health and Safety Code 120335, as amended by SB 277 (Ch. 35, Statutes of 2015), requires districts to ensure that students are fully immunized against all specified diseases before advancing to grade 7. See the accompanying administrative regulation for requirements pertaining to the immunization record, including the diseases for which students must be immunized.

Health and Safety Code 120335, as amended by SB 277, further provides that students must be exempted from immunizations for any one of the following reasons: (1) a licensed physician indicates that a student should be exempted for medical reasons, (2) a parent/guardian files a letter or affidavit prior to January 1, 2016 stating his/her personal beliefs opposed to immunization (effective only until the student enters the next grade span), or (3) a student is enrolled in independent study and does not receive classroom-based instruction. See the accompanying administrative regulation for further information about exemptions.

Each student enrolling for the first time in a district elementary or secondary school, preschool, or child care and development program or, after July 1, 2016, enrolling in or advancing to grade 7 shall present an immunization record from any authorized private or public health care provider certifying that he/she has received all required immunizations in accordance with law. Students shall be excluded from school or exempted from immunization requirements only as allowed by law.

(cf. 5112.1 - Exemptions from Attendance)

(cf. 5112.2 - Exclusions from Attendance)

(cf. 5141.32 - Health Screening for School Entry)

(cf. 5148 - Child Care and Development)

(cf. 5148.3 - Preschool/Early Childhood Education)

Note: 17 CCR 6070 allows a transfer student to be conditionally admitted for up to 30 days while waiting for the transfer of immunization records from his/her previous school; see the accompanying administrative regulation. However, the California Department of Public Health's California Immunization Handbook for Child Care Programs and Schools recommends that schools request parents/guardians to bring their child's personal immunization record from his/her health care provider to registration, rather than waiting for the cumulative file, especially if the student's former school is located outside the United States. In this way, districts would only need to request the record from the previous district for those students who could not present an adequate record at the time of entry.

IMMUNIZATIONS (continued)

Pursuant to 42 USC 11431 and Education Code 48853.5, homeless children and foster youth must be immediately enrolled even if they are unable to produce records normally required for enrollment, including medical records. See AR 6173 - Education for Homeless Children and AR 6173.1- Education for Foster Youth. In addition, pursuant to Education Code 49701, children of military families must be allowed 30 days from the date of enrollment to obtain required immunizations; see AR 6173.2 - Education of Children of Military Families. These exceptions are also addressed in the accompanying administrative regulation.

Each transfer student shall be requested to present his/her immunization record, if possible, upon registration at a district school.

(cf. 6173 - Education for Homeless Children)
(cf. 6173.1 - Education for Foster Youth)
(cf. 6173.2 - Education of Children of Military Families)

Note: The following optional paragraph is for use by districts that permit medical personnel to administer immunizations at school as authorized by Education Code 49403. Pursuant to Education Code 49403, immunizations may be provided by a licensed physician or, if acting under the direction of a supervising physician, a registered nurse (including a school nurse), physician assistant, nurse practitioner, licensed vocational nurse, or nursing student acting under the supervision of a registered nurse. The authority of any health care practitioner, other than a licensed physician, to administer immunizations in a school immunization program is limited to immunizations for annual seasonal influenza, influenza pandemic episodes, and other diseases that represent a current or potential outbreak as declared by a federal, state, or local public health officer. Whenever a health care provider is authorized to administer immunizations at school, the school nurse must be notified and must maintain control, as necessary, as the supervisor of health in accordance with Education Code 44871 and other statutes.

The Superintendent or designee may arrange for an authorized health care provider to administer immunizations at school to any student whose parent/guardian has consented in writing. At the beginning of the school year, parents/guardians shall be notified of their right to provide consent for the administration of an immunization to their child at school. (Education Code 49403)

(cf. 5141.3 - Health Examinations)
(cf. 5141.6 - School Health Services)
(cf. 5145.6 - Parental Notifications)

Legal Reference: (see next page)

IMMUNIZATIONS (continued)*Legal Reference:*EDUCATION CODE

44871 *Qualifications of supervisor of health*
 46010 *Total days of attendance*
 48216 *Immunization*
 48853.5 *Immediate enrollment of foster youth*
 48980 *Required notification of rights*
 49403 *Cooperation in control of communicable disease and immunizations*
 49426 *Duties of school nurses*
 49701 *Flexibility in enrollment of children of military families*
 51745-51749.6 *Independent study*

HEALTH AND SAFETY CODE

120325-120380 *Immunization against communicable disease, especially:*
 120335 *Immunization requirement for admission*
 120395 *Information about meningococcal disease, including recommendation for vaccination*
 120440 *Disclosure of immunization information*

CODE OF REGULATIONS, TITLE 5

430 *Student records*

CODE OF REGULATIONS, TITLE 17

6000-6075 *School attendance immunization requirements*

UNITED STATES CODE, TITLE 20

1232g *Family Educational Rights and Privacy Act*

UNITED STATES CODE, TITLE 42

11432 *Immediate enrollment of homeless children*

CODE OF FEDERAL REGULATIONS, TITLE 34

99.1-99.67 *Family Educational Rights and Privacy*

*Management Resources:*CALIFORNIA DEPARTMENT OF PUBLIC HEALTH

California Immunization Handbook for Child Care Programs and Schools, August 2015

Guide to Immunizations Required for Child Care

Guide to Immunizations Required for School Entry

Parents' Guide to Immunizations Required for Child Care

Parents' Guide to Immunizations Required for School Entry

EDUCATION AUDIT APPEALS PANEL PUBLICATIONS

Guide for Annual Audits of Local Education Agencies and State Compliance Reporting, July 2015

U.S. DEPARTMENT OF EDUCATION GUIDANCE

Family Educational Rights and Privacy Act (FERPA) and H1N1, October 2009

WEB SITES

California Department of Education: <http://www.cde.ca.gov>

California Department of Public Health, Immunization Branch:

<http://www.cdph.ca.gov/programs/immunize>

California Department of Public Health, Shots for Schools: <http://shotsforschools.org>

Centers for Disease Control and Prevention: <http://www.cdc.gov>

Education Audit Appeals Panel: <http://www.eaap.ca.gov>

U.S. Department of Education: <http://www.ed.gov>

Center USD

Board Policy

Immunizations

BP 5141.31

Students

To protect the health of all students and staff and to curtail the spread of infectious diseases, the Governing Board shall cooperate with state and local public health agencies to encourage and facilitate immunization of all district students against preventable diseases.

(cf. 1400 - Relations Between Other Governmental Agencies and the Schools)

(cf. 5141.22 - Infectious Diseases)

(cf. 5141.26 - Tuberculosis Testing)

(cf. 6142.8 - Comprehensive Health Education)

Each student enrolling for the first time in a district elementary or secondary school, preschool, or child care and development program shall present an immunization record from any authorized private or public health care provider certifying that he/she has received all required immunizations in accordance with law. Students shall be excluded from school or exempted from immunization requirements only as allowed by law.

(cf. 5112.1 - Exemptions from Attendance)

(cf. 5112.2 - Exclusions from Attendance)

(cf. 5141.32 - Health Screening for School Entry)

(cf. 5148 - Child Care and Development)

(cf. 5148.3 - Preschool/Early Childhood Education)

Each transfer student shall be requested to present his/her immunization record upon registration at a district school.

However, when necessary, a transfer student may be conditionally admitted for up to 30 school days while his/her immunization records are being transferred from the previous school. If these records do not arrive within 30 school days, the student shall present written documentation by an authorized health care provider showing that the required immunizations were received. If such documentation is not presented, the student shall be excluded from school until the required immunizations have been administered. (17 CCR 6070)

(cf. 6173 - Education for Homeless Children)

(cf. 6173.1 - Education for Foster Youth)

(cf. 6173.2 - Education of Children of Military Families)

The Superintendent or designee may arrange for an authorized health care provider to administer immunizations at school to any student whose parent/guardian has consented in writing. At the beginning of the school year, parents/guardians shall be notified of their right to provide consent for the administration of an immunization to their child at school. (Education Code 49403)

(cf. 5141.3 - Health Examinations)
(cf. 5141.6 - School Health Services)
(cf. 5145.6 - Parental Notifications)

Legal Reference:

EDUCATION CODE

44871 Qualifications of supervisor of health
46010 Total days of attendance
48216 Immunization
48853.5 Immediate enrollment of foster youth
48980 Required notification of rights
49403 Cooperation in control of communicable disease and immunizations
49426 Duties of school nurses
49701 Flexibility in enrollment of children of military families

HEALTH AND SAFETY CODE

120325-120380 Immunization against communicable disease, especially:
120335 Immunization requirement for admission
120395 Information about meningococcal disease, including recommendation for vaccination
120440 Disclosure of immunization information

CODE OF REGULATIONS, TITLE 5

430 Student records

CODE OF REGULATIONS, TITLE 17

6000-6075 School attendance immunization requirements

UNITED STATES CODE, TITLE 20

1232g Family Educational Rights and Privacy Act

UNITED STATES CODE, TITLE 42

11432 Immediate enrollment of homeless children

CODE OF FEDERAL REGULATIONS, TITLE 34

99.1-99.67 Family Educational Rights and Privacy

Management Resources:

CALIFORNIA DEPARTMENT OF PUBLIC HEALTH

California Immunization Handbook for Schools and Child Care Programs, July 2003

Guide to Immunizations Required for School Entry

Guide to the Requirements of the California School Immunization Law for Parents of Children in or Entering School or Child Care

U.S. DEPARTMENT OF EDUCATION GUIDANCE

Family Educational Rights and Privacy Act (FERPA) and H1N1, October 2009

WEB SITES

California Department of Education: <http://www.cde.ca.gov>

California Department of Public Health, Immunization Branch:

<http://www.cdph.ca.gov/programs/immunize>

Centers for Disease Control and Prevention: <http://www.cdc.gov>

U.S. Department of Education: <http://www.ed.gov>

Policy

adopted: February 16, 2011

CENTER UNIFIED SCHOOL DISTRICT

Antelope, California

IMMUNIZATIONS**Required Immunizations**

Note: The following optional paragraph may be revised to reflect district practice. The California Department of Public Health's (CDPH) California Immunization Handbook for Child Care Programs and Schools recommends that districts provide parents/guardians with a written notice of immunization requirements. The CDPH's Parents' Guide to Immunizations Required for School Entry and Parents' Guide to Immunizations Required for Child Care may be used for this purpose.

The Superintendent or designee shall provide parents/guardians, upon school registration, a written notice summarizing the state's immunization requirements.

Note: The following paragraph should be revised to reflect the grade levels and programs offered by the district. Health and Safety Code 120335 requires districts to ensure that students are fully immunized prior to admission. See 17 CCR 6020 and the CDPH's California Immunization Handbook for Child Care Programs and Schools for details regarding the ages/grades at which specific immunizations are required and the doses needed.

Pursuant to Health and Safety Code 120335, districts must ensure that students entering grade 7 are fully immunized against pertussis. Beginning July 1, 2016, Health and Safety Code 120335, as amended by SB 277 (Ch. 35, Statutes of 2015), also requires districts to ensure that students are fully immunized against all specified diseases before advancing to grade 7.

The Superintendent or designee shall not unconditionally admit any student to a district elementary or secondary school, preschool, or child care and development program for the first time nor, after July 1, 2016, admit or advance any student to grade 7 unless the student has been fully immunized. The student shall present documentation of full immunization, in accordance with the age/grade and dose required by the California Department of Public Health (CDPH), against the following diseases: (Health and Safety Code 120335; 17 CCR 6020)

1. Measles, mumps, and rubella (MMR)
2. Diphtheria, tetanus, and pertussis (whooping cough) (DTP, DTaP, or Tdap)
3. Poliomyelitis (polio)
4. Hepatitis B
5. Varicella (chickenpox)
6. Haemophilus influenza type b (Hib meningitis)
7. Any other disease designated by the CDPH

(cf. 5141.22 - Infectious Diseases)

(cf. 5148 - Child Care and Development)

IMMUNIZATIONS (continued)

(cf. 5148.3 - Preschool/Early Childhood Education)
(cf. 6170.1 - Transitional Kindergarten)

However, full immunization against hepatitis B shall not be a condition by which the Superintendent or designee shall admit or advance any student to grade 7. (Health and Safety Code 120335)

Note: State law does not exempt from vaccination requirements students who qualify for an individualized education program (IEP). However, Health and Safety Code 120335, as amended by SB 277 (Ch. 35, Statutes of 2015), specifies that its provisions do not prohibit a student who qualifies for an IEP from "accessing any special education and related service" required by his/her IEP. The district should consult legal counsel if it has questions about how to ensure compliance with vaccination requirements consistent with a student's IEP. The district may want to consider holding an IEP meeting to resolve any potential conflicts with the IEP.

A student who qualifies for an individualized education program (IEP), unless otherwise exempt, shall be fully immunized in accordance with Health and Safety Code 120335 and this regulation. However, the district shall continue to implement the student's IEP and shall not prohibit the student from accessing any special education and related service required by his/her IEP regardless of whether the student is fully immunized. (Health and Safety Code 120335)

(cf. 6159 - Individualized Education Program)

Note: According to the CDPH's California Immunization Handbook for Child Care Programs and Schools, the immunization record must be either a personal record with entries made by the physician or agency performing the immunization or a school immunization record from the student's previous school (either the California School Immunization Record or another state's school record). 17 CCR 6070 specifies the information that must be included in the record.

The student's immunization record shall be provided by the student's health care provider or from the student's previous school immunization record. The record must show at least the month and year for each dose, except that the day, month, and year must be shown for the MMR doses given during the month of the first birthday and for the Tdap dose given during the month of the seventh birthday. (17 CCR 6070)

Exemptions

Exemption from one or more immunization requirements shall be granted under any of the following circumstances:

1. The parent/guardian files with the district a written statement by a licensed physician to the effect that the physical condition of the child is such, or medical circumstances

IMMUNIZATIONS (continued)

relating to the child are such, that immunization is not considered safe. The statement shall indicate the specific nature and probable duration of the medical condition or circumstances, including, but not limited to, family medical history, for which the physician does not recommend immunization. (Health and Safety Code 120370; 17 CCR 6051)

Note: Health and Safety Code 120365, which exempted a student from one or more immunization requirements if his/her parent/guardian stated in writing that the immunizations are contrary to his/her beliefs, was repealed by SB 277 (Ch. 35, Statutes of 2015). However, SB 277 also amended Health and Safety Code 120335 to provide that a personal beliefs exemption may be granted for any student whose parent/guardian files a letter or affidavit prior to January 1, 2016 stating his/her beliefs opposed to immunization, and that such exemption shall be effective until he/she enters the next grade span. For this purpose, Health and Safety Code 120335 defines three grade spans: birth through preschool, grades K-6 (including TK), and grades 7-12. For example, a student granted a personal beliefs exemption in preschool must be immunized when entering kindergarten, and a student granted such an exemption in grade 4 must be immunized when entering grade 7. The district may revise item #2 to reflect grade levels offered by the district.

2. The student's parent/guardian files with the district, before January 1, 2016, a letter or written affidavit stating that an immunization is contrary to his/her personal beliefs, in which case the student shall be exempted from the immunization until he/she enrolls in the next applicable grade span requiring immunization (birth to preschool, grades K-6, grades 7-12). (Health and Safety Code 120335)

(cf. 6141.2 - Recognition of Religious Beliefs and Customs)

Note: The following paragraph reflects the CDPH's Senate Bill 277 Frequently Asked Questions, which indicate that a personal beliefs exemption filed before January 1, 2016 may be transferred to another school or child care facility within the same district or in another school district within California. The CDPH's position is that a personal beliefs exemption from another state or country is not valid. The district should consult legal counsel if any question arises regarding the validity of a student's personal beliefs exemption.

When a student transfers to a different school within the district or transfers into the district from another school district in California, his/her personal beliefs exemption filed before January 1, 2016, shall remain in effect until the next applicable grade span. A student transferring from a school outside the district shall present a copy of the personal beliefs exemption upon enrollment. When a student transfers into the district from outside California and presents a personal beliefs exemption issued by another state or country prior to January 1, 2016, the Superintendent or designee may consult with legal counsel regarding the applicable immunization requirements.

Note: Health and Safety Code 120335, as amended by SB 277 (Ch. 35, Statutes of 2015), exempts certain students enrolled in independent study, as provided below.

IMMUNIZATIONS (continued)

3. The student is enrolled in an independent study program pursuant to Education Code 51745-51749.6 and does not receive classroom-based instruction.

(cf. 6158 - Independent Study)

Conditional Enrollment

The Superintendent or designee may conditionally admit a student with documentation from an authorized health care provider that: (Health and Safety Code 120340; 17 CCR 6000, 6035)

1. The student has not received all the immunizations required for his/her age group, but has commenced receiving doses of all required vaccines and is not due for any other doses at the time of admission.
2. The student has a temporary exemption from immunization for medical reasons pursuant to item #1 in the section "Exemptions" above.

The Superintendent or designee shall notify the student's parents/guardians of the date by which the student must complete all the remaining doses as specified in 17 CCR 6035.

(cf. 5145.6 - Parental Notifications)

In addition, a transfer student may be conditionally admitted for up to 30 school days while his/her immunization records are being transferred from the previous school. If such documentation is not presented within 30 days, the student shall be excluded from school until the required immunizations have been administered. (17 CCR 6070)

The Superintendent or designee shall review the immunization record of each student admitted conditionally every 30 days until that student has received all the required immunizations. If the student does not receive the required immunizations within the specified time limits, he/she shall be excluded from further attendance until the immunizations are received. (Health and Safety Code 120375; 17 CCR 6070)

The Superintendent or designee shall immediately enroll homeless students, foster youth, and students of military families even if their immunization records are missing or unavailable at the time of enrollment. School or district staff shall work with the student's prior school to obtain the student's immunization records or shall ensure that he/she is properly immunized. (Education Code 48853.5, 49701; Health and Safety Code 120341; 42 USC 11432)

(cf. 6173 - Education for Homeless Children)

(cf. 6173.1 - Education for Foster Youth)

(cf. 6173.2 - Education of Children of Military Families)

IMMUNIZATIONS (continued)

Exclusions Due to Lack of Immunizations

Any student without the required evidence of immunization may be excluded from school until the immunization is obtained or an exemption is granted in accordance with the section "Exemptions" above.

(cf. 5112.2 - Exclusions from Attendance)
(cf. 6183 - Home and Hospital Instruction)

Before an already admitted student is excluded from school attendance because of lack of immunization, the Superintendent or designee shall notify the parent/guardian that he/she has 10 school days to supply evidence of proper immunization or an appropriate exemption. This notice shall refer the parent/guardian to the student's usual source of medical care or, if the student has no usual source of medical care, then to the county health department or school immunization program, if any. (Education Code 48216; 17 CCR 6040)

(cf. 5141.6 - School Health Services)

The Superintendent or designee shall exclude from further attendance any already admitted student who fails to obtain the required immunization within 10 school days following the parent/guardian's receipt of the notice specified above. The student shall remain excluded from school until he/she provides written evidence that he/she has received a dose of each required vaccine due at that time. The student shall also be reported to the attendance supervisor or principal. (17 CCR 6055)

Exclusion Due to Exposure to Disease

If the district has good cause to believe that a student has been exposed to a disease listed in the section "Required Immunizations" above and his/her documentation of immunization does not show proof of immunization against that disease, that student may be temporarily excluded from the school until the local health officer informs the district in writing that he/she is satisfied that the student is no longer at risk of developing or transmitting the disease. (Health and Safety Code 120370)

Records

Note: The CDPH requires that school staff record all immunization dates from each student's personal immunization record onto the California School Immunization Record (often referred to as the "blue card") and then complete the documentation section of the card which includes the type of record provided and the status of the student's immunizations. The record also may be maintained electronically.

An immunization record that is directly related to a student is an "education record" subject to the Family Educational Rights and Privacy Act (20 USC 1232g; 34 CFR 99.1-99.67) and therefore generally requires parent/guardian consent to be lawfully disclosed. However, pursuant to 20 USC 1232g and 34 CFR 99.31 and 99.36, an exception exists when knowledge of the information is necessary to address an articulable and significant threat to the health or safety of the student or other individuals.

IMMUNIZATIONS (continued)

The Superintendent or designee shall record each new entrant's immunizations in the California School Immunization Record and retain it as part of the student's mandatory permanent student record. District staff shall maintain the confidentiality of immunization records and may disclose such information to state and local health departments only in accordance with law. (Health and Safety Code 120375, 120440; 17 CCR 6070)

(cf. 5125 - Student Records)

The district shall also retain in the mandatory student record any physician or health officer statement, personal beliefs letter or affidavit, reason for conditional enrollment, or any other documentation related to the student's immunization record or exemptions.

Audits

Note: The Education Audit Appeals Panel's Guide for Annual Audits of Local Education Agencies and State Compliance Reporting requires an audit of the immunization records for any school which, in the previous year, (1) failed to submit immunization assessment reports to the CDPH for kindergarten or grade 7 or (2) reported a conditional admission rate greater than 25 percent in kindergarten. The CDPH's web site contains information as to whether a school meets either of these conditions.

If an audit reveals deficiencies in the district's reporting procedures, the Superintendent or designee shall present the Board with a plan to remedy such deficiencies.

Center USD

Administrative Regulation

Immunizations

AR 5141.31
Students

Required Immunizations

The Superintendent or designee shall provide parents/guardians, upon school registration, a written notice summarizing the state's immunization requirements.

The Superintendent or designee shall not unconditionally admit any student to a district elementary or secondary school, preschool, or child care and development program nor advance a student to specified grade levels unless the student has presented documentation of full immunization, in accordance with the age/grade and dose required by the California Department of Public Health (CDPH), against the following diseases: (Health and Safety Code 120335; 17 CCR 6020)

1. Measles, mumps, and rubella (MMR)
2. Diphtheria, tetanus, and pertussis (whooping cough) (DTP, DTaP, or Tdap)
3. Poliomyelitis (polio)
4. Hepatitis B
5. Varicella (chickenpox)
6. Haemophilus influenza type b (Hib meningitis)
7. Any other disease designated by the CDPH

(cf. 5141.22 - Infectious Diseases)

(cf. 5148 - Child Care and Development)

(cf. 5148.3 - Preschool/Early Childhood Education)

The student's immunization record shall be provided by the student's health care provider or from the student's previous school immunization record. The record must show the date that each dose was administered.

Exemptions

Exemption from immunization requirements shall be granted under either of the following circumstances: (Health and Safety Code 120365, 120370; 17 CCR 6051)

1. The student's parent/guardian provides a written statement by a licensed physician that, due to the physical condition or medical circumstances of the student, one or more immunizations are considered unsafe or are permanently not indicated. The physician's statement shall indicate the specific nature and probable duration of the medical condition or circumstances that contraindicate immunization. In such circumstances, the student shall be exempted from one or more vaccines to the extent indicated by the physician's statement.
2. The student's parent/guardian provides a letter or affidavit documenting which immunizations required by Health and Safety Code 120355 have been given and which immunizations have not been given on the basis that they are contrary to the parent/guardian's beliefs.

(cf. 6141.2 - Recognition of Religious Beliefs and Customs)

When immunization(s) are contrary to the parent/guardian's personal beliefs but there is good cause to believe that the student has been exposed to one of the communicable diseases listed in Health and Safety Code 120325, the student may be temporarily excluded from school until the local public health officer is satisfied that the student is no longer at risk of developing the disease.

On or after January 1, 2014, the parent/guardian shall also submit a form prescribed by the CDPH which includes a signed attestation by a health care practitioner that indicates he/she has provided the parent/guardian with information regarding the benefits and risks of the immunization and the health risks of the communicable diseases listed in Health and Safety Code 120335 to the person and the community. The parent/guardian shall sign a statement indicating that he/she has received this information. Neither the health care practitioner nor the parent/guardian shall sign these statements more than six months prior to the date that the student is subject to the immunization requirement. In lieu of the original form, the district shall accept a photocopy of the signed form or a letter by a health care practitioner that includes all information and attestations included on the form.

Exclusions Due to Lack of Immunizations

Any student without the required evidence of immunization may be excluded from school until the immunization is obtained or an exemption is granted in accordance with the section "Exemptions" above.

(cf. 5112.2 - Exclusions from Attendance)

(cf. 6183 - Home and Hospital Instruction)

Before an already admitted student is excluded from school attendance because of lack of immunization, the Superintendent or designee shall notify the parent/guardian that he/she

has 10 school days to supply evidence of proper immunization or an appropriate exemption. (Education Code 48216; 17 CCR 6040)

This notice shall refer the parent/guardian to the student's usual source of medical care or, if the student has no usual source of medical care, then to the county health department or school immunization program, if any. (Education Code 48216)

(cf. 5141.6 - School Health Services)

The Superintendent or designee shall exclude from further attendance any already admitted student who fails to obtain the required immunization within 10 school days following the parent/guardian's receipt of the notice specified above, unless the student is exempt from immunization for medical reasons or personal beliefs. The student shall remain excluded from school until he/she provides written evidence that he/she has received a dose of each required vaccine due at that time. The student shall also be reported to the attendance supervisor or principal. (17 CCR 6055)

Conditional Enrollment

The Superintendent or designee may conditionally admit a student with documentation from an authorized health care provider that: (Health and Safety Code 120340; 17 CCR 6000, 6035)

1. The student has received some but not all required immunizations and is not due for any vaccine dose at the time of admission.
2. The student has a temporary exemption from immunization for medical reasons.

The Superintendent or designee shall notify the student's parents/guardians of the date by which the student must complete all the remaining doses when they become due as specified in 17 CCR 6035.

The Superintendent or designee shall review the immunization record of each student admitted conditionally every 30 days until that student has received all the required immunizations. If the student does not receive the required immunizations within the specified time limits, he/she shall be excluded from further attendance until the immunizations are received. (Health and Safety Code 120375; 17 CCR 6070)

Records

The Superintendent or designee shall record each new entrant's immunizations in the California School Immunization Record and retain it as part of the student's mandatory permanent student record. District staff shall maintain the confidentiality of immunization records and may disclose such information to state and local health departments only in accordance with law. (Health and Safety Code 120375, 120440; 17 CCR 6070)

(cf. 5125 - Student Records)

Regulation
approved: April 17, 2013

CENTER UNIFIED SCHOOL DISTRICT
Antelope, California

EVALUATION OF THE INSTRUCTIONAL PROGRAM

Note: The following policy may be revised to reflect district practice.

The Governing Board recognizes that it is accountable to students, parents/guardians, and the community for the effectiveness of the district's educational program in meeting district goals for student learning. The Superintendent or designee shall conduct a continual evaluation of the curriculum and the instructional program in order to improve student achievement.

- (cf. 0200 - Goals for the School District)*
- (cf. 0500 - Accountability)*
- (cf. 6000 - Concepts and Roles)*
- (cf. 6141 - Curriculum Development and Evaluation)*
- (cf. 6161.1 - Selection and Evaluation of Instructional Materials)*

Note: The district may revise the following paragraph to specify the data and reports that will be used to evaluate the district's instructional program.

Historically, California's accountability system has been based on both federal and state requirements. Federal law requires a determination as to whether schools and districts make "adequate yearly progress" (AYP) pursuant to 20 USC 6311. The state accountability system is in a state of flux, with the Academic Performance Index (API) no longer being calculated and the State Board of Education likely to adopt a multiple-measures accountability system that is aligned with the state priority areas specified in Education Code 52060. Education Code 52060-52061 require that the district's local control and accountability plan (LCAP) establish goals for all students and for each numerically significant subgroup that are aligned with the state priorities, and that the district annually review progress toward the goals; see BP/AR 0460 - Local Control and Accountability Plan. Pursuant to Education Code 52052, numerically significant student subgroups include ethnic subgroups, socioeconomically disadvantaged students, English learners, students with disabilities, foster youth, and, as amended by AB 104 (Ch. 13, Statutes of 2015), homeless students, when the subgroup consists of at least 30 students with a valid test score or 15 foster or homeless youth.

The Superintendent or designee shall provide the Board and the community with regular reports on student progress toward Board-established standards of expected achievement at each grade level in each area of study. In addition, he/she shall evaluate and report data for each district school and for every numerically significant student subgroup, as defined in Education Code 52052, including, but not limited to, school and subgroup performance on statewide achievement indicators and progress toward goals specified in the district's local control and accountability plan (LCAP).

- (cf. 0460 - Local Control and Accountability Plan)*
- (cf. 0510 - School Accountability Report Card)*
- (cf. 6011 - Academic Standards)*
- (cf. 6162.5 - Student Assessment)*
- (cf. 6162.51 - State Academic Achievement Tests)*
- (cf. 6162.52 - High School Exit Examination)*
- (cf. 6173.1 - Education for Foster Youth)*
- (cf. 6174 - Education for English Language Learners)*

Based on these reports, the Board shall take appropriate actions to maintain the effectiveness of programs and to improve the quality of education that district students receive.

EVALUATION OF THE INSTRUCTIONAL PROGRAM (continued)

Annual Monitoring of Consolidated Application Programs

Note: The following **optional** section should be revised to reflect district practice. Pursuant to Education Code 64000-64001, the consolidated application is used by the California Department of Education (CDE) to distribute funds from certain federal categorical programs. For 2015-16, these programs include (1) Title I, Part A basic grant (low-income students); (2) Title I, Part D (delinquent students); (3) Title II, Part A (teacher quality); (4) Title III, Part A (immigrant students); (5) Title III, Part A (English learners); and (6) Title VI, Part B (rural, low-income students). As a condition of receiving continued funding for these programs, the district must make certain general assurances and certifications, including an assurance that the district's annual evaluation of categorical programs demonstrates that each program is "not one of low effectiveness" (5 CCR 3942). The district does not need to sign or return the general assurances, but does need to keep them on file for compliance reviews, complaint investigations, or audits.

Pursuant to 5 CCR 3942, criteria for the annual program evaluation are to be established by the Governing Board. In order to consolidate the district's various evaluation processes, the district may consider the progress of numerically significant student groups, in addition to other measures of student progress contained in school plans or adopted by the Board.

The Board and the Superintendent or designee shall annually determine whether the district's categorical programs funded through the state's consolidated application are effective in meeting the needs of the students they are intended to serve. As a basis for this evaluation, the Superintendent or designee shall recommend for Board approval the specific, measurable criteria that shall be used at each school and at the district level. These criteria may include, but are not necessarily limited to, the progress of all students and of each numerically significant subgroup toward goals contained in the district's LCAP, the school's single plan for student achievement, Title I local educational agency plan, and/or other applicable district or school plans.

Federal Program Monitoring

Note: Pursuant to Education Code 64001, the CDE is required to monitor the district's compliance with legal requirements for categorical programs. This monitoring is accomplished through the Federal Program Monitoring (FPM) process, which is based on a combination of data and document reviews and on-site visits. Districts are assigned to one of four cycles, and may be selected for on-site or online monitoring every two years. Districts and school sites are selected based on criteria that include compliance history, academic achievement, program size, and fiscal analysis, with several districts being randomly selected for monitoring each year. During the FPM process, the CDE reviews school plans and may require a district to submit district policies, administrative regulations, or any other data necessary for the CDE to effectively monitor these programs. The CDE has developed monitoring instruments which contain major program legal requirements and are used by CDE staff to determine district compliance with the requirements. These instruments are available on the CDE's web site. Also, beginning in 2015, the CDE is transitioning to a new application, the California Monitoring Tool, to facilitate districts' response to state and federal requirements for program monitoring.

The following paragraph is **optional**. The CDE does not require districts to complete a self-review as part of the FPM process. However, the CDE emphasizes that compliance monitoring should be an ongoing responsibility of the district, not an event that occurs only when the CDE conducts its on-site monitoring. The FPM program instruments may be useful for this purpose.

EVALUATION OF THE INSTRUCTIONAL PROGRAM (continued)

To ensure that the district's categorical programs comply with applicable legal requirements, the Superintendent or designee shall, on an ongoing basis, conduct a district self-evaluation which may utilize tools developed by the district or the California Department of Education (CDE).

When the district is selected by the CDE for a Federal Program Monitoring (FPM) compliance review, the Superintendent or designee shall gather and submit all documentation and data required for the review and shall cooperate with CDE staff to facilitate program monitoring.

(cf. 0410 - Nondiscrimination in District Programs and Activities)
(cf. 0420 - School Plans/Site Councils)
(cf. 0520.2 - Title I Program Improvement Schools)
(cf. 0520.3 - Title I Program Improvement Districts)
(cf. 1312.3 - Uniform Complaint Procedures)
(cf. 1312.4 - Williams Uniform Complaint Procedures)
(cf. 4112.24 - Teacher Qualifications Under the No Child Left Behind Act)
(cf. 4131 - Staff Development)
(cf. 5020 - Parent Rights and Responsibilities)
(cf. 5148 - Child Care and Development Programs)
(cf. 5148.2 - Before/After School Programs)
(cf. 5148.3 - Preschool/Early Childhood Education)
(cf. 6020 - Parent Involvement)
(cf. 6142.7 - Physical Education and Activity)
(cf. 6171 - Title I Programs)
(cf. 6173 - Education for Homeless Children)
(cf. 6175 - Migrant Education Program)
(cf. 6178 - Career Technical Education)
(cf. 6178.1 - Work-Based Learning)
(cf. 6200 - Adult Education)

Note: According to the CDE's FPM Frequently Asked Questions, available on its web site, if the review results in a finding of noncompliance with legal requirements, the district must submit a Proposed Resolution of Findings through the CMT within 45 days of the date that the district was notified of the finding. The resolution agreement will specify a time period, not to exceed 225 calendar days from the last day of the review, to resolve the finding. The district may request additional resolution time if needed, and the CDE program monitor will determine whether to grant or adjust the request.

In the event that the FPM review results in a finding of noncompliance in relation to any program, the Superintendent or designee shall submit a proposed resolution to the CDE within 45 days of the date the district was notified of the finding. The resolution shall be implemented in accordance with the terms and timeframe specified in the resolution agreement with the CDE.

The Superintendent or designee shall report to the Board regarding the results of the review process.

EVALUATION OF THE INSTRUCTIONAL PROGRAM (continued)

Western Association of Schools and Colleges (WASC) Accreditation

Note: The following optional section is for use by districts that participate in the evaluation process leading to accreditation by the Western Association of Schools and Colleges (WASC). WASC is a private, nonprofit organization whose Accrediting Commission for Schools provides regular assessments of public and private schools in order to support ongoing improvement of the educational program. The term of the accreditation process varies from one to six years, as determined by WASC. Districts may seek accreditation for both elementary and secondary schools and may revise the following section to specify schools that will seek accreditation (e.g., only secondary schools and/or middle schools). Districts also may revise the following section to apply to any other accrediting agency.

The Board believes that accreditation by the Western Association of Schools and Colleges (WASC) can foster excellence and ongoing academic improvement in the district's schools. The results of the accreditation process also may demonstrate to parents/guardians and the community that the schools are meeting their goals and objectives and the WASC criteria for school effectiveness through a viable instructional program.

The Superintendent or designee shall undertake procedures whereby district schools may achieve and maintain full WASC accreditation status. The schools shall conduct a self-study in accordance with WASC requirements, cooperate with the WASC committee during a site visit, and develop and review action plans to increase the effectiveness of the instructional program for students. The Superintendent or designee shall regularly report to the Board on the status of district schools and any WASC recommendations for school improvement.

The results of any inspection of a school by WASC, or any other the accrediting agency, shall be published not later than 60 days after the results are made available to the school.

Publication shall be by notifying each parent/guardian in writing and/or by posting the information on the district's or school's web site, as determined by the Superintendent or designee. (Education Code 35178.4)

(cf. 1113 - District and School Web Sites)

(cf. 5145.6 - Parental Notifications)

If any district school loses its accreditation status, the Board shall give official notice at a regularly scheduled Board meeting. The Superintendent or designee shall provide written notification to each parent/guardian of a student in the school that the school has lost its accreditation status, including the potential consequences of the loss of accreditation status. This notice shall also be posted on the district's web site and the school's web site. (Education Code 35178.4)

EVALUATION OF THE INSTRUCTIONAL PROGRAM (continued)

Legal Reference:

EDUCATION CODE

33400-33407 Educational evaluations

35178.4 Notice of accreditation status

44662 Evaluation and assessment guidelines, certificated employee performance

48985 Compliance with translation of parental notifications

51041 Education program, evaluation and revisions

51226 Model curriculum standards

52052-52052.1 Academic Performance Index; numerically significant student subgroups

52060-52077 Local control and accountability plan

62005.5 Failure to comply with purposes of funds

64000-64001 Consolidated application process

CODE OF REGULATIONS, TITLE 5

3930-3937 Program requirements

3942 Continuity of funding

UNITED STATES CODE, TITLE 20

6311 Adequate yearly progress

Management Resources:

CALIFORNIA DEPARTMENT OF EDUCATION PUBLICATIONS

FPM Frequently Asked Questions

Federal Program Monitoring Instruments

WESTERN ASSOCIATION OF SCHOOLS AND COLLEGES PUBLICATIONS

Focus on Learning Joint WASC/CDE Process Guide, 2014

WEB SITES

CSBA: <http://www.csba.org>

California Department of Education, Testing and Accountability: <http://www.cde.ca.gov/ta>

Western Association of Schools and Colleges (WASC), Accrediting Commission for Schools:

<http://www.acswasc.org>

Center USD

Board Policy

Evaluation Of The Instructional Program

BP 6190

Instruction

The Governing Board recognizes that it is accountable to students, parents/guardians, and the community for the effectiveness of the district's educational program in meeting district goals for student learning. The Superintendent or designee shall conduct a continual evaluation of the curriculum and the instructional program in order to improve student achievement.

(cf. 0200 - Goals for the School District)

(cf. 0500 - Accountability)

(cf. 6000 - Concepts and Roles)

(cf. 9000 - Role of the Board)

The Superintendent or designee shall provide the Board and the community with regular reports on student progress toward Board-established standards of expected achievement at each grade level in each area of study. In addition, he/she shall evaluate and report data for each district school and for every numerically significant subgroup of the student population, including, but not limited to, school and subgroup performance on statewide achievement indicators.

(cf. 0510 - School Accountability Report Card)

(cf. 0520 - Intervention for Underperforming Schools)

(cf. 0520.1 - High Priority Schools Grant Program)

(cf. 0520.4 - Quality Education Investment Schools)

(cf. 6011 - Academic Standards)

(cf. 6162.5 - Student Assessment)

(cf. 6162.51 - Standardized Testing and Reporting Program)

(cf. 6162.52 - High School Exit Examination)

Based on these reports, the Board shall take appropriate actions to maintain the effectiveness of programs and to improve the quality of education that district students receive.

Categorical Program Monitoring

The Superintendent or designee shall cooperate with the California Department of Education (CDE) in the categorical program monitoring process to ensure that district categorical programs comply with federal and state laws and regulations. The Superintendent or designee shall report to the Board regarding the results of this

monitoring process.

- (cf. 0410 - Nondiscrimination in District Programs and Activities)
- (cf. 0420.1 - School-Based Program Coordination)
- (cf. 0520.2 - Title I Program Improvement Schools)
- (cf. 0520.3 - Title I Program Improvement Districts)
- (cf. 1312.3 - Uniform Complaint Procedures)
- (cf. 1312.4 - Williams Uniform Complaint Procedures)
- (cf. 3513.3 - Tobacco-Free Schools)
- (cf. 5020 - Parent Rights and Responsibilities)
- (cf. 5146 - Married/Pregnant/Parenting Students)
- (cf. 5148 - Child Care and Development Programs)
- (cf. 5148.1 - Child Care Services for Parenting Students)
- (cf. 5148.2 - Before/After School Programs)
- (cf. 6142.1 - Sexual Health and HIV/AIDS Prevention Instruction)
- (cf. 6142.7 - Physical Education)
- (cf. 6171 - Title I Programs)
- (cf. 6172 - Gifted and Talented Student Program)
- (cf. 6173 - Education for Homeless Children)
- (cf. 6174 - Education for English Language Learners)
- (cf. 6175 - Migrant Education Program)
- (cf. 6178 - Vocational Education)
- (cf. 6178.1 - Work Experience Education)
- (cf. 6200 - Adult Education)

On an ongoing basis, the Superintendent or designee shall conduct a district self-evaluation which may utilize tools developed by the district or the CDE to ensure compliance of district categorical programs with legal requirements.

Evaluation of Consolidated Categorical Programs

The Superintendent or designee and the Board shall annually determine whether the district's categorical programs funded through the state's consolidated application are supportive of the core curriculum and are effective in meeting the needs of the students they are intended to serve. As a basis for this evaluation, the Superintendent or designee shall recommend for Board approval the specific, measurable criteria that shall be used at each school and at the district level. These criteria shall include, but not necessarily be limited to, progress toward goals contained in the school's single plan for student achievement and progress of the total student population and each numerically significant subgroup toward growth targets on the statewide Academic Performance Index.

- (cf. 0420 - School Plans/Site Councils)

Western Association of Schools and Colleges (WASC) Accreditation

The Board believes that accreditation by the Western Association of Schools and

Colleges (WASC) can foster excellence and ongoing academic improvement in the district's schools. The results of the accreditation process also may demonstrate to parents/guardians and the community that the schools are meeting their goals and objectives and the WASC criteria for school effectiveness through a viable instructional program.

The Superintendent or designee shall undertake procedures whereby district schools may achieve and maintain full WASC accreditation status. The schools shall conduct a self-study in accordance with WASC requirements, cooperate with the WASC committee during a site visit, and develop and review action plans to increase the effectiveness of the instructional program for students. The Superintendent or designee shall regularly report to the Board on the status of district schools and any WASC recommendations for school improvement.

The results of any inspection of a school by WASC, or any other the accrediting agency, shall be published not later than 60 days after the results are made available to the school. Publication shall be by notifying each parent/guardian in writing and/or by posting the information on the district's or school's web site, as determined by the Superintendent or designee. (Education Code 35178.4)

(cf. 1113 - District and School Web Sites)
(cf. 5145.6 - Parental Notifications)

If any district school loses its accreditation status, the Board shall give official notice at a regularly scheduled Board meeting. The Superintendent or designee shall provide written notification to each parent/guardian of a student in the school that the school has lost its accreditation status, including the potential consequences of the loss of accreditation status. This notice shall also be posted on the district's web site and the school's web site. (Education Code 35178.4)

Legal Reference:

EDUCATION CODE

33400-33407 Educational evaluations

35178.4 Notice of accreditation status

44662 Evaluation and assessment guidelines, certificated employee performance

48985 Compliance with translation of parental notifications

51041 Education program, evaluation and revisions

51226 Model curriculum standards

52050-52059 Public Schools Accountability Act

54650-54659 Education Improvement Incentive Program

62005.5 Failure to comply with purposes of funds

64000-64001 Consolidated application process

CODE OF REGULATIONS, TITLE 5

3930-3937 Program requirements

3942 Continuity of funding

UNITED STATES CODE, TITLE 20
6311 Adequate yearly progress

Management Resources:

CSBA PUBLICATIONS

Maximizing School Board Leadership: Curriculum, 1996

CALIFORNIA DEPARTMENT OF EDUCATION PUBLICATIONS

Ongoing Program Self-Evaluation Tools (OPSET)

Categorical Program Monitoring Instruments

WEB SITES

CSBA: <http://www.csba.org>

California Department of Education, Testing and Accountability:

<http://www.cde.ca.gov/ta>

Western Association of Schools and Colleges (WASC), Accrediting Commission for
Schools: <http://www.acswasc.org>

Policy
adopted: June 20, 2007

CENTER UNIFIED SCHOOL DISTRICT
Antelope, California

Center USD

Exhibit

Challenging Student Records

E 5125.3

Students

Grade Change Appeals Process

Step 1

The parent will complete the Grade Change Appeal Form and submit it, along with any other relevant information, to the teacher within 30 school days of receiving the report card. The teacher will respond in writing to the request with their decision within 5 school days.

Step 2

If the issue is not resolved at the teacher level, the parent will submit a copy of the Grade Change Appeal Form and any other relevant information from step 1, including the teacher's response, to the principal within 10 school days of receiving the answer from the teacher.

Within 10 school days of receiving the written request from the parent, the principal will set up a meeting with the parent and shall invite the teacher to be present at the meeting and/or to provide written input for the meeting. At the meeting, the principal will hear both sides of the issue but will not make a final decision. Following the meeting, the principal will meet individually with the teacher to discuss the appeal. The principal will notify both the parent and teacher of his/her decision in writing within 10 days of the meeting.

Step 3

If the issue is not resolved at the site level after following steps 1 and 2 above, the parent may make a written request for review by the Superintendent. The written request will include copies of all documents obtained in steps 1 and 2. The request must be made within 10 days of receiving the written response from the principal.

The Superintendent shall review the documentation provided by the parent. The teacher shall have the opportunity to be present during this review and /or to provide input. After consulting with the school board, the Superintendent shall send a written notice of his/her decision to the parent, teacher and principal within 10 school days. This decision shall be final. If the grade is to be changed, the principal will have the grade changed on the official transcript within ten days.

Grade Change Appeal Form

Name of Parent/Guardian: _____ Date of Request: _____

Name of Student: _____ Grade Level: _____

Teacher Name: _____ Course: _____

Date Grade Issue: _____

California Education Code 49066

(a) When grades are given for any course of instruction taught in a school district, the grade given to each pupil shall be the grade determined by the teacher of the course and the determination of the pupil's grade by the teacher, in the absence of **clerical or mechanical mistake, fraud, bad faith, or incompetency**, shall be final.

Reason(s) for Request for a Grade Change Appeal:

_____ Mistake _____ Fraud _____ Bad Faith _____ Incompetency

Please specifically state the objective facts supporting this request as they relate to the reason for the appeal as noted above. Attach any documentation in support of your request to this form.

Signature of Parent/Guardian: _____

California Education Codes Pertaining to Student Grades

California Education Code 49066

(a) When grades are given for any course of instruction taught in a school district, the grade given to each pupil shall be the grade determined by the teacher of the course and the determination of the pupil's grade by the teacher, in the absence of clerical or mechanical mistake, fraud, bad faith, or incompetency, shall be final.

(b) The governing board of the school district and the superintendent of such district shall not order a pupil's grade to be changed unless the teacher who determined such grade is, to the extent practicable, given an opportunity to state orally, in writing, or both, the reasons for which such grade was given and is, to the extent practicable, included in all discussions relating to the changing of such grade.

(c) No grade of a pupil participating in a physical education class, however, may be adversely affected due to the fact that the pupil does not wear standardized physical education apparel where the failure to wear such apparel arises from circumstances beyond the control of the pupil.

California Education Code 49067

(a) The governing board of each school district shall prescribe regulations requiring the evaluation of each pupil's achievement for each marking period and requiring a conference with, or a written report to, the parent of each pupil whenever it becomes evident to the teacher that the pupil is in danger of failing a course. The refusal of the parent to attend the conference, or to respond to the written report, shall not preclude failing the pupil at the end of the grading period.

(b) The governing board of any school district may adopt regulations authorizing a teacher to assign a failing grade to any pupil whose absences from the teacher's class that are not excused

pursuant to Section 48205 equal or exceed a maximum number which shall be specified by the board. Regulations adopted pursuant to this subdivision shall include, but not be limited to, the following:

(1) A reasonable opportunity for the pupil or the pupil's parent or guardian to explain the absences.

(2) A method for identification in the pupil's record of the failing grades assigned to the pupil on the basis of excessive unexcused absences.

(c) Notwithstanding the provisions of subdivision (a) of Section 49061, the provisions of this section shall apply to the parent or guardian of any pupil without regard to the age of the pupil.

Exhibit

version: xxxxxxxxxxxxxxxx

CENTER UNIFIED SCHOOL DISTRICT
Antelope, California

Center USD

Board Policy

Goals For The School District

BP 0200

Philosophy, Goals, Objectives and Comprehensive Plans

As part of the Governing Board's responsibility to set direction for the school district, the Board shall adopt long-term goals focused on the achievement of all district students. The district's goals shall be aligned with the district's vision, mission, philosophy, and priorities.

(cf. 0000 - Vision)

(cf. 0100 - Philosophy)

(cf. 9000 - Role of the Board)

In developing goals and identifying strategies to achieve those goals, the Board and Superintendent shall solicit input and review from key stakeholders. The Board shall also review and consider quantitative and/or qualitative data, including data disaggregated by student subgroup and school site, to ensure that district goals are aligned with student needs.

Goals shall be established for all students and each numerically significant subgroup as defined in Education Code 52052, which may include ethnic subgroups, socioeconomically disadvantaged students, English learners, students with disabilities, ~~and~~ foster youth, **and homeless students**, and shall address each of the state priorities identified in Education Code 52060 and any additional local priorities established by the Board. These goals shall be incorporated into the district's local control and accountability plan (LCAP). (Education Code 52060, 52062, 52063; 5 CCR ~~15497~~ **15497.5**)

(cf. 0460 - Local Control and Accountability Plan)

(cf. 3553 - Free and Reduced Price Meals)

(cf. 6159 - Individualized Education Program)

(cf. 6173.1 - Education for Foster Youth)

(cf. 6174 - Education for English Language Learners)

The LCAP shall include a clear description of each goal, one or more of the state or local priorities addressed by the goal, any student subgroup(s) or school site(s) to which the goal is applicable, and expected progress toward meeting the goal for the term of the LCAP and in each year. (5 CCR 15497)

Each year the district's update to the LCAP shall review progress toward the goals and describe any changes to the goals. (Education Code 52060-52061)

(cf. 0500 - Accountability)

(cf. 6190 - Evaluation of the Instructional Program)

GOALS FOR THE SCHOOL DISTRICT (continued)

In addition to the goals identified in the LCAP, and consistent with those goals, the district and each school site may establish goals for inclusion in another district or school plan or for any other purpose. Such goals may address the improvement of governance, leadership, fiscal integrity, facilities, community involvement and collaboration, student wellness and other conditions of children, and/or any other areas of district or school operations. As appropriate, each goal shall include benchmarks or short-term objectives that can be used to determine progress toward meeting the goal.

(cf. 0400 - Comprehensive Plans)
(cf. 0420 - School Plans/Site Councils)
(cf. 0440 - District Technology Plan)
(cf. 5030 - Student Wellness)
(cf. 6171 - Title I Programs)
(cf. 7110 - Facilities Master Plan)

*Legal Reference:*EDUCATION CODE

17002 State School Building Lease-Purchase Law, including definition of good repair
42238.01-42238.07 Local control funding formula
44258.9 County superintendent review of teacher assignment
51002 Local development of programs based on stated philosophy and goals
51020 Definition of goal
51021 Definition of objective
51041 Evaluation of the educational program
51210 Course of study for grades 1-6
51220 Course of study for grades 7-12
52050-52059 Public Schools Accountability Act, especially:
52052 Academic Performance Index; numerically significant student subgroups
52060-52077 Local control and accountability plan
60119 Sufficiency of textbooks and instructional materials; hearing and resolution
64000-64001 Consolidated application process
CODE OF REGULATIONS, TITLE 5
15497 Local control and accountability plan template
UNITED STATES CODE, TITLE 20
6311 Accountability, adequate yearly progress
6312 Local educational agency plan

*Management Resources:*CSBA PUBLICATIONS

State Priorities for Funding: The Need for Local Control and Accountability Plans, Fact Sheet, August 2013

WEB SITES

CSBA: <http://www.csba.org>

California Department of Education: <http://www.cde.ca.gov>

GOALS FOR THE SCHOOL DISTRICT (continued)

LOCAL CONTROL AND ACCOUNTABILITY PLAN

Goals and Actions Addressing State and Local Priorities

The district's local control and accountability plan (LCAP) shall include, for the district and each district school: (Education Code 52060)

1. A description of the annual goals established for all students and for each numerically significant subgroup as defined in Education Code 52052, including ethnic subgroups, socioeconomically disadvantaged students, English learners, students with disabilities, **and foster youth, and homeless students**. The LCAP shall identify goals for each of the following state priorities:

- a. The degree to which district teachers are appropriately assigned in accordance with Education Code 44258.9 and fully credentialed in the subject areas and for the students they are teaching; every district student has sufficient access to standards-aligned instructional materials as determined pursuant to Education Code 60119; and school facilities are maintained in good repair as specified in Education Code 17002

(cf. 1312.4 - Williams Uniform Complaint Procedures)

(cf. 3517 - Facilities Inspection)

(cf. 4112.2 - Certification)

(cf. 4113 - Assignment)

(cf. 6161.1 - Selection and Evaluation of Instructional Materials)

- b. Implementation of the academic content and performance standards adopted by the State Board of Education (SBE), including how the programs and services will enable English learners to access the Common Core State Standards and the English language development standards for purposes of gaining academic content knowledge and English language proficiency

(cf. 6011 - Academic Standards)

(cf. 6174 - Education for English Language Learners)

- c. Parent/guardian involvement, including efforts the district makes to seek parent/guardian input in district and school site decision making and how the district will promote parent/guardian participation in programs for unduplicated students, as defined in Education Code 42238.02 and Board policy

(cf. 3553 - Free and Reduced Price Meals)

(cf. 6020 - Parent Involvement)

(cf. 6173.1 - Education for Foster Youth)

- d. Student achievement, as measured by all of the following as applicable:

LOCAL CONTROL AND ACCOUNTABILITY PLAN (continued)

- (1) Statewide assessments of student achievement
- (2) Academic Performance Index
- (3) The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study that satisfy specified requirements and align with SBE-approved career technical education standards and frameworks, including, but not limited to, those described in Education Code 52302, 52372.5, or 54692
- (4) The percentage of English learners who make progress toward English proficiency as measured by the SBE-certified assessment of English proficiency
- (5) The English learner reclassification rate
- (6) The percentage of students who have passed an Advanced Placement examination with a score of 3 or higher
- (7) The percentage of students who participate in and demonstrate college preparedness in the Early Assessment Program pursuant to Education Code 99300-99301

(cf. 0500 - Accountability)

(cf. 6141.5 - Advanced Placement)

(cf. 6162.5 - Student Assessment)

(cf. 6162.51 - State Academic Achievement Tests)

(cf. 6178 - Career Technical Education)

- e. Student engagement, as measured by school attendance rates, chronic absenteeism rates, middle school dropout rates, high school dropout rates, and high school graduation rates, as applicable

(cf. 6146.1 - High School Graduation Requirements)

(cf. 5113.1 - Chronic Absence and Truancy)

(cf. 5147 - Dropout Prevention)

- f. School climate, as measured by student suspension and expulsion rates and other local measures, including surveys of students, parents/guardians, and teachers on the sense of safety and school connectedness, as applicable

LOCAL CONTROL AND ACCOUNTABILITY PLAN (continued)

(cf. 5137 - Positive School Climate)

(cf. 5144 - Discipline)

(cf. 5144.1 - Suspension and Expulsion/Due Process)

(cf. 5144.2 - Suspension and Expulsion/Due Process (Students with Disabilities))

- g. The extent to which students have access to and are enrolled in a broad course of study that includes all of the subject areas described in Education Code 51210 and 51220, as applicable, including the programs and services developed and provided to unduplicated students and students with disabilities, and the programs and services that are provided to benefit these students as a result of supplemental and concentration funding pursuant to Education Code 42238.02 and 42238.03

(cf. 6143 - Courses of Study)

(cf. 6159 - Individualized Education Program)

- h. Student outcomes, if available, in the subject areas described in Education Code 51210 and 51220, as applicable

2. Any goals identified for any local priorities established by the Board.

(cf. 0200 - Goals for the School District)

3. A description of the specific actions the district will take during each year of the LCAP to achieve the identified goals, including the enumeration of any specific actions necessary for that year to correct any deficiencies in regard to the state and local priorities specified in items #1-2 above. Such actions shall not supersede provisions of existing collective bargaining agreements within the district.

For purposes of the descriptions required by items #1-3 above, the Board may consider qualitative information, including, but not limited to, findings that result from any school quality reviews conducted pursuant to Education Code 52052 or any other reviews. (Education Code 52060)

For any local priorities addressed in the LCAP, the Board and Superintendent or designee shall identify and include in the LCAP the method for measuring the district's progress toward achieving those goals. (Education Code 52060)

To the extent practicable, data reported in the LCAP shall be reported in a manner consistent with how information is reported on a school accountability report card. (Education Code 52060)

(cf. 0510 - School Accountability Report Card)

LOCAL CONTROL AND ACCOUNTABILITY PLAN (continued)

Increase or Improvement in Services for Unduplicated Students

The LCAP shall demonstrate how the district will increase or improve services for unduplicated students at least in proportion to the increase in funds apportioned on the basis of the number and concentration of unduplicated students. (5 CCR 15494-15496)

When the district expends supplemental and/or concentration funds on a districtwide or schoolwide basis during the year for which the LCAP is adopted, the district's LCAP shall: (5 CCR 15496)

1. Identify those services that are being funded and provided on a districtwide or schoolwide basis
2. Describe how services are principally directed towards, and are effective in, meeting the district's goals for unduplicated students in the state priority areas and any local priority areas
3. If the enrollment of unduplicated students is less than 55 percent of district enrollment or less than 40 percent of school enrollment, describe how these services are the most effective use of the funds to meet the district's goals for its unduplicated students in the state priority areas and any local priority areas. The description shall provide the basis for this determination, including, but not limited to, any alternatives considered and any supporting research, experiences, or educational theory. (5 CCR 15496)

Annual Updates

On or before July 1 of each year, the LCAP shall be updated using the template in 5 CCR 15497.5 and shall include all of the following: (Education Code 52061)

1. A review of any changes in the applicability of the goals described in the existing LCAP pursuant to the section "Goals and Actions Addressing State and Local Priorities" above
2. A review of the progress toward the goals included in the existing LCAP, an assessment of the effectiveness of the specific actions described in the existing LCAP toward achieving the goals, and a description of changes to the specific actions the district will make as a result of the review and assessment
3. A listing and description of the expenditures for the fiscal year implementing the specific actions included in the LCAP and the changes to the specific actions made as a result of the reviews and assessment required by items #1-2 above

LOCAL CONTROL AND ACCOUNTABILITY PLAN (continued)

4. A listing and description of expenditures for the fiscal year that will serve unduplicated students and students redesignated as fluent English proficient

Availability of the Plan

The Superintendent or designee shall post the LCAP and any updates or revisions to the LCAP on the district's web site. (Education Code 52065)

(cf. 1113 - District and School Web Sites)

Center USD

Board Policy

Accountability

BP 0500

Philosophy, Goals, Objectives and Comprehensive Plans

The Governing Board recognizes its responsibility to ensure accountability to the public for the performance of district schools. The Board shall regularly review the effectiveness of the district's programs, personnel, and fiscal operations, with a focus on the district's effectiveness in improving student achievement. The Board shall establish appropriate processes and measures to monitor results and to evaluate progress toward accomplishing the district's vision and goals.

(cf. 0000 - Vision)

(cf. 0200 - Goals for the School District)

(cf. 2140 - Evaluation of the Superintendent)

(cf. 3460 - Financial Accountability and Reports)

(cf. 4115 - Evaluation/Supervision)

(cf. 4215 - Evaluation/Supervision)

(cf. 4315 - Evaluation/Supervision)

(cf. 6011 - Academic Standards)

(cf. 6141 - Curriculum Development and Evaluation)

(cf. 6190 - Evaluation of the Instructional Program)

(cf. 9400 - Board Self-Evaluation)

Indicators of district progress in improving student achievement shall include, but are not limited to, the state Academic Performance Index (API) and the measures of "adequate yearly progress" (AYP) required under the federal accountability system.

(cf. 6162.5 - Student Assessment)

(cf. 6162.51 - Standardized Testing and Reporting Program)

(cf. 6162.52 - High School Exit Examination)

Alternative schools serving high-risk student populations, including continuation high schools, opportunity schools, and community day schools, shall be subject to an alternative accountability system established by the Superintendent of Public Instruction. (Education Code 52052)

The district and each district school shall demonstrate comparable improvement in academic achievement, as measured by the API, for all numerically significant student subgroups. Numerically significant subgroups include ethnic subgroups, socioeconomically disadvantaged students, English learners, students with disabilities, ~~and~~ foster youth, **and homeless students**, when the subgroup consists of at least 30 students with a valid test score or 15 foster youth **or homeless students**. (Education Code 52052)

The Superintendent shall provide regular reports to the Board and the public regarding district and school performance. Opportunities for feedback from students,

parents/guardians, staff, and community members shall be made available as part of any review and evaluation of district programs and operations and as part of the development or annual update of the local control and accountability plan (LCAP).

(cf. 0460 - Local Control and Accountability Plan)
(cf. 0510 - School Accountability Report Card)
(cf. 1100 - Communication with the Public)
(cf. 1112 - Media Relations)
(cf. 1220 - Citizen Advisory Committees)
(cf. 6020 - Parent Involvement)

Evaluation results may be used as a basis for revising district or school goals, updating the LCAP or other comprehensive plans, identifying and developing strategies to address disparities in achievement among student subgroups, implementing programmatic changes, determining the need for additional support and assistance, awarding incentives or rewards, and establishing other performance-based consequences.

(cf. 0400 - Comprehensive Plans)
(cf. 0420 - School Plans/Site Councils)
(cf. 0520.2 - Title I Program Improvement Schools)
(cf. 0520.3 - Title I Program Improvement Districts)
(cf. 0520.4 - Quality Education Investment Schools)
(cf. 4141/4241 - Collective Bargaining Agreement)

Legal Reference:

EDUCATION CODE

33127-33129 Standards and criteria for fiscal accountability
33400-33407 California Department of Education evaluation of district programs
44660-44665 Evaluation of certificated employees
51041 Evaluation of the educational program
52052-52052.1 Academic Performance Index
52055.57-52055.59 Districts identified or at risk of identification for program improvement
52060-52077 Local control and accountability plan

CODE OF REGULATIONS, TITLE 5

1068-1074 Alternative schools accountability model, assessments
15440-15463 Standards and criteria for fiscal accountability

UNITED STATES CODE, TITLE 20

6311 Accountability, adequate yearly progress
6312 Local educational agency plan
6316 School and district improvement

CODE OF FEDERAL REGULATIONS, TITLE 34

200.13-200.20 Adequate yearly progress
200.30-200.53 Program improvement

Management Resources:

WEB SITES

CSBA: <http://www.csba.org>
California Department of Education, Accountability: <http://www.cde.ca.gov/ta/ac>
U.S. Department of Education: <http://www.ed.gov>

BUDGET

The Governing Board recognizes its critical responsibility for adopting a sound budget for each fiscal year which is aligned with the district's vision, goals, priorities, local control and accountability plan (LCAP), and other comprehensive plans. The district budget shall guide decisions and actions throughout the year and shall serve as a tool for monitoring the fiscal health of the district.

(cf. 0000 - Vision)
(cf. 0200 - Goals for the School District)
(cf. 0400 - Comprehensive Plans)
(cf. 0460 - Local Control and Accountability Plan)
(cf. 3300 - Expenditures and Purchases)
(cf. 3460 - Financial Reports and Accountability)
(cf. 9000 - Role of the Board)

The district budget shall show a complete plan and itemized statement of all proposed expenditures and all estimated revenues for the following fiscal year, together with a comparison of revenues and expenditures for the current fiscal year. The budget shall also include the appropriations limit and the total annual appropriations subject to limitation as determined pursuant to Government Code 7900-7914. (Education Code 42122)

Budget Development and Adoption Process

In order to provide guidance in the development of the budget, the Board shall annually establish budget priorities based on identified district needs and goals and on realistic projections of available funds.

The Superintendent or designee shall oversee the preparation of a proposed district budget for approval by the Board and shall involve appropriate staff in the development of budget projections.

The Board shall hold a public hearing on the proposed budget in accordance with Education Code 42103 and 42127.

(cf. 9320 - Meetings and Notices)
(cf. 9322 - Agenda/Meeting Materials)
(cf. 9323 - Meeting Conduct)

The Board shall adopt the district budget on or before July 1 of each year. (Education Code 42127)

At a public meeting held on a date after the public hearing on the budget, the Board shall adopt the budget following its adoption of the LCAP or an annual update to the LCAP at the same meeting. The budget shall include the expenditures necessary to implement the LCAP or the annual update to the LCAP. (Education Code 42127)

BUDGET (continued)

The budget that is formally adopted by the Board shall adhere to the state's Standardized Account Code Structure as prescribed by the Superintendent of Public Instruction. (Education Code 42126, 42127)

The Superintendent or designee may supplement this format with additional information as necessary to effectively communicate the budget to the Board, staff, and public.

No later than five days after the Board adopts the district budget or by July 1, whichever occurs first, the Board shall file with the County Superintendent of Schools the adopted district budget and supporting data. The budget and supporting data shall be maintained and made available for public review. (Education Code 42127)

(cf. 1340 - Access to District Records)

If the County Superintendent disapproves or conditionally approves the district's budget, the Board shall review and respond to his/her recommendations at a public meeting on or before ~~September~~ **October** 8. The response shall include any revisions to the adopted budget and any other proposed actions to be taken as a result of those recommendations. (Education Code 42127)

Budget Advisory Committee

The Superintendent or designee may appoint a budget advisory committee composed of staff, Board representatives, and/or members of the community.

The committee shall develop recommendations during the budget development process and its duties shall be assigned each year based on district needs. All recommendations of the committee shall be advisory only and shall not be binding on the Board or the Superintendent or designee.

(cf. 1220 - Citizen Advisory Committees)

(cf. 2230 - Representative and Deliberative Groups)

(cf. 3350 - Travel Expenses)

(cf. 9130 - Board Committees)

(cf. 9140 - Board Representatives)

Budget Criteria and Standards

The Superintendent or designee shall develop a district budget in accordance with state criteria and standards specified in 5 CCR 15440-15450 as they relate to projections of average daily attendance (ADA), enrollment, ratio of ADA to enrollment, local control funding formula revenue, salaries and benefits, other revenues and expenditures, facilities maintenance, deficit spending, unrestricted general fund balance, and reserves. In addition, he/she shall provide the supplemental information specified in 5 CCR 15451 which addresses the methodology and budget assumptions used, contingent liabilities, use

BUDGET (continued)

of one-time revenues for ongoing expenditures, use of ongoing revenues for one-time expenditures, contingent revenues, contributions, long-term commitments, unfunded liabilities, status of collective bargaining agreements, the LCAP, and LCAP expenditures. (Education Code 33128, 33128.3, 33129, 42127.01; 5 CCR 15440-15451)

The district budget shall provide for increasing or improving services for unduplicated students at least in proportion to the increase in funds apportioned on the basis of the number and concentration of unduplicated students. *Unduplicated students* are students who are eligible for free or reduced-price meals, English learners, and/or foster youth. (Education Code 42238.07; 5 CCR 15496)

(*cf. 3553 - Free and Reduced Price Meals*)
 (*cf. 6173.1 - Education for Foster Youth*)
 (*cf. 6174 - Education for English Language Learners*)

The Board may establish other budget assumptions or parameters which may take into consideration the stability of funding sources, legal requirements and constraints on the use of funds, anticipated increases and/or decreases in the cost of services and supplies, program requirements, and any other factors necessary to ensure that the budget is a realistic plan for district revenues and expenditures.

(*cf. 2210 - Administrative Discretion Regarding Board Policy*)
 (*cf. 3110 - Transfer of Funds*)

Fund Balance

The district shall classify fund balances in compliance with Governmental Accounting Standards Board (GASB) Statement 54, as follows:

1. *Nonspendable fund balance* includes amounts that are not expected to be converted to cash, such as resources that are not in a spendable form (e.g., inventories and prepaids) or that are legally or contractually required to be maintained intact.
2. *Restricted fund balance* includes amounts constrained to specific purposes by their providers or by law.
3. *Committed fund balance* includes amounts constrained to specific purposes by the Board.

For this purpose, all commitments of funds shall be approved by a majority vote of the Board. The constraints shall be imposed no later than the end of the reporting period (June 30), although the actual amounts may be determined subsequent to that date but prior to the issuance of the financial statements.

BUDGET (continued)

4. *Assigned fund balance* includes amounts which are intended for a specific purpose but do not meet the criteria to be classified as restricted or committed.

The Board delegates authority to assign funds to the assigned fund balance to the Superintendent and authorizes the assignment of such funds to be made any time prior to the issuance of the financial statements. The Superintendent may further delegate the authority to assign funds at his/her discretion.

5. *Unassigned fund balance* includes amounts that are available for any purpose.

When multiple types of funds are available for an expenditure, the district shall first utilize funds from the restricted fund balance as appropriate, then from the committed fund balance, then from the assigned fund balance, and lastly from the unassigned fund balance.

The Board intends to maintain a minimum assigned and unassigned fund balance in an amount the Board deems sufficient to maintain fiscal solvency and stability and to protect the district against unforeseen circumstances.

If the assigned and unassigned fund balance falls below the level set by the Board due to an emergency situation, unexpected expenditures, or revenue shortfalls, the Board shall develop a plan to recover the fund balance which may include dedicating new unrestricted revenues, reducing expenditures, and/or increasing revenues or pursuing other funding sources.

Long-Term Financial Obligations

The district's current-year budget and multiyear projections shall include adequate provisions for addressing the district's long-term financial obligations, including, but not limited to, long-term obligations resulting from collective bargaining agreements, financing of facilities projects, unfunded or future liability for retiree benefits, and accrued workers' compensation claims.

(cf. 4141/4241 - Collective Bargaining Agreement)
(cf. 4154/4254/4354 - Health and Welfare Benefits)
(cf. 7210 - Facilities Financing)
(cf. 9250 - Remuneration, Reimbursement and Other Benefits)

The Board shall approve a plan for meeting the district's long-term obligations to fund nonpension, other postemployment benefits (OPEBs). This plan shall include a specific funding strategy and the method that will be used to finance the district's annual fiscal obligations for such benefits in a manner that continually reduces the deficit to the district to the extent possible. The Board reserves the authority to review and amend the funding

BUDGET (continued)

strategy as necessary to ensure that it continues to serve the best interests of the district and maintains flexibility to adjust for changing budgetary considerations.

When the Superintendent or designee presents a report to the Board on the estimated accrued but unfunded cost of OPEBs, the Board shall disclose, as a separate agenda item at the same meeting, whether or not it will reserve a sufficient amount of money in its budget to fund the present value of the benefits of existing retirees and/or the future cost of employees who are eligible for benefits in the current fiscal year. (Education Code 42140)

Budget Amendments

Whenever revenues and expenditures change significantly throughout the year, the Superintendent or designee shall recommend budget amendments to ensure accurate projections of the district's net ending balance. When final figures for the prior-year budget are available, this information shall be used as soon as possible to update the current-year budget's beginning balance and projected revenues and expenditures.

In addition, budget amendments shall be submitted for Board approval as necessary when collective bargaining agreements are accepted, district income declines, increased revenues or unanticipated savings are made available to the district, program proposals are significantly different from those approved during budget adoption, interfund transfers are needed to meet actual program expenditures, and/or other significant changes occur that impact budget projections.

Legal Reference: (see next page)

BUDGET (continued)

Legal Reference:

EDUCATION CODE

- 1240 Duties of county superintendent of schools*
- 33127-33131 Standards and criteria for local budgets and expenditures*
- 42103 Public hearing on proposed budget; requirements for content of proposed budget*
- 42122-42129 Budget requirements*
- 42130-42134 Financial certifications*
- 42140-42141 Disclosure of fiscal obligations*
- 42238-42251 Apportionments to districts, especially:*
 - 42238.01-42238.07 Local control funding formula*
- 42602 Use of unbudgeted funds*
- 42610 Appropriation of excess funds and limitation thereon*
- 45253 Annual budget of personnel commission*
- 45254 First year budget of personnel commission*
- 52060-52077 Local control and accountability plan*

GOVERNMENT CODE

- 7900-7914 Appropriations limit*

CODE OF REGULATIONS, TITLE 5

- 15060 Standardized account code structure*
- 15440-15451 Criteria and standards for school district budgets*
- 15494-15496 Local control funding formula, expenditures*

Management Resources:

CALIFORNIA DEPARTMENT OF EDUCATION PUBLICATIONS

California School Accounting Manual

New Requirements for Reporting Fund Balance in Governmental Funds, January 7, 2011

FISCAL CRISIS AND MANAGEMENT ASSISTANCE TEAM PUBLICATIONS

Fiscal Oversight Guide for AB 1200, AB 2756 and Subsequent Related Legislation, September 2006

GOVERNMENT FINANCE OFFICERS ASSOCIATION

Best Practice: Appropriate Level of Unrestricted Fund Balance in the General Fund, 2009

GOVERNMENTAL ACCOUNTING STANDARDS BOARD STATEMENTS

Statement 54, Fund Balance Reporting and Governmental Fund Type Definitions, March 2009

Statement 45, Accounting and Financial Reporting by Employers for Post-employment Benefits Other Than Pensions, June 2004

Statement 34, Basic Financial Statements and Management's Discussion and Analysis - For State and Local Governments, June 1999

WEB SITES

CSBA: <http://www.csba.org>

Association of California School Administrators: <http://www.acsa.org>

California Department of Education, Finance and Grants: <http://www.cde.ca.gov/fg>

California Department of Finance: <http://www.dof.ca.gov>

Fiscal Crisis and Management Assistance Team: <http://www.fcmat.org>

Government Finance Officers Association: <http://www.gfoa.org>

Governmental Accounting Standards Board: <http://www.gasb.org>

School Services of California, Inc.: <http://www.sscal.com>

BUDGET

Budget Advisory Committee

Membership of the district's budget advisory committee may include representatives of each of the following groups:

1. Governing Board members, provided that less than a majority of the Board serves on the committee

(cf. 9140 - Board Representatives)

2. District and school site administrators
3. Representatives of bargaining units
4. Certificated and/or classified staff
5. Parents/guardians
6. Representatives of the business community and/or other community members
7. Students

(cf. 1220 - Citizen Advisory Committees)

(cf. 2230 - Representative and Deliberative Groups)

(cf. 9130 - Board Committees)

The committee's duties may include, but not necessarily be limited to:

1. Making recommendations regarding budget priorities
2. Recommending cost reduction strategies, such as identifying services that may be reduced, made more efficient, or discontinued
3. Reviewing the clarity and effectiveness of budget documents and communications
4. Presenting progress reports on the committee's work and a final report of recommendations to the Superintendent or designee and to the Board

The specific duties of the committee shall be clearly defined and presented to each member in writing, along with any background information necessary for the successful completion of the committee's charges, the timelines for reporting the committee's progress, and timelines for completion of each task.

(cf. 3350 - Travel Expenses)

BUDGET (continued)

Public Hearing

The agenda for the public hearing on the district budget shall be posted at least 72 hours before the hearing and shall indicate the location where the budget may be inspected. The proposed budget shall be available for public inspection at least three working days before this hearing. (Education Code 42103, 42127, 52062)

(cf. 0460 - Local Control and Accountability Plan)

(cf. 9320 - Meetings and Notices)

(cf. 9322 - Agenda/Meeting Materials)

The Superintendent or designee shall notify the County Superintendent of Schools of the location, dates, and times at which the proposed budget may be inspected, as well as the location, date, and time of the public hearing, in sufficient time for the County Superintendent to publish such information in a newspaper of general circulation at least 10 days but not more than 45 days before the hearing as required by Education Code 42103.

Whenever the proposed district budget includes a combined assigned and unassigned ending fund balance that exceeds the minimum recommended reserve for economic uncertainties adopted by the State Board of Education, the district shall provide, for each fiscal year included in the budget, the following information for public review and discussion at the public hearing: (Education Code 42127; 5 CCR 15450)

1. The minimum recommended reserve for economic uncertainties
2. The combined assigned and unassigned ending fund balances that are in excess of the minimum recommended reserve
3. A statement of reasons substantiating the need for the combined assigned and unassigned ending balances that are in excess of the minimum recommended reserve

During the hearing, any district resident may speak to the proposed budget or to any item in the budget. The hearing may conclude when all residents who have requested to be heard have had the opportunity to speak. (Education Code 42103)

(cf. 9323 - Meeting Conduct)

Budget Review Committee for Disapproved Budgets

If the district's budget is disapproved by the County Superintendent for any reason other than his/her disapproval of the district's local control and accountability plan (LCAP) or annual update to the LCAP, the budget shall be reviewed by a budget review committee,

BUDGET (continued)

unless the Board and County Superintendent agree to waive the requirement and the California Department of Education accepts the waiver. (Education Code 42127)

This committee shall consist of either: (Education Code 42127.1, 42127.2)

1. Three persons selected by the Board from a list of candidates provided by the Superintendent of Public Instruction (SPI), who shall be selected within five working days after receiving the list of candidates
2. A regional review committee convened by the County Superintendent with the approval of the Board

If the budget review committee recommends disapproval of the district budget, the Board may submit a response to the SPI no later than five working days after receipt of the committee's report. The response may include any revisions to the adopted final budget and any other proposed actions to be taken as a result of the committee's recommendations. (Education Code 42127.3)

If the SPI disapproves the district budget after reviewing the committee's report and the district's response, the Board shall consult with the County Superintendent as he/she develops and adopts, by ~~November 30~~ **December 31**, a fiscal plan and budget that will allow the district to meet its financial obligations. For the current fiscal year, the district shall operate in accordance with the budget adopted by the County Superintendent. (Education Code 42127.3)

Until the district receives approval of its budget, it shall continue to operate either on the basis of the prior year's budget or on the basis of the current year's unapproved budget as adopted and revised by the Board, whichever budget contains a lower total spending authority. (Education Code 42127.4)

Center USD

Administrative Regulation

Industrial Accident/Illness Leave

AR 4161.11, 4361.11

Personnel

An eligible employee shall be entitled to a leave of absence for an industrial accident or illness arising in the course of his/her assigned duties. (Education Code 44984, 45192)

(cf. 4113.4/4213.4/4313.4 - Temporary Modified/Light-Duty Assignment)

(cf. 4157/4257/4357 - Employee Safety)

(cf. 4157.1/4257.1/4357.1 - Work-Related Injuries)

(cf. 4157.2/4257.2/4357.2 - Ergonomics)

(cf. 4161/4261/4361 - Leaves)

For such leave, the employee shall be granted no more than 60 working days in any one fiscal year for the same industrial accident or illness.

To be eligible for industrial accident or illness leave, a classified employee shall have served in the district continuously for at least three years.

Allowable industrial accident or illness leave shall not be accumulated from year to year. (Education Code 44984, 45192)

When an employee is absent from his/her duties because of an industrial accident or illness: (Education Code 44043, 44044, 44984, 45192)

1. The leave shall start on the first day of absence.
2. During the period of absence, the employee shall be paid such portion of his/her wage or salary that, when added to the award granted under state workers' compensation laws, will not exceed his/her normal wage or salary.
3. The leave shall be reduced by one day for each day of authorized absence, regardless of an award granted under workers' compensation laws.
4. When the leave overlaps into the next fiscal year, the employee is entitled to only the amount of unused leave due the employee for the same illness or injury.

During any paid leave of absence, the employee shall endorse to the district any workers' compensation checks received on account of an industrial accident or illness. The Superintendent or designee shall then issue payment of the employee's normal wage or salary less any appropriate deductions, including, but not limited to, employee retirement contributions. (Education Code 44043)

~~Any employee receiving benefits under this leave shall, during periods of injury or illness, remain within California unless the Governing Board authorizes travel outside the state. (Education Code 44984, 45192)~~

Upon expiration of allowable leave for an industrial accident or illness, the employee may use personal illness and injury leave provided pursuant to Education Code 44977, 44978, 44983, or 45191, as applicable, provided that such leave, when added to any continuing workers' compensation award, does not result in a payment to the employee of more than his/her full wage or salary. (Education Code 44984, 45192)

(cf. 4161.1/4361.1 - Personal Illness/Injury Leave)

(cf. 4261.1 - Personal Illness/Injury Leave)

If a certificated employee is unable to resume the duties of his/her position after exhausting all accumulated sick leave, including the consecutive five-month period provided by Education Code 44977, he/she shall, if not placed in another position, be placed on a reemployment list for a period of 24 months if he/she is a probationary employee or 39 months if he/she is a permanent employee. If the employee becomes medically able to resume duties during the period of reemployment eligibility, he/she shall be returned to employment in a position for which he/she is credentialed and qualified. (Education Code 44978.1)

If a classified employee has exhausted all available leaves of absence, paid or unpaid, and is not medically able to resume the duties of his/her position, he/she shall, if not placed in another position, be placed on a reemployment list for a period of 39 months. If he/she becomes medically able to resume duties during the period of reemployment eligibility, he/she shall be employed in a vacant position in the class of his/her previous assignment over all other candidates except those on a reemployment list established because of lack of work or lack of funds, in which case the employee shall be listed in accordance with seniority regulations. If the employee is medically released to return to duty but fails to accept an appropriate assignment, he/she shall be dismissed. (Education Code 45192)

(cf. 4217.3 - Layoff/Rehire)

(cf. 4218 - Dismissal/Suspension/Disciplinary Action)

Legal Reference:

EDUCATION CODE

44043 Temporary disability

44044 Temporary disability checks; waiver of endorsement to district

44977 Salary deductions during absence from duties

44978 Provisions for certificated employee sick leave

44978.1 Inability of certificated employee to return to duty; placement in another position or on reemployment list

44983 Exception to sick leave

44984 Industrial accident and illness leave, certificated employees

45191 Personal illness and injury leave, classified employees

45192 Industrial accident and illness leave, classified employees

LABOR CODE

3200-6002 Workers' compensation

Management Resources:

WEB SITES

Department of Industrial Relations: <http://www.dir.ca.gov>

Center USD

Administrative Regulation

Industrial Accident/Illness Leave

AR 4261.11
Personnel

An eligible employee shall be entitled to a leave of absence for an industrial accident or illness arising in the course of his/her assigned duties. (Education Code 44984, 45192)

(cf. 4113.4/4213.4/4313.4 - Temporary Modified/Light-Duty Assignment)
(cf. 4157/4257/4357 - Employee Safety)
(cf. 4157.1/4257.1/4357.1 - Work-Related Injuries)
(cf. 4157.2/4257.2/4357.2 - Ergonomics)
(cf. 4161/4261/4361 - Leaves)

For such leave, the employee shall be granted no more than 60 working days in any one fiscal year for the same industrial accident or illness.

To be eligible for industrial accident or illness leave, a classified employee shall have served in the district continuously for at least three years.

Allowable industrial accident or illness leave shall not be accumulated from year to year. (Education Code 44984, 45192)

When an employee is absent from his/her duties because of an industrial accident or illness: (Education Code 44043, 44044, 44984, 45192)

1. The leave shall start on the first day of absence.
2. During the period of absence, the employee shall be paid such portion of his/her wage or salary that, when added to the award granted under state workers' compensation laws, will not exceed his/her normal wage or salary.
3. The leave shall be reduced by one day for each day of authorized absence, regardless of an award granted under workers' compensation laws.
4. When the leave overlaps into the next fiscal year, the employee is entitled to only the amount of unused leave due the employee for the same illness or injury.

During any paid leave of absence, the employee shall endorse to the district any workers' compensation checks received on account of an industrial accident or illness. The Superintendent or designee shall then issue payment of the employee's normal wage or salary less any appropriate deductions, including, but not limited to, employee retirement contributions. (Education Code 44043)

~~Any employee receiving benefits under this leave shall, during periods of injury or illness, remain within California unless the Governing Board authorizes travel outside the state. (Education Code 44984, 45192)~~

Absence for industrial accident or illness shall not be considered a break in service of the employee. An employee using such leave shall retain all status and benefits to which he/she would otherwise be entitled.

(cf. 4116 - Probationary/Permanent Status)
(cf. 4154/4254/4354 - Health and Welfare Benefits)
(cf. 4216 - Probationary/Permanent Status)

When available industrial accident or illness leave has been exhausted, the employee shall be so notified in writing and shall be offered an opportunity to request any additional paid or unpaid leave available to the employee. (Education Code 45192)

(cf. 4112.9/4212.9/4312.9 - Employee Notifications)

Upon expiration of allowable leave for an industrial accident or illness, the employee may use personal illness and injury leave provided pursuant to Education Code 44977, 44978, 44983, or 45191, as applicable, provided that such leave, when added to any continuing workers' compensation award, does not result in a payment to the employee of more than his/her full wage or salary. (Education Code 44984, 45192)

(cf. 4161.1/4361.1 - Personal Illness/Injury Leave)
(cf. 4261.1 - Personal Illness/Injury Leave)

If a certificated employee is unable to resume the duties of his/her position after exhausting all accumulated sick leave, including the consecutive five-month period provided by Education Code 44977, he/she shall, if not placed in another position, be placed on a reemployment list for a period of 24 months if he/she is a probationary employee or 39 months if he/she is a permanent employee. If the employee becomes medically able to resume duties during the period of reemployment eligibility, he/she shall be returned to employment in a position for which he/she is credentialed and qualified. (Education Code 44978.1)

If a classified employee has exhausted all available leaves of absence, paid or unpaid, and is not medically able to resume the duties of his/her position, he/she shall, if not placed in another position, be placed on a reemployment list for a period of 39 months. If he/she becomes medically able to resume duties during the period of reemployment eligibility, he/she shall be employed in a vacant position in the class of his/her previous assignment over all other candidates except those on a reemployment list established because of lack of work or lack of funds, in which case the employee shall be listed in accordance with seniority regulations. If the employee is medically released to return to duty but fails to accept an appropriate assignment, he/she shall be dismissed. (Education Code 45192)

(cf. 4217.3 - Layoff/Rehire)
(cf. 4218 - Dismissal/Suspension/Disciplinary Action)

Legal Reference:

EDUCATION CODE

44043 Temporary disability

44044 Temporary disability checks; waiver of endorsement to district

44977 Salary deductions during absence from duties

44978 Provisions for certificated employee sick leave

44978.1 Inability of certificated employee to return to duty; placement in another position or on reemployment list

44983 Exception to sick leave

44984 Industrial accident and illness leave, certificated employees

45191 Personal illness and injury leave, classified employees

45192 Industrial accident and illness leave, classified employees

LABOR CODE

3200-6002 Workers' compensation

Management Resources:

WEB SITES

Department of Industrial Relations: <http://www.dir.ca.gov>

ATHLETIC COMPETITION**Nondiscrimination and Equivalent Opportunities in the Athletic Program**

No student shall be excluded from participation in, be denied the benefits of, be denied equivalent opportunity in, or otherwise be discriminated against in interscholastic, intramural, or club athletics on the basis of actual or perceived sex, sexual orientation, gender, gender identity, gender expression, ethnic group identification, race, ancestry, national origin, religion, color, mental or physical disability, or any other basis specified in law. (Education Code 220, 221.5, 230; 5 CCR 4920; 34 CFR 106.41)

(cf. 0410 - Nondiscrimination in District Programs and Activities)

(cf. 5145.3 - Nondiscrimination/Harassment)

The Superintendent or designee may provide single-sex teams when selection for the teams is based on competitive skills. (5 CCR 4921; 34 CFR 106.41)

Each student shall be allowed to participate in any single-sex athletic program or activity consistent with his/her gender identity and for which he/she is otherwise eligible to participate, irrespective of the gender listed on the student's records. (Education Code 221.5)

(cf. 5125 - Student Records)

When a school provides only one team in a particular sport for members of one sex, but provides no team in the same sport for members of the other sex, and athletic opportunities in the total program for that sex have been previously limited, members of the excluded sex shall be allowed to try out and compete with the team. The same standards for eligibility shall be applied to every student trying out for the team, regardless of sex, sexual orientation, gender, gender identity, gender expression, or other protected group status. (5 CCR 4921; 34 CFR 106.41)

The Superintendent or designee shall ensure that equivalent opportunities are available to both sexes in athletic programs by considering, among other factors: (5 CCR 4922; 34 CFR 106.41)

1. Whether the offered selection of sports and levels of competition effectively accommodate the interests and abilities of both sexes

The athletic program may be found to effectively accommodate the interests and abilities of both sexes using any one of the following tests: (Education Code 230)

- a. Whether the interscholastic-level participation opportunities for male and female students are provided in numbers substantially proportionate to their respective enrollments

ATHLETIC COMPETITION (continued)

- b. Where the members of one sex have been and are underrepresented among interscholastic athletes, whether the district can show a history and a continuing practice of program expansion that is demonstrably responsive to the developing interests and abilities of the members of that sex
 - c. Where the members of one sex are underrepresented among interscholastic athletes and the district cannot show a history and continuing practice of program expansion as required in item #b above, whether the district can demonstrate that the interests and abilities of the members of that sex have been fully and effectively accommodated by the present program
2. The provision and maintenance of equipment and supplies
3. Scheduling of games and practice times, selection of the season for a sport, and location of the games and practices
4. Travel and per diem allowances
5. Opportunities to receive coaching and academic tutoring
6. Assignment and compensation of coaches and tutors
7. Provision of locker rooms, practice facilities, and competitive facilities
8. Provision of medical and training facilities and services
9. Provision of housing and dining facilities and services
10. Publicity
11. Provision of necessary funds

Beginning with the 2015-16 school year and every year thereafter, each school that offers competitive athletics shall post the following information on its school web site, or on the district web site if the school does not have a web site, at the end of the school year: (Education Code 221.9)

1. The total enrollment of the school, classified by gender
2. The number of students enrolled at the school who participate in competitive athletics, classified by gender

ATHLETIC COMPETITION (continued)

3. The number of boys' and girls' teams, classified by sport and by competition level

(cf. 1113 - District and School Web Sites)

The data reported for items #1-3 above shall reflect the total number of players on a team roster on the official first day of competition. The materials used to compile this information shall be retained by the school for at least three years after the information is posted on the web site. (Education Code 221.9)

(cf. 3580 - District Records)

Health and Safety

The Superintendent or designee shall annually distribute to student athletes and their parents/guardians an information sheet on concussions and head injuries. The student and parent/guardian shall sign and return the information sheet before the student's initiating practice or competition. (Education Code 49475)

(cf. 5145.6 - Parental Notifications)

If a student athlete is suspected of sustaining a concussion or head injury in an athletic activity, he/she shall be immediately removed from the activity for the remainder of the day. The student shall not be permitted to return to the activity until he/she is evaluated by a licensed health care provider trained in the management of concussions and receives the health care provider's written clearance to return to the activity. If the health care provider determines that the athlete sustained a concussion or a head injury, the athlete shall also complete a graduated return-to-play protocol of no less than seven days in duration under the supervision of a licensed health care provider. (Education Code 49475)

The Superintendent or designee shall notify the student's parent/guardian of the date, time, and extent of any injury suffered by the student and any actions taken to treat the student.

The Superintendent or designee shall provide training to coaches and/or athletic trainers regarding concussion symptoms, prevention, and appropriate response.

(cf. 4127/4227/4327 - Temporary Athletic Team Coaches)

A middle school or high school football team shall not hold a full-contact practice during the off-season and shall not conduct more than two full-contact practices per week during the preseason and regular season (from 30 days before the commencement of the regular season until the completion of the final interscholastic football game of that season). In addition, the full-contact portion of a practice shall not exceed 90 minutes in any single

ATHLETIC COMPETITION (continued)

day. For these purposes, *full-contact practice* means a practice where drills or live action is conducted that involves collisions at game speed, where players execute tackles and other activity that is typical of an actual tackle football game. (Education Code 35179.5)

Parental Notifications

Before a student participates in interscholastic athletic activities, the Superintendent or designee shall send a notice to the student's parents/guardians which:

1. Contains information about the procedures for filing a discrimination complaint that arises out of an interscholastic athletic activity, including the name of the district's Title IX Coordinator

(cf. 1312.3 - Uniform Complaint Procedures)

2. Includes a copy of the ~~Athletes' Bill of Rights~~ **students' Title IX rights** pursuant to Education Code ~~271~~ **221.8**

3. Explains that there is an element of risk associated with all athletic competitions and that the district cannot guarantee that students will not be injured, despite a commitment to every participant's health and welfare

(cf. 3530 - Risk Management/Insurance)

4. Provides information about insurance protection pursuant to Education Code 32221.5

(cf. 5143 - Insurance)

5. Requests parental permission for the student to participate in the program and, if appropriate, be transported by the district to and from competitions

(cf. 3541.1 - Transportation for School-Related Trips)

6. States the district's expectation that students adhere strictly to all safety rules, regulations, and instructions, as well as rules and guidelines related to conduct and sportsmanship

(cf. 5144 - Discipline)

(cf. 5144.1 - Suspension and Expulsion/Due Process)

7. Includes a copy of the local California Interscholastic Federation (CIF) league rules

ATHLETIC COMPETITION (continued)

8. Includes information about the CIF bylaw and district policy requiring any student athlete and his/her parent/guardian to sign a statement that the student will not use steroids or dietary supplements banned by the U.S. Anti-Doping Agency

(cf. 5131.63 - Steroids)

Center USD

Board Policy

Class Size

BP 6151

Instruction

The Governing Board recognizes that smaller classes may contribute to student learning by allowing teachers to better identify and respond to individual student needs. In accordance with negotiated employee agreements and state law, the Board shall establish class size limits appropriate for each grade level or subject taught and conducive to the effective use of teaching staff.

(cf. 4141/4241 - Collective Bargaining Agreement)

The highest priority for maintaining small class sizes shall be in the primary grades in order to support young students as they acquire the basic skills that serve as the foundation for subsequent learning. Other priorities shall be established in accordance with the goals and strategies identified in the district's local control and accountability plan (LCAP).

(cf. 0200 - Goals for the School District)

(cf. 0460 - Local Control and Accountability Plan)

For grades K-3, the district shall annually make progress toward maintaining an average class of not more than 24 students, unless an alternative annual average class size for each school site is collectively bargained. (Education Code 42238.02; 5 CCR 15498-15498.3)

Transitional kindergarten classes established pursuant to Education Code 48000 shall be included in the calculation of average class enrollment for kindergarten.

(cf. 6170.1 - Transitional Kindergarten)

At the secondary level, district priorities for class size reduction shall focus on English language arts, mathematics, science, social studies, and other courses that are necessary for completion of graduation requirements and shall be aligned with student needs as identified in the district's LCAP.

(cf. 6143 - Courses of Study)

(cf. 6146.1 - Graduation Requirements)

For students who require special education and related services, the ratio of instructional adults to students in group services shall be dependent on the needs of the students. However, for children ages 3-5 years who are placed in group services, the teacher-child ratio shall be less than 1:24 and the adult-child ratio shall be less than 1:8. For children ages 3-5 years who are identified as severely disabled, the ratio of instructional adults to children shall not exceed 1:5. (Education Code 8264.8, 56441.5)

CLASS SIZE (continued)

The Superintendent or designee shall provide the Board with an analysis of staffing and school facilities needs and other costs related to class size reduction proposals.

(cf. 3100 - Budget)
(cf. 6117 - Year-Round Schedules)
(cf. 7111 - Evaluating Existing Buildings)

The Superintendent or designee shall annually report to the Board regarding the impact of the class size reduction program on student achievement and other outcomes such as changes in school climate and student engagement.

(cf. 0500 - Accountability)
(cf. 6162.5 - Student Assessment)

Legal Reference:

EDUCATION CODE

17042 Rules for determining area of adequate school construction; exceptions
17042.7 Formula for calculation
33050 Nonwaivable provisions
35160 Authority of the board
42238.02 Local control funding formula, including adjustment for class size reduction
42280 Necessary small schools
46205 Computation for early-late programs
51225.3 Graduation requirements
52060-52077 Local control and accountability plan

GOVERNMENT CODE

3543.2 Scope of representation

Management Resources:

WEB SITES

CSBA: <http://www.csba.org>
California Department of Education: <http://www.cde.ca.gov>

INDEPENDENT STUDY

Educational Opportunities

Educational opportunities offered through independent study may include, but are not limited to: (Education Code 51745)

1. Special assignments extending the content of regular courses of instruction
(cf. 6143 - Courses of Study)
2. Individualized study in a particular area of interest or in a subject not currently available in the regular school curriculum
3. Individualized alternative education designed to teach the knowledge and skills of the core curriculum, but not provided as an alternative curriculum
4. Continuing and special study during travel

(cf. 5112.3 - Student Leave of Absence)

5. Volunteer community service activities and leadership opportunities that support and strengthen student achievement

(cf. 0420.4 - Charter School Authorization)

(cf. 6142.4 - Service Learning/Community Service Classes)

(cf. 6181 - Alternative Schools/Programs of Choice)

In addition, when requested by a parent/guardian due to an emergency, vacation, or illness, independent study may be used on a short-term basis to ensure that the student is able to maintain academic progress in his/her regular classes.

(cf. 5113 - Absences and Excuses)

No course required for high school graduation shall be offered exclusively through independent study. (Education Code 51745)

(cf. 6146.1 - High School Graduation Requirements)

Equivalency

The district's independent study option shall be substantially equivalent in quality and quantity to classroom instruction to enable participating students to complete the district's adopted course of study within the customary timeframe. Students in independent study shall have access to the same services and resources that are available to other students in the school and shall have equal rights and privileges. (5 CCR 11700, 11701.5)

(cf. 0410 - Nondiscrimination in District Programs and Activities)

INDEPENDENT STUDY (continued)

The district shall not provide independent study students and their parents/guardians with funds or items of value that are not provided for other students and their parents/guardians. (Education Code 46300.6, 51747.3)

Eligibility for Independent Study

Provided that experienced certificated staff are available to effectively supervise students in independent study, the Superintendent or designee may approve the participation of a student who demonstrates the motivation, commitment, organizational skills, and academic skills necessary to work independently. A student whose academic performance is not at grade level may participate in independent study only if the program is able to provide appropriate support, such as supplemental instruction, tutoring, counseling, ongoing diagnostic assessments, and/or differentiated materials, to enable the student to be successful. For an elementary student, the Superintendent or designee may consider the parent/guardian's level of commitment to assist the student.

A student participating in independent study must be a resident of the county or an adjacent county. Full-time independent study shall not be available to students whose district residency status is based on their parent/guardian's employment within district boundaries pursuant to Education Code 48204. (Education Code 46300.2, 51747.3)

(cf. 5111.12 - Residency Based on Parent/Guardian Employment)

For a student with disabilities, as defined in Education Code 56026, participation in independent study shall be approved only if his/her individualized education program specifically provides for such participation. (Education Code 51745)

(cf. 6159 - Individualized Education Program)

A temporarily disabled student shall not receive individual instruction pursuant to Education Code 48206.3 by means of independent study. (Education Code 51745)

(cf. 6183 - Home and Hospital Instruction)

Students age 21 or older, and students age 19 or older who have not been continuously enrolled in school since their 18th birthday, may participate in independent study only through the adult education program for the purpose of enrolling in courses required for a high school diploma by Education Code 51225.3 or the Governing Board. (Education Code 46300.1, 46300.4)

(cf. 6200 - Adult Education)

INDEPENDENT STUDY (continued)

No more than 10 percent of the students enrolled in a continuation high school or opportunity school or program, not including pregnant students and parenting students who are primary caregivers for one or more of their children, shall be enrolled in independent study. (Education Code 51745)

(cf. 5146 - Married/Pregnant/Parenting Students)

(cf. 6184 - Continuation Education)

Master Agreement

A written agreement shall be developed and implemented for each student participating in independent study for five or more consecutive school days. (Education Code 46300, 51747; 5 CCR 11703)

The agreement shall include general student data, including the student's name, address, grade level, birth date, school of enrollment, and program placement.

The independent study agreement for each participating student also shall include, but not be limited to, all of the following: (Education Code 51747; 5 CCR 11700, 11702)

1. The manner, time, frequency, and place for submitting the student's assignments and for reporting his/her progress
2. The objectives and methods of study for the student's work and the methods used to evaluate that work
3. The specific resources, including materials and personnel, that will be made available to the student
4. A statement of the Board's policy detailing the maximum length of time allowed between an assignment and its completion and the number of missed assignments, by grade level and type of program, which will trigger an evaluation of whether the student should be allowed to continue in independent study
5. The duration of the independent study agreement, including the beginning and ending dates for the student's participation in independent study under the agreement, with a maximum of one school year
6. A statement of the number of course credits or, for an elementary student, other measures of academic accomplishment appropriate to the agreement, to be earned by the student upon completion

INDEPENDENT STUDY (continued)

7. A statement that independent study is an optional educational alternative in which no student may be required to participate
8. In the case of a suspended or expelled student who is referred or assigned to any school, class, or program pursuant to Education Code 48915 or 48917, a statement that instruction may be provided through independent study only if the student is offered the alternative of classroom instruction

(cf. 5144.1 - Suspension and Expulsion/Due Process)

9. Signatures of the student, the parent/guardian or caregiver of the student if the student is under age 18 years, the certificated employee responsible for the general supervision of independent study, and all persons who have direct responsibility for providing assistance to the student

The parent/guardian's signature on the agreement shall constitute permission for the student to receive instruction through independent study.

The signed, dated agreement may be maintained on file electronically. (Education Code 51747)

Course-Based Independent Study

The district shall offer a course-based independent study program for students in grades K-12 subject to the following requirements: (Education Code 51749.5)

1. Courses shall be taught under the general supervision of certificated employees who hold the appropriate subject matter credential, meet the requirements for highly qualified teachers pursuant to 20 USC 6301, and are employed by the district or by another district, charter school, or county office of education with which the district has a memorandum of understanding to provide the instruction.

(cf. 4112.2 - Certification)

(cf. 4112.24 - Teacher Qualifications Under the No Child Left Behind Act)

2. Courses shall be annually certified by Board resolution to be of the same rigor and educational quality as equivalent classroom-based courses and shall be aligned to all relevant local and state content standards. This certification shall, at a minimum, include the duration, number of equivalent daily instructional minutes for each school day that student is enrolled, number of equivalent total instructional minutes, and number of course credits for each course, consistent with that of equivalent classroom-based courses.

INDEPENDENT STUDY (continued)

3. Students enrolled in these courses shall meet the applicable age requirements established pursuant to Education Code 46300.1 and 46300.4 and the applicable residency and enrollment requirements established pursuant to Education Code 46300.2, 48204, and 51747.3.
4. Teachers shall communicate with each student in person, by telephone, or by any other live visual or audio connection at least twice per calendar month to assess whether the student is making satisfactory educational progress. For this purpose, satisfactory educational progress includes, but is not limited to, applicable statewide accountability measures and the completion of assignments, examinations, or other indicators that the student is working on assignments, learning required concepts, and progressing toward successful completion of the course, as determined by the teacher providing instruction.

Written or computer-based evidence of satisfactory educational progress shall be retained for each course and student, including, at a minimum, a grade book or summary document that lists all assignments, examinations, and associated grades for each course.

If satisfactory educational progress is not being made, the teacher shall notify the student and, if the student is under age 18 years, his/her parent/guardian. The teacher shall conduct an evaluation to determine whether it is in the student's best interest to remain in the course or whether he/she should be referred to an alternative program, which may include, but is not limited to, a regular school program. A written record of the evaluation findings shall be a mandatory interim student record maintained for three years from the date of the evaluation. If the student transfers to another California public school, the record shall be forwarded to that school.

(cf. 5125 - Student Records)

5. Examinations shall be administered by a proctor.
6. Statewide testing results shall be reported and assigned to the school at which the student is enrolled and shall be included in the aggregate results of the district. Test results also shall be disaggregated for purposes of comparisons with the test results of students enrolled in classroom-based courses.

(cf. 6162.51 - State Academic Achievement Tests)

7. A student shall not be required to enroll in courses included in this program.

INDEPENDENT STUDY (continued)

8. The student-teacher ratio in the courses in this program shall meet the requirements of Education Code 51745.6.
9. For each student, the combined equivalent daily instructional minutes for courses in this program and all other courses shall meet applicable minimum instructional day requirements, and the student shall be offered the minimum annual total equivalent instructional minutes pursuant to Education Code 46200-46208.

(cf. 6111 - School Calendar)

(cf. 6112 - School Day)

10. Courses required for high school graduation or for admission to the University of California or California State University shall not be offered exclusively through independent study.
11. A student participating in this program shall not be assessed a fee that is prohibited by Education Code 49011.

(cf. 3260 - Fees and Charges)

12. A student shall not be prohibited from participating in independent study solely on the basis that he/she does not have the materials, equipment, or Internet access necessary to participate in the course.

Before enrolling a student in a course within this program, the Superintendent or designee shall provide the student and, if the student is under age 18 years, his/her parent/guardian with a written learning agreement that includes all of the following: (Education Code 51749.6)

1. A summary of the district's policies and procedures related to this program
2. The duration of the enrolled course(s) and the number of course credits for each enrolled course, consistent with the Board certifications made pursuant to item #2 above
3. The duration of the learning agreement, which shall not exceed a school year or span multiple school years
4. The learning objectives and expectations for each course, including, but not limited to, a description of how satisfactory educational progress is measured and when a student evaluation is required to determine whether the student should remain in the course or be referred to an alternative program, which may include, but is not limited to, a regular school program

INDEPENDENT STUDY (continued)

5. The specific resources, including materials and personnel, that will be made available to the student
6. A statement that the student is not required to enroll in courses in this program
7. Signatures of the student, the student's parent/guardian if the student is under age 18 years, and all teachers providing instruction

The student's or parent/guardian's signature shall constitute permission for the student to receive instruction through independent study. (Education Code 51749.6)

The Superintendent or designee shall retain a physical or electronic copy of the signed learning agreement for at least three years and as appropriate for auditing purposes. (Education Code 51749.6)

Monitoring Student Progress

The independent study administrator and/or supervising teacher shall promptly and directly address any failure by the student to meet the terms of his/her written agreement. The following supportive strategies may be used:

1. A letter to the student and/or parent/guardian
2. A meeting between the student and the teacher and/or counselor
3. A meeting between the student and the independent study administrator, including the parent/guardian if appropriate
4. An increase in the amount of time the student works under direct supervision

When the student has missed the number of assignments specified in the written agreement as requiring an evaluation, the Superintendent or designee shall conduct an evaluation to determine whether or not independent study is appropriate for the student. This evaluation may result in termination of the independent study agreement and the student's return to the regular classroom program or other alternative program.

A written record of the findings of any such evaluation shall be treated as a mandatory interim student record which shall be maintained for three years from the date of the evaluation. (Education Code 51747)

Independent study students who are late, miss scheduled conferences, or do not submit assigned work on time shall not be reported as tardy or truant.

INDEPENDENT STUDY (continued)

Responsibilities of Independent Study Administrator

The responsibilities of the independent study administrator include, but are not limited to:

1. Recommending certificated staff to be assigned as independent study teachers and supervising staff assigned to independent study functions who are not regularly supervised by another administrator
2. Approving or denying the participation of students requesting independent study
3. Facilitating the completion of written independent study agreements
4. Ensuring a smooth transition for students into and out of the independent study mode of instruction
5. Approving all credits earned through independent study
6. Completing or coordinating the preparation of all records and reports required by law, Board policy, or administrative regulation

Assignment and Responsibilities of Independent Study Teachers

Each student's independent study shall be coordinated, evaluated, and carried out under the general supervision of a certificated employee who consents to the assignment. (Education Code 44865, 51747.5; 5 CCR 11700)

The ratio of student average daily attendance for independent study students age 18 years or younger to full-time equivalent certificated employees responsible for independent study shall not exceed the equivalent ratio for all other education programs at the applicable grade span in the district, unless a new higher or lower grade span ratio for all other educational programs offered within the grade span is negotiated in a collective bargaining agreement or the district enters into a memorandum of understanding that indicates an existing collective bargaining agreement contains an alternative grade span ratio. (Education Code 51745.6)

The responsibilities of the supervising teacher shall include, but are not limited to:

1. Completing designated portions of the written independent study agreement
2. Supervising and approving coursework and assignments
3. Maintaining records of student assignments showing the date the assignment is given and the date the assignment is due

INDEPENDENT STUDY (continued)

4. Maintaining a daily or hourly attendance register in accordance with item #4 in the section on "Records" below
5. Providing direct instruction and counsel as necessary for individual student success
6. Regularly meeting with the student to discuss the student's progress
7. Determining the time value of assigned work or work products completed and submitted by the student
8. Assessing student work and assigning grades or other approved measures of achievement

The Superintendent or designee shall ensure that independent study teachers have access to professional development and support comparable to classroom-based teachers.

(cf. 4131 - Staff Development)

Records

The Superintendent or designee shall ensure that records are maintained for audit purposes. These records shall include, but not be limited to: (Education Code 51748; 5 CCR 11703)

1. A copy of the Board policy, administrative regulation, and other procedures related to independent study
2. A listing of the students, by grade level, program, and school, who have participated in independent study, along with the units of the curriculum attempted and completed by students in grades K-8 and the course credits attempted by and awarded to students in grades 9-12 and adult education
3. A file of all agreements, with representative samples of each student's work products bearing the supervising teacher's notations indicating that he/she has personally evaluated the work or that he/she has personally reviewed the evaluations made by another certificated teacher
4. As appropriate to the program in which the students are participating, a daily or hourly attendance register that is separate from classroom attendance records, maintained on a current basis as time values of student work products judged by a certificated teacher, and reviewed by the supervising teacher if they are two different persons

INDEPENDENT STUDY (continued)

(cf. 3580 - District Records)

The Superintendent or designee also shall maintain a record of grades and other evaluations issued to each student for independent study assignments.

TRANSITIONAL KINDERGARTEN

The Governing Board desires to offer a high-quality transitional kindergarten (TK) program for eligible children who do not yet meet the minimum age criterion for kindergarten. The program shall assist TK children in developing the academic, social, and emotional skills they need to succeed in kindergarten and beyond.

The district's TK program shall be the first year of a two-year kindergarten program. (Education Code 48000)

The Board encourages ongoing collaboration among district preschool staff, other preschool providers, elementary teachers, administrators, and parents/guardians in program development, implementation, and evaluation.

(cf. 1220 - Citizen Advisory Committees)
(cf. 6020 - Parent Involvement)

Eligibility

The district's TK program shall admit children whose fifth birthday is from September 2 through December 2. (Education Code 48000)

Parents/guardians of eligible children shall be notified of the availability of the TK program and the age, residency, immunization, and any other enrollment requirements. Enrollment in the TK program shall be voluntary.

(cf. 5111 - Admission)
(cf. 5111.1 - District Residency)
(cf. 5111.12 - Residency Based on Parent/Guardian Employment)
(cf. 5141.22 - Infectious Diseases)
(cf. 5141.3 - Health Examinations)
(cf. 5141.31 - Immunizations)
(cf. 5141.32 - Health Screening for School Entry)

Upon request of a child's parents/guardians, the district may, on a case-by-case basis after the Superintendent or designee determines that it is in the child's best interest, admit into the district's TK program a child whose fifth birthday is on or before September 1 and who is therefore eligible for kindergarten.

The district may, **at any time during the school year**, admit into the TK program a child whose fifth birthday is after December 2 **of that same school year**, provided that ~~the child is admitted during the school year on or after his/her fifth birthday and~~ the Superintendent or designee recommends that enrollment in a TK program is in the child's best interest. Prior to such enrollment, the child's parents/guardians shall be provided information regarding the advantages and disadvantages and any other explanatory information about the effect of early admittance. (Education Code 48000)

TRANSITIONAL KINDERGARTEN (continued)

Curriculum and Instruction

The district's TK program shall be based on a modified kindergarten curriculum that is age and developmentally appropriate. (Education Code 48000)

(cf. 6141 - Curriculum Development and Evaluation)
(cf. 6161.1 - Selection and Evaluation of Instructional Materials)

The program shall be aligned with the preschool learning foundations and preschool curriculum frameworks developed by the California Department of Education. It shall be designed to facilitate students' development in essential skills related to language and literacy, mathematics, physical development, health, visual and performing arts, science, history-social science, English language development, and social-emotional development.

(cf. 5148.3 - Preschool/Early Childhood Education)
(cf. 6011 - Academic Standards)
(cf. 6174 - Education for English Language Learners)

The Board shall fix the length of the school day in the district's TK program, which shall be at least three hours but no more than four hours.

(cf. 6111 - School Calendar)
(cf. 6112 - School Day)

TK students may be placed in the same classrooms as kindergarten students when necessary, provided that the instructional program is differentiated to meet student needs.

Staffing

The Superintendent or designee shall ensure that teachers assigned to teach in TK classes possess a teaching credential or permit from the Commission on Teacher Credentialing (CTC) that authorizes such instruction.

(cf. 4112.2 - Certification)

The Superintendent or designee may provide professional development as needed to ensure that TK teachers are knowledgeable about the standards and effective instructional methods for teaching young children.

(cf. 4131 - Staff Development)

Continuation to Kindergarten

Students who complete the TK program shall be eligible to continue in kindergarten the following school year. Parents/guardians of such students shall not be required to submit a signed Kindergarten Continuance Form for kindergarten attendance.

TRANSITIONAL KINDERGARTEN (continued)

However, whenever children who would otherwise be age-eligible for kindergarten are enrolled in TK, the Superintendent or designee shall obtain a Kindergarten Continuance Form signed by the parent/guardian near the end of the TK year consenting to the child's enrollment in kindergarten the following year.

A student shall not attend more than two years in a combination of TK and kindergarten. (Education Code 46300)

(cf. 5123 - Promotion/Acceleration/Retention)

Assessment

The Superintendent or designee may develop or identify appropriate formal and/or informal assessments of TK students' development and progress. He/she shall monitor and regularly report to the Board regarding program implementation and the progress of students in meeting related academic standards.

(cf. 0500 - Accountability)

(cf. 6162.5 - Student Assessment)

Legal Reference: (see next page)

TRANSITIONAL KINDERGARTEN (continued)

Legal Reference:

EDUCATION CODE

- 8973 *Extended-day kindergarten*
- 37202 *School calendar; equivalency of instructional minutes*
- 44258.9 *Assignment monitoring by county superintendent of schools*
- 46111 *Kindergarten, hours of attendance*
- 46114-46119 *Minimum school day, kindergarten*
- 46300 *Computation of ADA, inclusion of kindergarten and transitional kindergarten*
- 48000 *Age of admission, kindergarten and transitional kindergarten*
- 48002 *Evidence of minimum age required to enter kindergarten or first grade*
- 48200 *Compulsory education, starting at age six*

Management Resources:

CALIFORNIA DEPARTMENT OF EDUCATION PUBLICATIONS

- Transitional Kindergarten FAQs*
- Desired Results Developmental Profile, 2015*
- Transitional Kindergarten Implementation Guide: A Resource for California Public School District Administrators and Teachers, 2013*
- California Preschool Curriculum Framework, Vol. 1, 2010*
- California Preschool Learning Foundations, Vol. 1, 2008*

WEB SITES

- CSBA: <http://www.csba.org>
- California Department of Education: <http://www.cde.ca.gov>
- California Kindergarten Association: <http://www.ckanet.org>
- Commission on Teacher Credentialing: <http://www.ctc.ca.gov>
- Transitional Kindergarten California: <http://www.tkcalifornia.org>