

# **CENTER JOINT UNIFIED SCHOOL DISTRICT**

[www.centerusd.org](http://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, May 18, 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. Public Employee Performance Evaluation (Certificated) Superintendent (G.C. §54957)
  2. Conference with Labor Negotiator, David Grimes, Re: CSEA and CUTA (G.C. §54957.6)
  3. 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 – Alexandra Musgrave
  3. Global Youth Charter School - Angel Lopez

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

**NOTICE:** The agenda packet and supporting materials, including materials distributed less than 72 hours prior to the 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.

<b>X. ORGANIZATION REPORTS</b> (3 minutes each)		Info
1. CUTA - Heather Woods, President		
2. CSEA - Marie Huggins, President		
<b>XI. REPORTS/PRESENTATIONS</b> (8 minutes each)		Info
Student Serv.	1. Williams Uniform Complaint Quarterly Reporting - David Grimes	
<b>XII. COMMENTS FROM THE AUDIENCE REGARDING ITEMS NOT ON THE AGENDA</b>		Public Comments Invited
<p><i>Anyone may address the Board regarding any item that is within the Board's subject matter jurisdiction. However, the Board <u>may not</u> discuss or take action on any item which is not on this agenda except as authorized by Government Code Section 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></p>		
<b>XIII. BOARD / SUPERINTENDENT REPORTS</b> (10 minutes)		Info
<b>XIV. CONSENT AGENDA</b> (5 minutes)		Action
<p><i>NOTE: The Board will be asked to approve all of the following items by a single vote, unless any member of the Board asks that an item be removed from the consent agenda and considered and discussed separately.</i></p>		
Governance	1. Approve Adoption of Minutes from April 20, 2016 Regular Meeting	
↓	2. Approve Adoption of Minutes from May 4, 2016 Special Meeting	
Personnel	3. Approve Certificated Personnel Transactions	
↓	4. Approve Classified Personnel Transactions	
↓	5. Approve Revised 2016/2017 District Calendar	
↓	6. Approve CUTA Memorandums and Tentative Agreements:	
	MOU - Hiring of new certificated employees for the 2016/17 school year	
	MOU - Additional teacher work day (Professional Development) to the 2016/17 school year	
	TA - Article XX, Health & Welfare Benefits, Section H	
	TA - Article XXIV, Retirement Benefits	
↓	7. Approve Certificated Evaluation Tool	
Student Services	8. Approve 2016/2017 Contract with Dr. Robert A. Hoffman O.D. MCT Vision Screening	
Special Ed.	9. Approve Professional Service Agreement: Carina Grandison, Ph.D.	
↓	10. Ratify Professional Service Agreement: Dr. Paula M. Gardner	
↓	11. Approve Professional Service Agreement: Dr. Paula M. Gardner	
Curr & Instr	12. Approve Master Plan for English Language Learners	
↓	13. Approve Edgenuity Inc. On-line	
↓	14. Approve Renewal of Licensing Agreement for Document Tracking Services (DTS)	
↓	15. Approve Federal Perkins Grant for 2016-17	
↓	16. Approve 2016-17 Designation of CIF Representative to League	
↓	17. Approve Memorandum of Understanding Between Sacramento children's Home and Center Joint Unified School District to Teach Social Emotional Learning Curriculum	
↓	18. Approve Disposal of Surplus Books	
Facilities & Op.	19. Approve Resolution # 15/2015-16: Eligibility Renewal Application, State & Federal Surplus Property Program	
↓	20. Approve Assurance of Compliance with GSA Regulations Regarding Property Donated to Center Joint Unified School District (Donee) Through the State & Federal Surplus Property Program	
↓	21. Approve Amendment #3 - CPM Contract for Program Management Services for Prop 39 and Technology Upgrade	
↓	22. Approve Professional Services Agreement: Loy Mattison Enterprises	
↓	23. Approve Meal Price Increase for 2016-2017 School Year	

Business  
↓

- 24. Approve Payroll Orders: July 2015 - April 2016
- 25. Approve Supplemental Agenda (Vendor Warrants): April 2016

**XV. INFORMATION ITEMS**

- 1. CJUSD Local Control Accountability Plan - Draft Copy of the Draft

**XVI. BUSINESS ITEMS**

Personnel

**A. Amended Declaration of Need for Fully Qualified Educators 2015/16 SY**

Action

The Department of Education and the Commission on Teacher Credentialing regulations for the issuance of emergency teaching credentials require individual districts to submit a "Declaration of Need for Fully Qualified Educators" each year for any anticipated certificated positions that may need to be filled with an individual holding an emergency credential. This is an amendment to our Declaration approved on May 20, 2015.

↓

**B. Declaration of Need for Fully Qualified Educators 2016/17 SY**

Action

The Department of Education and the Commission on Teacher Credentialing regulations for the issuance of emergency teaching credentials require individual districts to submit a "Declaration of Need for Fully Qualified Educators" each year for any anticipated certificated positions that may need to be filled with an individual holding an emergency credential.

Curr & Instr

**C. Instructional Materials Adoption Kindergarten-6th Grade English Language Arts/English Language Development Textbooks**

Action

The adoption committee reached agreement in recommending the textbooks from Wonders published by McGraw Hill. The committee further recommended that Wonders be our Kindergarten-6th grade adopted English Language Arts/English Language Development curriculum. With the adoption of these materials, we will have completed our adoption cycle for English Language Development materials. The Kindergarten through 6th grade materials were selected from the State approved textbook list.

↓

**D. Instructional Materials Adoption Grades 7 & 8 English Language Arts/English Language Development Textbooks**

Action

The adoption committee reached agreement in recommending the textbooks from Study Sync published by McGraw Hill. The committee further recommended that Study Sync be our 7th & 8th grade adopted English Language Arts/English Language Development curriculum. With the adoption of these materials, we will have completed our adoption cycle for English Language Development materials. The 7th & 8th grade materials were selected from the State approved textbook list.

- |               |   |        |
|---------------|---|--------|
| <b>XVII.</b>  | <b>ADVANCE PLANNING</b>   | Info   |
|               | <ul style="list-style-type: none"><li>a. <i>Future Meeting Dates:</i><ul style="list-style-type: none"><li>i. <i>Special Meeting: Wednesday, June 1, 2016 @ 6:00 p.m. - District Board Room - Room 503, located at Riles Middle School, 4747 PFE Road, Roseville, CA 95747</i></li><li>ii. <i>Facilities Workshop: Wednesday, June 1, 2016, immediately following the Special Meeting - Room 502 (next door to District Board Room), located at Riles Middle School, 4747 PFE Road, Roseville, CA 95747</i></li><li>iii. <i>Regular Meeting: Wednesday, June 8, 2016 @ 6:00 p.m. - District Board Room - Room 503, located at Riles Middle School, 4747 PFE Road, Roseville, CA 95747</i></li></ul></li><li>b. <i>Suggested Agenda Items:</i></li></ul> |        |
| <b>XVIII.</b> | <b>CONTINUATION OF CLOSED SESSION (Item IV)</b>   | Action |
| <b>XIX.</b>   | <b>ADJOURNMENT</b>  | 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

**Date:** May 18, 2016

**To:** Board of Trustees

**Action Item**

**Information Item** X

**# Attached Pages** 1

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

**Initials:** D.G.

**SUBJECT:** Williams Uniform Complaint Quarterly Reporting

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

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

**RECOMMENDATION:** Informational Item

XI-1

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

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

January – March 2016

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

## *Center Joint Unified School District*

<b>Dept./Site:</b> Superintendent's Office	<b>AGENDA REQUEST FOR:</b>
<b>To:</b> Board of Trustees	Action Item <u>  X  </u>
<b>Date:</b> May 18, 2016	Information Item <u>          </u>
<b>From:</b> Scott A. Loehr, Superintendent	#Attached Pages <u>          </u>
<b>Principal's Initials:</b> <u>          </u>	

**SUBJECT:** Adoption of Minutes

The minutes from the following meeting are being presented:

April 20, 2016 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, April 20, 2016

### MINUTES

**OPEN SESSION - CALL TO ORDER** - President Pope 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. Public Employee Performance Evaluation (Certificated) Superintendent (G.C. §54957)
2. Conference with Labor Negotiator, David Grimes, Re: CSEA and CUTA (G.C. §54957.6)
3. 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 – 6:03 p.m.**

**FLAG SALUTE** - led by Kris Schneider

**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:

3. Student Expulsions/Readmissions (G.C. §54962)  
Student Expulsion 15/16.08 – Recommendation approved.

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

**Vote:** General Consent

**ADOPTION OF AGENDA** - There was a motion to approve the adoption of the agenda as amended: pull Consent Agenda Item # 18

**Motion:** Hunt  
**Second:** Kelley

**Vote:** General Consent

### **STUDENT BOARD REPRESENTATIVE REPORTS**

1. Center High School - Paige Brannam

- this last weekend was their Senior Ball; for the most part it went great.
- Monday was the Senior panoramic.
- a few weeks ago was the Powder Puff game. Seniors/Freshmen got the win.
- in Student Council they have been working on Sports-O-Rama, which is about 3 weeks away; the theme is 90s sitcoms: Seniors have picked Friends, and Juniors picked Fresh Prince of Bel Air.

2. McClellan High School - Alexandra Musgrave

- students at the Center Co-op Inclusion Preschool have had an exciting year. They have made new friends and they learned new experiences together. On April 13, the students who will be moving on to Kindergarten or Transitional Kindergarten visited classes at North Country Elementary and had an opportunity to experience activities with the Kindergarten students there.
- on Tuesday, May 24 they will hold the preschool graduation, to honor all of their students and to commemorate the wonderful year.
- at McClellan, with 84 students enrolled, 14 students have achieved honor roll. This is 17% of their population. Two students from McClellan earned perfect attendance for grading period 3A. All of these high achievers were recognized at a school-wide assembly.
- they have just completed state testing and are proud of the positive attitude that the students demonstrated during testing. Students put forward a serious effort and worked well with the alternating schedule. Thank you to Mrs. Baioni for creating the schedule, and Mr. Collins, Mr. Ratliff, and Mr. Hagman for keeping the non-testing students during testing.

3. Global Youth Charter School - Angel Lopez

- Open Enrollment Night will be held on April 28th at Global Youth. They will be opening their doors to the public to show what they have to offer for the upcoming 2016/17 school year. Staff will be meeting with parents and prospective students to answer questions on enrollment packets for next year.
- April 21<sup>st</sup> Mr. Osborne will be meeting with 8th grade families to go over the promotion ceremony, as well as work with parents to organize an 8th grade breakfast. The breakfast will be on May 25th at 8:30 a.m., followed by an outside ceremony at 10:00 a.m.
- Global Youth graduation will be held on May 26<sup>th</sup> at 6:00 p.m. They will be the only ceremony that night. There will be a formal invitation for each of the Board members next month.
- students are testing this month; being a small school they are able to use one lab for each class, not worrying about moving Chromebooks around campus.
- thanked the teachers that put in the time to prepare them for life beyond high school.

### **ORGANIZATION REPORTS**

1. CUTA - Heather Woods, President, noted that they had a very long Rep meeting today. They talked about the budget, what they are going to give back to students, and ways to adjust it for students. They also talked quite a bit about some MOUs that they will be voting on that the district and union has agreed to. Unfortunately, because of the long discussions on the other items, there are no site reports. She did note that the Civil War night is this Friday at Riles Middle School. It's spring and the teachers are super busy, and everyone's energy level is high. She noted that she will be at the May 4<sup>th</sup> meeting, but then at the next Board meeting she will be here announcing the next new CUTA President. She has served 3 terms (total of 6 years) and is stepping down for now.

2. CSEA - Marie Huggins, President, noted that CSEA had no report.

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

Deana Livingston, parent, shared her concern with there being no transportation from the North Country neighborhood to Wilson C. Riles MS. She noted that with parents working, they have to find rides or carpool to get their children to school. She is hoping that something can be arranged before school starts next year. Trustee Pope referred her to Craig Deason, Assistant Superintendent of Operations & Facilities. Mr. Loehr noted that this has been reviewed every year since the school was opened. Trustee Pope thanked her for coming to the Board. Trustee Hunt noted that as parents they share the same concerns for student safety and that her message doesn't fall on deaf ears.

**BOARD/SUPERINTENDENT REPORTS**

**Mr. Hunt**

- thanked everyone within the district for their hard work. We have a lot of challenges with parents and students, and he appreciates everything that goes on. He understands the energy that it takes to go strong through the entire school year, up until the last day.

**Mrs. Kelley**

- had Cesar Chavez day off so she came and visited the schools. She went inside the engineering class; she noted that there are more girls in the class this year. They also peeked into the Construction in Geometry class.
- congratulated Cindy Mitchell on her promotion.
- asked everyone to hang in there (it's the spring fever and high energy time of year).

**Mr. Wilson**

- went on a field trip with Oak Hill.
- was the timer at the Center vs. Colfax track meet.
- asked Jeanne if she could look into the investments in the GASB fund and see if she recommends a change at this point.

**Mrs. Anderson**

- thanked everyone; she has never seen harder working, more dedicated people than the ones in this district.
- was so proud of the students at the Top Ten Dinner. They were so polite and thoughtful in their comments to their families.

**Mrs. Pope**

- noted that the Civil War presentation at Gibson Ranch is this Thursday and Friday; the noises from the cannons will probably affect Spinelli.
- noted that at the beginning of the month she saw a middle school teacher and a group of students from the "Do Something Club" picking up trash around the neighborhood. She thanked them for helping out in the community.
- attended the Top Ten Dinner; had a great time. There were great speeches. She congratulated them.
- met with Sue Frost, Sacramento County Supervisor candidate. They showed her around the district. She wished her luck on the election.

**Mr. Loehr**

- thanked Donald Wilson for arranging for Mrs. Frost to come out.
- noted that last week he met with Debbie Wilson (Trustee Wilson's mom), who belongs to the Antelope Quilters club. They had made a quilt for Daniel Comer. It was presented to him on Monday.
- went to the dance production and was very impressed.
- thanked Mrs. Kelly for finding the typo in the Antelope News.
- is looking forward to the end of the year.

### CONSENT AGENDA

1. Approved Adoption of Minutes from March 16, 2016 Regular Meeting
2. Approved Certificated Personnel Transactions
3. Approved Classified Personnel Transactions
4. Approved Resolution # 11/2015-16: Request for Teacher Authorization to Teach Industrial and Technology Education for the 2015-16 School Year
5. Approved CSEA Revised Articles:
  - Article XI, Transportation
  - Article XXI, Early Retirement
6. Approved CSEA Job Descriptions:
  - Noon Duty Aides
  - CALPADS/Data Technician
7. Ratified 2015/2016 Individual Services Agreements:
  - 2015/16-240-247, 251-272 Bright Futures
  - 2015/16-248 Easter Seals
  - 2015/16-249 Placer Learning Center
  - 2015/16-250 CTEC
8. Ratified 2015/2016 and 2016/2017 Humboldt County Office of Education/Personal Data Wizard
9. Approved DELAC Membership
10. Approved Surplus Books
11. Approved Safe School and Emergency Preparedness Plan - Dudley
12. Approved Disposal of Surplus Equipment:
  - Toro Zero Turn Mower 72" Deck/Grounds mod-74269/Serial # 250000804
13. Approved Amendment #2 - CPM Contract for Program Management Services for Prop 39 and Technology Upgrade
14. Approved Resolution #12/2015-16: Authorization for Participation in the Zero-Emission School Bus Deployment Project and Designation of Authorized Signatories for the Project
15. Approved Amendment #1 to Contract with ACS Controls for Energy Services Design Build Contractor for HVAC Energy Conservation Projects
16. Approved Amendment #1 to contract with ACS Controls for Energy Services Design Build Contractor for Lighting Energy Conservation Projects
17. Approved Payroll Orders: July 2015 - March 2016
18. *This item was pulled for separate consideration.*

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

**Vote:** General Consent

### CONSENT AGENDA ITEMS PULLED FOR SEPARATE CONSIDERATION

18. Approved Supplemental Agenda (Vendor Warrants): March 2016  
Trustee Wilson noted that he pulls this from the agenda because his father works for a company that appears on the list.

**Motion:** Kelley  
**Second:** Hunt

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

**BUSINESS ITEMS**

- A. APPROVED - Resolution #13/2015-16: Declaring an Election Be Held in Its Jurisdiction; Requesting the Board of Supervisors to Consolidate This Election with Any Other Election Conducted on Said Date; and Requesting Election Services by the County Clerk - Placer County**

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

**Vote:** General Consent

- B. APPROVED - Resolution #14/2013-14: Resolution Calling for General District Election - Sacramento County**

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

**Vote:** General Consent

**ADVANCE PLANNING**

- a. Future Meeting Dates:**
- i. Special Meeting: Wednesday, May 4, 2016 @ 6:00 p.m. - Center High School Theater, 3111 Center Court Lane, Antelope, CA 95843**
  - ii. Regular Meeting: Wednesday, May 18, 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: closed session will begin at 5:00pm**

**ADJOURNMENT – 6:30 p.m.**

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

**Vote:** General Consent

Respectfully submitted,

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

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Nancy Anderson, Clerk  
Board of Trustees

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Adoption Date



## *Center Joint Unified School District*

Dept./Site: Superintendent's Office  
To: Board of Trustees  
Date: May 18, 2016  
From: Scott A. Loehr, Superintendent  
Principal's Initials: \_\_\_\_\_

**AGENDA REQUEST FOR:**

Action Item     X      
Information Item \_\_\_\_\_  
#Attached Pages \_\_\_\_\_

**SUBJECT:** Adoption of Minutes

The minutes from the following meeting are being presented:

May 4, 2016 Special Meeting

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

**CONSENT AGENDA**

# CENTER JOINT UNIFIED SCHOOL DISTRICT

## BOARD OF TRUSTEES SPECIAL MEETING Center High School Theater 3111 Center Court Lane, Antelope, CA 95843

Wednesday, May 4, 2016

### MINUTES

**CALL TO ORDER** - Trustee Pope called the meeting to order at 6:01 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

**FLAG SALUTE** - led by Scott Loehr

**ADOPTION OF AGENDA** - the agenda was adopted as presented.

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

**Vote:** General Consent

**COMMENTS FROM THE AUDIENCE REGARDING ITEMS ON THE AGENDA** - None

### RECOGNITIONS

1. Staff and Student Recognitions from Various Sites – The retirees were recognized for their years of service with the district and were presented with a plaque. Students from each site were presented certificates for various academic and/or athletic accomplishments.

### ADVANCE PLANNING

**a. Future Meeting Dates:**

i. Regular Meeting: Wednesday, May 18, 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** – 6:55 p.m.

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

**Vote:** General Consent

Respectfully submitted,

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

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Nancy Anderson, Clerk  
Board of Trustees

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Adoption Date

# *Center Joint Unified School District*

**AGENDA REQUEST FOR:**

<b>Dept./Site:</b> Personnel Department	<b>Action Item</b> <u><b>X</b></u>
<b>Date:</b> May 18, 2016	<b>Information Item</b> <u>      </u>
<b>To:</b> Board of Trustees	<b># Attached Pages</b> <u>      </u>
<b>From:</b>  David Grimes, Director of Personnel and Student Services	

**Subject: Certificated Personnel Transactions**

**New Hires**

Tracy Ramirez, Curriculum and Instruction  
Jennifer Towner, Center High School

**Promotions**

Jason Farrel, North Country Elementary School  
Jill Warriner, Oak Hill Elementary School

**Releases**

James Fritch, Global Youth Charter School  
Stephen Osborn, Global Youth Charter School

**Request for Teacher Authorizations to Teach Outside of Subject Areas**

Cathy Cummings, Center High School  
Michael Myers, Center High School

**Resignation**

Kevin Dobson, Global Youth Charter School

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

**CONSENT AGENDA**

### **New Hires**

Tracy Ramirez has been hired as Program Specialist, Curriculum and Instruction, effective July 1, 2016.

Jennifer Towner has been hired as a French/Math Teacher, Center High School, effective August 1, 2016.

### **Promotions**

Jason Farrel has been promoted to Assistant Principal, North Country Elementary School, effective July 1, 2016.

Jill Warriner has been promoted to Assistant Principal, Oak Hill Elementary School, effective July 1, 2016.

### **Releases**

James Fritch has been released from his position as Science Teacher, Global Youth Charter School, effective end of day on May 26, 2016.

Stephen Osborn has been released from his position as Math Teacher, Global Youth Charter School, effective end of day on May 26, 2016.

### **Request for Teacher Authorizations to Teach Outside of Subject Areas**

Cathy Cummings will teach Digital Photography in accordance with Education Code 44258.3.

Michael Myers will teach 911 Dispatch and Pharmacy Technician in accordance with Education Code 44258.3.

### **Resignation**

Kevin Dobson has resigned from his position as Social Science Teacher, Global Youth Charter School, effective end of day on May 26, 2016.

**Request for Teacher Authorization to teach a Single Subject  
In Accordance with Education Code 44258.3**

(California Education Code 44258.3 states, "the governing board of a school district may assign the holder of a credential, other than an emergency permit, to teach any subjects in departmentalized in kindergarten or any of grades 1 to 12, inclusive, provided that the governing board verifies prior to making the assignment, that the teachers has adequate knowledge of each subject to be taught and the teacher consents to that assignment..." Ed Code 44258.3 requires that "subject matter specialists" be involved in determining the teacher's adequacy of subject matter knowledge.)

Teacher Cathy Cummings

School Center High School

School Year 2015/2016

Credential Authorization(s) S.S. Business

Requested Subject Authorization Digital Photography

Justification (why is the teacher qualified to teach this subject?)

*on-line class, developed curriculum, mentor w/ other photographer, research + read photo/art books, self taught camera concepts*

Teacher

Principal

Personnel Director

**\*\*Authorization may only be made with the teacher's approval**

**To Be Completed by the Committee on Assignments**

Request is



Approved



Denied

Comments

Assistant Superintendent, C&I

CUTA President

Subject Matter Expert

**Request for Teacher Authorization to teach a Single Subject  
In Accordance with Education Code 44258.3**

(California Education Code 44258.3 states, "the governing board of a school district may assign the holder of a credential, other than an emergency permit, to teach any subjects in departmentalized in kindergarten or any of grades 1 to 12, inclusive, provided that the governing board verifies prior to making the assignment, that the teachers has adequate knowledge of each subject to be taught and the teacher consents to that assignment..." Ed Code 44258.3 requires that "subject matter specialists" be involved in determining the teacher's adequacy of subject matter knowledge.)

Teacher Michael Myers  
School Center High School  
School Year 2015/2016

Credential Authorization(s) S.S. Mathematics; Life and Physical Science; Supp. Computer and Applications

Requested Subject Authorization Dispatch 911 and Pharmacy Technician

Justification (why is the teacher qualified to teach this subject?)

*International Academy of Emergency Dispatch, Emergency Police, Fire, Medical Dispatchers, Emergency Telecommunicators Instructor, ASHI LPR Instructor, Calif. Registered Pharmacy Technician*  
M. Myers Michael Myers M. Mann  
Teacher\*\* Principal Personnel Director

\*\*Authorization may only be made with the teacher's approval

**To Be Completed by the Committee on Assignments**

Request is ☒ Approved ☐ Denied

Comments \_\_\_\_\_


[Signature]  
Assistant Superintendent, C&I

Heath Wood  
CUTA President

M. Mann  
Subject Matter Expert

# Center Joint Unified School District

AGENDA REQUEST FOR:

Dept./Site: **Personnel Department** Action Item X  
 Date: **May 18, 2016** Information Item     
 To: **Board of Trustees** # Attached Pages 1  
 From: **David Grimes,  Director of Personnel and Student Services**

**Subject: Classified Personnel Transactions**

**Retirement**

Julie Walker, Instruction Specialist PH/Autism

**Resignation**

Dolores Cramblit, Cafeteria Worker  
 Jordan Rogers, Instructional Specialist PH/Autism  
 Veaceslav Verhovetchi, Bus Driver

**Released**

Jessica Franco, Paraprofessional/Office Assistant

**New Hire**

Michelle Spinale, Instructional Specialist PH/Autism  
 Jocelyn Santuangco, Cafeteria Worker  
 Raeann Slater, Cafeteria Worker

CONSENT AGENDA

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

XIV-4



Julie Walker will retire from her position as an Instructional Specialist PH/Autism at Center High School effective August 3, 2016.

Dolores Cramblit has resigned from her position as a Cafeteria Worker at Oak Hill Elementary School effective May 9, 2016.

Jordan Rogers has resigned from her position as an Instructional Specialist PH/Autism at McClellan Pre School effective May 10, 2016.

Veaceslav Verhovetchi has resigned from his position as a Bus Driver effective May 9, 2016.


Due to budget constraints, Jessica Franco will be released from her at will position as a Paraprofessional/Office Assistant at Global Youth Charter School effective June 30, 2016.

Michelle Spinale has been hired as an Instructional Specialist PH/Autism at Center High School effective April 25, 2016.

Jocelyn Santuangco has been hired as a Cafeteria Worker at Center High School effective May 6, 2016.

Raeann Slater has been hired as a Cafeteria Worker at Center High School effective May 9, 2016.

***Center Joint Unified School District***

<b>Dept./Site:</b> Personnel Department		<b>AGENDA REQUEST FOR:</b>
<b>Date:</b>	May 18, 2016	<b>Action Item</b> <u>  X  </u>
<b>To:</b>	Board of Trustees	<b>Information Item</b>
<b>From:</b>	David Grimes  Director of Personnel/Student Services	<b># Attached Pages</b>

<b>SUBJECT:</b>	<b>REVISED 2016/2017 DISTRICT CALENDAR</b>
<p>David Grimes, Director of Personnel/Student Services, is requesting that The Governing Board approve the attached revised 2016/2017 District Calendar.</p>	
<b>Revisions:</b>	<p>September 2, 2016 Teacher Work Day/Professional Development</p> <p>April 17, 2016 Student Attendance Day</p>
<b>RECOMMENDATION:</b>	<b>Approve Revised 2016/2017 Calendar</b>

**CONSENT AGENDA**



# 2016-2017 CENTER JOINT UNIFIED SCHOOL DISTRICT



## 2016

JULY						
S	M	T	W	T	F	S
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30
31						

AUGUST						
S	M	T	W	T	F	S
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30	31			

SEPTEMBER						
S	M	T	W	T	F	S
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	

OCTOBER						
S	M	T	W	T	F	S
						1
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16	17	18	19	20	21	22
23	24	25	26	27	28	29
30	31					

NOVEMBER						
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27	28	29	30			

DECEMBER						
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11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	31

## 2017

JANUARY						
S	M	T	W	T	F	S
1	2	3	4	5	6	7
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15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30	31				

FEBRUARY						
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12	13	14	15	16	17	18
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26	27	28				

MARCH						
S	M	T	W	T	F	S
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APRIL						
S	M	T	W	T	F	S
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23	24	25	26	27	28	29
30						

MAY						
S	M	T	W	T	F	S
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14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30	31			

JUNE						
S	M	T	W	T	F	S
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11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	



Holiday



Teacher Work Day



School Day

## CJUSD K-12 CALENDAR

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

SY201617doc

180 attendance days:

# *Center Unified School District*

**AGENDA REQUEST FOR:**

**Dept./Site:** Personnel Department

**Date:** May 18, 2016

**Action Item**   X  

**To:** Board of Trustees

**Information Item**

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

**# Attached Pages**       

**SUBJECT:**

**CUTA BARGAINING UNIT**

**MEMORANDUM OF UNDERSTANDINGS (MOU)  
AND  
TENTATIVE AGREEMENTS (TA)**

David Grimes, Director of Personnel, is requesting approval from The Board of Trustees of the attached MOUs and TAs between CJUSD and CUTA.

**Attachments:**

**MOU - Hiring of new certificated employees for the  
2016/17 school year**

**MOU - Additional teacher work day (Professional Development) to  
the 2016/17 school year.**

**TA - Article XX, Health & Welfare Benefits, Section H**

**TA - Article XXIV, Retirement Benefits**

**RECOMMENDATION:** Approve Attached MOUs and TAs

## MEMORANDUM OF UNDERSTANDING

Between  
Center Joint Unified School District  
And  
Center Unified Teachers Association

This Memorandum of Understanding (MOU) confirms and clarifies the parties' mutual understanding and agreement regarding the hiring of new certificated employees for the 2016-2017 school year.

1. Certificated employees new to the District or returning after the break in service shall be allowed year for year service up to Step 12 on the salary schedule.
2. Those positions that are board designated as "Hard to Fill" shall have the potential for a bonus not to exceed \$10,000. For initial salary placement of such positions, non-teaching experience related to the employee's assignment may be considered in addition to teaching experience. The restriction of movement into Class V does not apply to "Hard to Fill" positions.
3. This shall be effective for the 2016-2017 school year. Those hired in the 2015-16 school year will be placed at the appropriate step beginning the 2016-17 school year.

FOR CUTA:

DATE 4/21/16

BY Venessa Mason  
Venessa Mason  
CUTA Negotiations Chair

FOR DISTRICT:

DATE 4/21/16

BY David Grimes  
David Grimes  
Director of Personnel

## MEMORANDUM OF UNDERSTANDING

Between  
Center Joint Unified School District  
And  
Center Unified Teachers Association

This memorandum of understanding (MOU) confirms and clarifies the parties' mutual understanding and agreement regarding a Certificated Professional Development Day for the school year 2016-17:

1. CUTA and the District agree to a mandatory Professional Development Day for all certificated employees to be scheduled on Friday, September 2, 2016.
2. Monday, April 17, 2017, will be a regular student attendance day and work day.
3. All certificated employees will be paid at their regular daily rate for 7.25 hours for attendance at this Professional Development Day.
4. If a certificated employee does not attend, regardless of the reason, the employee will not be paid their daily rate for that day.

FOR CUTA:

DATE 4/15/16 BY Heather Woods  
Heather Woods  
CUTA President

DATE 4/21/16 BY Venessa Mason  
Venessa Mason  
CUTA Contract Team Chair

FOR DISTRICT:

DATE 4/21/16 BY David Grimes  
David Grimes  
Director of Personnel

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

The District and CUTA agree that the Collective Bargaining Agreement, Article XX, Health and Welfare Benefits, Section H, will now read:

1. Certificated employees working between half (1/2) time and full time shall be eligible for health and welfare benefits on a pro-rated basis.
2. Newly hired certificated employees shall be eligible for health and welfare benefits coverage beginning the first day of the month following their start date.
3. Certificated employees whose workweek has increased (See #1 above) shall be eligible for a corresponding increase in the pro-rated level of their health and welfare benefits coverage beginning the first day of the month following the change in their workweek.
4. Failure to provide all required accurate and completed forms in a timely manner may cause a delay in implementation of health and welfare benefits coverage.

For CUTA:

DATE: 3/15/16

BY: Heather Woods  
Heather Woods  
CUTA President

DATE: 3/15/16

BY: Venessa Mason  
Venessa Mason  
CUTA Bargaining Chair

For DISTRICT:

DATE: Mar. 15, 2016

BY: David Grimes  
David Grimes  
Director of Personnel

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

The District and CUTA agree to the following language being added to ARTICLE XXIV,  
Retirement Benefits:

Section A:

7. The employee shall be allowed to enroll in retiree coverage within 30 days of losing active employee coverage. If the retiree does not enroll in a district health plan during this enrollment period, the retiree may be denied further opportunity to do so.

Section B:

4. The employee shall be allowed to take the "Outside the Coverage Area - Stipend Option" within 30 days of losing active employee coverage or losing retiree coverage elected through Section A of this Article. If the employee does not elect the "Outside the Coverage Area - Stipend Option" during this election period, the retiree may be denied further opportunity to do so.

For CUTA:

DATE: 3/15/16

BY: Heather Woods  
Heather Woods  
CUTA President

DATE: 3/15/16

BY: Venessa Mason  
Venessa Mason  
CUTA Bargaining Chair


For DISTRICT:

DATE: Mar. 15, 2016

BY: David Grimes  
David Grimes  
Director of Personnel



***Center Unified School District***

		<b>AGENDA REQUEST FOR:</b>
<b>Dept./Site:</b>	<b>Personnel Department</b>	
<b>Date:</b>	<b>May 18, 2016</b>	<b>Action Item</b> <u>  X  </u>
<b>To:</b>	<b>Board of Trustees</b>	<b>Information Item</b>
<b>From:</b>	<b>David Grimes</b>  <b>Director of Personnel/Student Services</b>	<b># Attached Pages</b>

<b>SUBJECT:</b>	<b>CERTIFICATED EVALUATION TOOL</b>
<p>David Grimes, Director of Personnel, is requesting The Board of Trustees approval of the attached new Certificated Evaluation Tool for CJUSD.</p>	
<b>RECOMMENDATION: APPROVE CERTIFICATED EVALUATION TOOL</b>	

CONSENT AGENDA



# **Evaluation Process for Certificated Staff**

*Adopted 2016*

# Introduction to Evaluation Process

Evaluations shall be used to recognize the exemplary skills and accomplishments of staff and to identify areas needing improvement.

The Center Joint Unified Certificated Evaluation is based on the following:

- California Standards for the Teaching Profession (CSTP)
- Professional Learning Goals
- Informal and one or more formal observations
- Professional Responsibilities as noted in the CUTA contract, CJUSD Board Policy and CA Education Code

Forms included in this document are for illustrative purposes only. Forms can be found under the *Teacher* and *Administrator* tabs of the CJUSD Certificated Evaluation website, here:

<https://goo.gl/PVILqD>

## **Table of Contents**

[Timeline for Evaluation](#)

[Unsatisfactory Evaluation](#)

[Article XII Evaluation](#)

[California Standards for the Teaching Profession \(CSTP\) , 2009](#)

[Standard 1 - Engaging and Supporting All Students in Learning](#)

[Standard 2 - Creating and Maintaining Effective Environments for Student Learning](#)

[Standard 3 - Understanding and Organizing Subject Matter for Student Learning](#)

[Standard 4 - Planning Instruction and Designing Learning Experiences for All Students](#)

[Standard 5 - Assessing Students for Learning](#)

[Standard 6 - Developing as a Professional Educator](#)

[Professional Learning Goals](#)

[Intensive Professional Learning Goals](#)

[The Formal Lesson Observation Process](#)

[Sample Pre-Conference Questions](#)

[Formal Observation Lesson Plan](#)

[Post Observation Reflection Form](#)

[Formal Observation Form](#)

[Summary Evaluation Form](#)

## Timeline for Evaluation

### Formal Evaluations:

#### CUTA Contract Article XII Section I

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

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

Event	Person Responsible	Date
Inform all staff of employment status, review evaluation procedures, and provide evaluation handbook	Administrator	Within the first month of school
Develop and share Professional Learning Goals with administrator	Certificated Employee	Within the first month of school
Check progress of Professional Learning Goals	Administrator / Certificated Employee	Annually
Pre-observation conference and review of Formal Observation Lesson Plan	Administrator / Certificated Employee	Prior to formal observation date
Formal observation	Administrator / Certificated Employee	Before winter break
Reflection Form and evidence	Certificated Employee	Prior to post observation conference
Formal Observation Form (administrator observations/feedback)	Administrator	Prior to post observation conference
Post observation conference	Administrator / Certificated Employee	Within five (5) working days of formal observation
Final evaluation conference	Administrator / Certificated Employee	Within thirty (30) days prior to the last day of school
Written response (optional)	Certificated Employee	Within ten (10) working days of receipt of documents
Informal observations	Administrator / Certificated Employee	Throughout the school year
Additional formal observations	Administrator / Certificated Employee	As needed

## **Unsatisfactory Evaluation**

When any certificated employee receives an overall evaluation rating of *Progressing Towards CSTP* or *Does Not Meet CSTP*, it is considered an unsatisfactory evaluation.

In the event of an unsatisfactory evaluation, the District shall evaluate the certificated employee annually using the evaluation process until the certificated employee achieves an overall evaluation rating of *Meets or Exceeds CSTP* or is separated from the district. As part of this process the administrator will establish Intensive Professional Learning Goals for the certificated employee. The administrator and certificated employee will meet regularly to review progress toward Intensive Professional Learning Goals.

Certificated employee is encouraged to request assistance from administrators, peer teachers, department chairs, district office personnel, and other appropriate resources.

## **Article XII Evaluation**

**A. Certificated Employee evaluation shall be the responsibility of the District Administration.**

**B.**

- 1. The District shall establish standards of expected student achievement at each grade level in each area of study.**
- 2. Department Chairs and department members shall participate with the Administration in the development and implementation of these standards.**
- 3. Elementary certificated employees at appropriate grade levels or subject areas shall participate with the Administration in the development and implementation of the standards.**

**C. The District shall evaluate Certificated Employee competency as it reasonably relates to:**

- 1. Progress of pupils toward the standards established pursuant to B.1. above, and, if applicable, the state adopted academic content standards as measured by state-adopted criterion-referenced assessments.**
- 2. Instructional techniques and strategies used by the Certificated Employee.**
- 3. Certificated Employee adherence to curricular objectives.**
- 4. Establishment and maintenance of a suitable learning environment, within the scope of the employee's responsibilities.**
- 5. Required duties and professional responsibilities as delineated on the evaluation forms.**

**D. The District shall establish and define job responsibilities for Certificated support staff whose responsibilities cannot be evaluated appropriately under the provisions of Section C above. The District shall evaluate their competency as it reasonably relates to those responsibilities.**

**E. The evaluation of Certificated Employee competence shall not include the use of publishers' norms established by standardized tests.**

**F. Certificated employees may observe other certificated employees and offer constructive comments. These comments shall be for collegial purposes only.**

**G.**

- 1. Evaluation shall be in writing and a copy provided to the Certificated Employee no later than thirty (30) days prior to the last school day scheduled on the school calendar for the school year in which the evaluation takes place.**
- 2. The evaluation shall include recommendations, if necessary, as to areas of improvement in Certificated Employee performance.**
- 3. A meeting shall be held between the Certificated Employee and the evaluator to discuss the evaluation before the last scheduled school day.**
- 4. The Certificated Employee has a right to respond in writing to the evaluation, including a description of any mitigating circumstances, which may have impeded the Certificated Employee from reaching his/her goals. The response shall become a permanent attachment to the personnel file.**

**H. When any permanent Certificated Employee has received an unsatisfactory overall evaluation, per current practice, the District shall evaluate the Certificated Employee annually using the**

evaluation form until the Certificated Employee achieves a positive evaluation or is separated.

I.

1. Formal evaluations will be made on a continuing basis: at least once each school year for probationary personnel; at least every other school year for personnel with permanent status; and at least every three (3) years for permanent certificated employees who have been with the District for at least ten (10) years, are highly qualified according to California Education Code, and whose previous evaluation was satisfactory. Additional annual evaluations may occur at the discretion of the Site Administrator. Formal evaluations are a part of the employee's personnel file.
2. For permanent certificated employees on a three (3) year evaluation cycle, formal evaluations may be extended up to five (5) years if mutually agreed upon by the Site Administrator and the certificated employee being evaluated, per Education Code 44664a.

J. In the event a Certificated Employee is not performing his or her duties in a satisfactory manner, according to standards prescribed by the District, the Principal/Site Administrator shall notify the Certificated Employee in writing and describe the unsatisfactory performance. He/she shall then confer with the Certificated Employee, make specific recommendations as to areas of improvement, and attempt to assist the Certificated Employee.

K.

1. Any evaluation which contains an unsatisfactory rating of a Certificated Employee's performance in the area of teaching methods or instruction may include the requirement that the Certificated Employee shall, as determined necessary by the District, participate in a program designed to improve appropriate areas of the Certificated Employee's performance and to further pupil achievement and the instructional objectives of the District.
2. The District shall pay the fees for any class required by the District under this provision, unless the class provides units, which will lead to advancement on the Salary Schedule.

L. Observations, both informal and formal, will occur at the discretion of the Site Administrator. Observations not attached to the formal evaluation will remain at the site level.

Revised March 2015



## California Standards for the Teaching Profession (CSTP) , 2009

Standard One: ENGAGING & SUPPORTING ALL STUDENTS IN LEARNING	Standard Two: CREATING & MAINTAINING EFFECTIVE ENVIRONMENTS FOR STUDENT LEARNING
1.1 Using knowledge of students to engage them in learning	2.1 Promoting social development and responsibility within a caring community where each student is treated fairly and respectfully
1.2 Connecting learning to students' prior knowledge, backgrounds, life experiences, and interests	2.2 Creating physical or virtual learning environments that promote student learning, reflect diversity, and encourage constructive and productive interactions among students
1.3 Connecting subject matter to meaningful, real-life contexts	2.3 Establishing and maintaining learning environments that are physically, intellectually, and emotionally safe
1.4 Using a variety of instructional strategies, resources, and technologies to meet students' diverse learning needs	2.4 Creating a rigorous learning environment with high expectations and appropriate support for all students
1.5 Promoting critical thinking through inquiry, problem solving, and reflection	2.5 Developing, communicating, and maintaining high standards for individual and group behavior
1.6 Monitoring student learning and adjusting instruction while teaching	2.6 Employing classroom routines, procedures, norms, and supports for positive behavior to ensure a climate in which all students can learn
	2.7 Using instructional time to optimize learning
Standard Three: UNDERSTANDING & ORGANIZING SUBJECT MATTER FOR STUDENT LEARNING	Standard Four: PLANNING INSTRUCTION & DESIGNING LEARNING EXPERIENCES FOR ALL STUDENTS
3.1 Demonstrating knowledge of subject matter, academic content standards, and curriculum frameworks	4.1 Using knowledge of students' academic readiness, language proficiency, cultural background, and individual development to plan instruction
3.2 Applying knowledge of student development and proficiencies to ensure student understanding of subject matter	4.2 Establishing and articulating goals for student learning
3.3 Organizing curriculum to facilitate student understanding of the subject matter	4.3 Developing and sequencing long-term and short-term instructional plans to support student learning
3.4 Utilizing instructional strategies that are appropriate to the subject matter	4.4 Planning instruction that incorporates appropriate strategies to meet the learning needs of all students
3.5 Using and adapting resources, technologies, and standards-aligned instructional materials, including adopted materials, to make subject matter accessible to all students	4.5 Adapting instructional plans and curricular materials to meet the assessed learning needs of all students
3.6 Addressing the needs of English learners and students with special needs to provide equitable access to the content	

<b>Standard Five: ASSESSING STUDENTS FOR LEARNING</b>	<b>Standard Six: DEVELOPING AS A PROFESSIONAL EDUCATOR</b>
5.1 Applying knowledge of the purposes, characteristics, and uses of different types of assessments	6.1 Reflecting on teaching practice in support of student learning
5.2 Collecting and analyzing assessment data from a variety of sources to inform instruction	6.2 Establishing professional goals and engaging in continuous and purposeful professional growth and development
5.3 Reviewing data, both individually and with colleagues, to monitor student learning	6.3 Collaborating with colleagues and the broader professional community to support teacher and student learning
5.4 Using assessment data to establish learning goals and to plan, differentiate, and modify instruction	6.4 Working with families to support student learning
5.5 Involving all students in self-assessment, goal setting, and monitoring progress	6.5 Engaging local communities in support of the instructional program
5.6 Using available technologies to assist in assessment, analysis, and communication of student learning	6.6 Managing professional responsibilities to maintain motivation and commitment to all students
5.7 Using assessment information to share timely and comprehensible feedback with students and their families	6.7 Demonstrating professional responsibility, integrity, and ethical conduct

According to the Commission on Teaching Credentialing, teachers in California have a professional responsibility to provide students with safe and caring learning environments, where students' differences are celebrated and supported, and they acquire the knowledge, skills, strategies, and concepts they will need for successful participation in an increasingly technological and global society. The CSTP provide a set of interrelated guideposts for teachers across the professional continuum (pre-service, induction, and beyond) to examine their practice, seek support and resources for continuous improvement, and affirm their talents and accomplishments in support of California's children and our nation's future.

**Certificated Employees will receive one of three ratings for each element of the CSTP:**

- 1. Meets or Exceeds CSTP:** Individuals who receive a *Meets or Exceeds CSTP* rating consistently demonstrate an accomplished level of professional teaching.
- 2. Progressing Towards CSTP:** Individuals receiving a *Progressing Towards CSTP* rating are developing the elements described in the California Standards for the Teaching Profession.
- 3. Does Not Meet CSTP:** Individuals receiving *Does Not Meet CSTP* are not incorporating these elements in their teaching practices.

The information on the following pages will serve as a guide in determining ratings on the evaluation form. The reflective questions within each element below address a sample of the important facets of teaching. They do not represent all the possible issues or aspects involved in effective teaching. Therefore, the questions should not be seen as checklists, but rather as probes designed to promote reflection, analysis, and action in support of professional growth and student learning throughout one's career.

## **Standard 1 - Engaging and Supporting All Students in Learning**

Teachers know and care about their students in order to engage them in learning. They connect learning to students' prior knowledge, backgrounds, life experiences, and interests. They connect subject matter to meaningful, real-life contexts. Teachers use a variety of instructional strategies, resources, and technologies to meet the diverse learning needs of students. They promote critical thinking through inquiry, problem solving, and reflection. They monitor student learning and adjust instruction while teaching.

### **1.1 Using knowledge of students to engage them in learning**

*As teachers develop, they may ask, "How do I..." or "Why do I..."*

- *know my students as people and as learners?*
- *understand reasons for behavior?*
- *recognize atypical behavior in students?*
- *build trust with students and foster relationships so that students can thrive academically?*
- *adapt my teaching to reflect knowledge of my students?*
- *differentiate instruction based on what I know about my students' strengths, interests, and needs?*
- *get to know parents and connect with the community where I teach?*

### **1.2 Connecting learning to students' prior knowledge, backgrounds, life experiences, and interests**

*As teachers develop, they may ask, "How do I..." or "Why do I..."*

- *help students see the connections between what they already know and the new material?*
- *connect classroom learning to students' life experiences and cultural backgrounds?*
- *support all students to use first and second language skills to achieve learning goals?*
- *open a lesson or unit to capture student attention and interest?*
- *build on students' comments and questions during a lesson to extend their understanding?*

### **1.3 Connecting subject matter to meaningful, real-life contexts**

*As teachers develop, they may ask, "How do I..." or "Why do I..."*

- *establish a connection between subject matter and purpose for learning?*
- *make connections between the subject matter and real-life contexts?*
- *seek feedback from students regarding relevance of subject matter to their lives?*
- *engage all students in a variety of learning experiences that accommodate the different ways they learn?*
- *provide opportunities for all students to acquire and practice skills in meaningful contexts?*

### **1.4 Using a variety of instructional strategies, resources, and technologies to meet students' diverse learning needs**

*As teachers develop, they may ask, "How do I..." or "Why do I..."*

- *select and utilize a range of instructional approaches to engage students in learning?*
- *use a variety of strategies to introduce, explain, and restate subject matter concepts and processes so all students understand?*
- *help all students learn, practice, internalize, and apply subject-specific learning strategies and procedures?*
- *use differentiated instruction to meet the assessed learning needs of students and increase active participation in learning?*
- *adapt materials and resources, make accommodations, and use appropriate assistive equipment and other technologies to support students' diverse learning needs?*
- *utilize multiple types of technology to facilitate learning?*
- *examine and use resources that minimize bias?*

### **1.5 Promoting critical thinking through inquiry, problem solving, and reflection**

*As teachers develop, they may ask, "How do I..." or "Why do I..."*

- *encourage students to use multiple approaches and solutions to solve problems?*
- *encourage students to ask critical questions and consider diverse perspectives about subject matter?*

- *provide opportunities for students to think about, discuss, and evaluate content?*
- *ask questions to facilitate discussion, clarify, and extend students' thinking?*
- *support students to think and communicate with clarity and precision?*
- *help students apply previous learning to new situations?*
- *encourage students to create, imagine, and innovate?*
- *help students to develop and use strategies and technologies for accessing knowledge and information?*

### **1.6 Monitoring student learning and adjusting instruction while teaching**

*As teachers develop, they may ask, "How do I..." or "Why do I..."*

- *systematically check for student understanding and revise plans accordingly?*
- *incorporate a variety of strategies in a lesson to check for student understanding?*
- *monitor the learning of students with limited English proficiency or of students with special needs?*
- *adjust the lesson plan to accelerate instruction when I determine that the pace of the lesson is too slow?*
- *make "on the spot" changes in my lesson based on students' interests and questions?*
- *provide additional support and opportunities for students to learn when some students have mastered the lesson objective(s) and others have not?*
- *adjust my lesson when I don't have enough time to complete everything I planned to do?*

## **Standard 2 - Creating and Maintaining Effective Environments for Student Learning**

Teachers promote social development and responsibility within a caring community where each student is treated fairly and respectfully. They create physical or virtual learning environments that promote student learning, reflect diversity, and encourage constructive and productive interactions among students. They establish and maintain learning environments that are physically, intellectually, and emotionally safe. Teachers create a rigorous learning environment with high expectations and appropriate support for all students. Teachers develop, communicate, and maintain high standards for individual and group behavior. They employ classroom routines, procedures, norms, and supports for positive behavior to ensure a climate in which all students can learn. They use instructional time to optimize learning.

### **2.1 Promoting social development and responsibility within a caring community where each student is treated fairly and respectfully**

*As teachers develop, they may ask, "How do I..." or "Why do I..."*

- *model and promote fairness, equity, and respect in a classroom atmosphere that values all individuals and cultures?*
- *help all students accept and respect diversity in terms of cultural, religious, linguistic, and economic backgrounds; learning differences and ability; gender and gender identity; family structure and sexual orientation; and other aspects of humankind?*
- *engage students in shared problem-solving and conflict resolution?*
- *provide learning opportunities that encourage student-to-student communication with empathy and understanding?*
- *develop students' leadership skills and provide opportunities to apply them?*
- *create a classroom culture where students feel a sense of responsibility to and for one another?*
- *help students to appreciate their own identities and to view themselves as valued contributors to society?*
- *develop activities that support positive interactions among students and that help students get to know each other?*

### **2.2 Creating physical or virtual learning environments that promote student learning, reflect diversity, and encourage constructive and productive interactions among students**

*As teachers develop, they may ask, "How do I..." or "Why do I..."*

- *arrange and adapt classroom seating to accommodate individual and group learning needs?*
- *establish a stimulating, curriculum-rich learning environment that supports content learning and academic vocabulary development?*
- *ensure that students develop an appreciation of diversity?*
- *provide students access to resources, technologies, and comfortable workspaces?*
- *create an environment that promotes optimal learning for each student?*
- *construct an equitable learning environment for all students?*

### **2.3 Establishing and maintaining learning environments that are physically, intellectually, and emotionally safe**

*As teachers develop, they may ask, "How do I..." or "Why do I..."*

- *arrange the learning environment to facilitate positive and productive classroom interactions?*
- *encourage, support, and recognize the achievements and contributions of all students?*
- *encourage students to take risks and to express thoughtful and respectful opinions related to the topic or subject of discussion?*
- *foster the development of each student's self-esteem?*
- *create a safe, accessible learning environment for all students?*

### **2.4 Creating a rigorous learning environment with high expectations and appropriate support for all students**

*As teachers develop, they may ask, "How do I..." or "How might I..."*

- *establish a productive, achievement-oriented climate in my classroom?*
- *set high expectations for all of my students?*
- *motivate all students to initiate their own learning and strive for challenging learning goals?*
- *provide all students opportunities to examine and evaluate their own work and to learn from the work of their peers?*
- *ensure access to challenging and diverse academic content for all students?*

### **2.5 Developing, communicating, and maintaining high standards for individual and group behavior**

*As teachers develop, they may ask, "How do I..." or "Why do I..."*

- *facilitate student participation in classroom decision-making?*
- *foster and support appropriate student behavior?*
- *collaborate with students, families, and communities to establish, maintain, and communicate standards for student behavior?*
- *understand the underlying causes of student behavior, including developmental and individual needs, and utilize that knowledge in support of positive classroom conduct?*
- *work proactively to prevent and respond quickly to minimize behavioral issues?*
- *understand and respond to inappropriate behaviors in an efficient, fair, and equitable way?*
- *help all students learn to take responsibility for their own behavior and actions?*

### **2.6 Employing classroom routines, procedures, norms, and supports for positive behavior to ensure a climate in which all students can learn**

*As teachers develop, they may ask, "How do I..." or "Why do I..."*

- *involve all students in the development of classroom procedures and routines?*
- *help students transition smoothly and efficiently from one instructional activity to the next?*
- *apply knowledge of students' physical, social, cognitive, and emotional development to ensure that adequate time and support are provided for students to complete learning activities?*
- *develop daily schedules, timelines, classroom routines, and norms that maximize learning?*
- *connect district, site, and classroom procedures to promote a climate of fairness and respect for all students?*
- *adapt routines, procedures, and norms to ensure the success of students with special needs?*

### **2.7 Using instructional time to optimize learning**

*As teachers develop, they may ask, "How do I..." or "Why do I..."*

- *organize instruction to optimize learning time?*
- *pace instruction to accomplish learning goals?*
- *re-direct students' off-task behavior to make the most of instructional time?*
- *adjust instructional time so that all students remain engaged and challenged?*
- *structure time for both independent and collaborative learning opportunities?*
- *balance instructional, preparation, administrative, and managerial time?*

## **Standard 3 - Understanding and Organizing Subject Matter for Student Learning**

Teachers exhibit in-depth working knowledge of subject matter, academic content standards, and curriculum frameworks. They apply knowledge of student development and proficiencies to ensure student understanding of content. They organize

curriculum to facilitate students' understanding of the subject matter. Teachers utilize instructional strategies that are appropriate to the subject matter. They use and adapt resources, technologies, and standards-aligned instructional materials, including adopted materials, to make subject matter accessible to all students. They address the needs of English learners and students with special needs to provide equitable access to the content.

### **3.1 Demonstrating knowledge of subject matter, academic content standards, and curriculum frameworks**

*As teachers develop, they may ask, "How do I..." or "Why do I..."*

- *ensure that my subject matter knowledge is sufficient to support student learning?*
- *continue to keep my subject matter knowledge current?*
- *identify, understand, and teach the key concepts and underlying themes and relationships in the academic content standards and state curriculum frameworks?*
- *integrate key concepts, themes, relationships, and connections across subject matter areas?*
- *ensure that my knowledge of the subject matter incorporates different perspectives appropriate to the discipline?*
- *maintain and utilize current understanding of relevant content standards and frameworks?*

### **3.2 Applying knowledge of student development and proficiencies to ensure student understanding of subject matter**

*As teachers develop, they may ask, "How do I..." or "Why do I..."*

- *apply my knowledge of human development and learning theory to the unique students that I teach?*
- *acquire understanding of my students' individual cognitive, social, emotional and physical development?*
- *connect content being taught to students' prior knowledge and experiences?*
- *build understanding of my English learners' levels of language acquisition in order to know how to best support their learning?*
- *build understanding of my students with special needs in order to know how and when to differentiate instruction?*

### **3.3 Organizing curriculum to facilitate student understanding of the subject matter**

*As teachers develop, they may ask, "How do I..." or "Why do I..."*

- *use my knowledge of student readiness to learn to organize, sequence, and enhance the curriculum?*
- *apply my knowledge of the subject matter to organize curriculum, plan lessons and units, and select instructional strategies that demonstrate key concepts and their interrelationships?*
- *organize subject matter to reveal and value different cultural perspectives?*
- *incorporate subject or grade level expectations and curriculum frameworks in organizing subject matter?*
- *utilize standards-aligned and/or adopted curriculum in ways that support student learning?*

### **3.4 Utilizing instructional strategies that are appropriate to the subject matter**

*As teachers develop, they may ask, "How do I..." or "Why do I..."*

- *develop and use a repertoire of instructional strategies appropriate to the subject matter?*
- *build on students' life experiences, prior knowledge, and interests to make subject matter relevant and meaningful to students?*
- *use effective instructional strategies and approaches to illustrate a concept and its connections within and across subject areas?*
- *challenge all students to think critically in the subject area?*
- *help all students develop enthusiasm for and a deep knowledge of the subject matter?*
- *use strategies that make the depth and complexity of subject matter understandable to all students?*

### **3.5 Using and adapting resources, technologies, and standards-aligned instructional materials, including adopted materials, to make subject matter accessible to all students**

*As teachers develop, they may ask, "How do I..." or "Why do I..."*

- *know the full range of materials, resources, and technologies provided by the school or district?*
- *select materials, resources, and technologies to support differentiated student learning of the subject matter?*

- *select and use learning materials and resources that reflect the diversity in my classroom?*
- *use technologies to convey key concepts in the subject matter?*
- *learn about and access new instructional resources to support student learning?*

### **3.6 Addressing the needs of English learners and students with special needs to provide equitable access to the content**

*As teachers develop, they may ask, "How do I..." or "Why do I..."*

- *address the English Language Development (ELD) standards as they relate to my English learners' levels of language acquisition?*
- *address the Individual Education Plan (IEP) goals and objectives of my students with special needs?*
- *select materials, resources, and technologies to support subject matter instruction of my English learners and students with special needs?*
- *ensure access to the critical concepts and themes in the academic content standards and state curriculum frameworks for students at various levels of English proficiency and for students with special needs?*

## **Standard 4 - Planning Instruction and Designing Learning Experiences for All Students**

Teachers use knowledge of students' academic readiness, language proficiency, cultural background, and individual development to plan instruction. They establish and articulate goals for student learning. They develop and sequence long-term and short-term instructional plans to support student learning. Teachers plan instruction that incorporates appropriate strategies to meet the diverse learning needs of all students. They modify and adapt instructional plans to meet the assessed learning needs of all students.

### **4.1 Using knowledge of students' academic readiness, language proficiency, cultural background, and individual development to plan instruction**

*As teachers develop, they may ask, "How do I..." or "Why do I..."*

*California Standards for the Teaching Profession (2009) 12*

- *incorporate students' prior knowledge and experience in my curriculum and instructional planning?*
- *use knowledge of my students' lives, their families, and their communities to inform my planning of curriculum and instruction?*
- *use knowledge of my students' individual cognitive, social, emotional, and physical development to plan instruction and make appropriate adaptations to meet students' unique needs?*
- *plan lessons and units that promote access to academic content standards for all students?*
- *use knowledge of my English learners' levels of language proficiency to plan instruction that supports their subject matter learning and academic language development?*
- *use knowledge of my students' diverse learning needs to plan instruction that supports their learning?*

### **4.2 Establishing and articulating goals for student learning**

*As teachers develop, they may ask, "How do I..." or "Why do I..."*

- *build on the strengths, interests, and needs of all students to establish high expectations for learning?*
- *establish long-term and short-term goals that are based on academic content standards and reflect students' strengths, interests, and needs?*
- *determine learning goals that address all students' language abilities and diverse learning needs?*
- *establish learning goals that address school, district, and community expectations?*
- *work with students and families to establish learning goals?*
- *develop goals that prepare students for successful transition to their next learning environment?*
- *communicate clear, challenging, and achievable expectations for students?*

### **4.3 Developing and sequencing long-term and short-term instructional plans to support student learning**

*As teachers develop, they may ask, "How do I..." or "Why do I..."*

- *design an instructional program that considers the long-term and the short-term?*



- *use assessment results for long-term and short-term planning?*
- *incorporate diverse subject matter perspectives in my planning?*
- *select and sequence instructional strategies appropriate to the complexity of the lesson content and to student learning needs?*
- *plan an instructional program that supports students' second language learning and diverse learning needs?*
- *incorporate my professional expertise and knowledge of my students into a prescribed curriculum, pace, and district assessment calendar?*
- *collaborate with colleagues to make instructional decisions?*
- *design instruction so that students participate in setting and achieving their individual learning goals?*

#### **4.4 Planning instruction that incorporates appropriate strategies to meet the learning needs of all students**

*As teachers develop, they may ask, "How do I..." or "Why do I..."*

- *develop unit and lesson plans that build on and extend students' understanding of subject matter?*
- *ensure that each instructional strategy is related to learning goals?*
- *plan instruction to allow enough time for student learning, review, and assessment?*
- *use my knowledge of subject matter and my students to plan and appropriately pace instructional activities within a lesson and over time?*
- *check for understanding, prepare for adjustments, remediate or accelerate instruction, and individualize when appropriate?*
- *address the ELD standards appropriately, based on my English learners' levels of language acquisition?*
- *address the IEP goals and objectives of my students with special needs?*
- *select materials, resources, and technologies to support the learning needs of English learners and students with special needs?*

#### **4.5 Adapting instructional plans and curricular materials to meet the assessed learning needs of all students**

*As teachers develop, they may ask, "How do I..." or "Why do I..."*

- *interact with my colleagues to identify typically difficult concepts or skills for students in order to re-examine and strengthen plans for future lessons?*
- *proactively prepare for appropriate adjustments based on my assessment of student learning while teaching?*
- *strengthen existing plans for students at identified levels of English proficiency?*
- *strengthen existing plans for students with special needs?*
- *reflect on my successes and struggles and apply what I have learned about effective and ineffective strategies to existing plans for future lessons?*
- *reflect on my successes and struggles with the use of curriculum and apply what I have learned to existing plans for future lessons?*
- *capture what I have learned during a particular lesson so that I can revisit my plans in advance of teaching the lesson again?*

### **Standard 5 - Assessing Students for Learning**

Teachers apply knowledge of the purposes, characteristics, and uses of different types of assessments. They collect and analyze assessment data from a variety of sources and use those data to inform instruction. They review data, both individually and with colleagues, to monitor student learning. Teachers use assessment data to establish learning goals and to plan, differentiate, and modify instruction. They involve all students in self-assessment, goal setting and monitoring progress. Teachers use available technologies to assist in assessment, analysis, and communication of student learning. They use assessment information to share timely and comprehensible feedback with students and their families.

#### **5.1 Applying knowledge of the purposes, characteristics, and uses of different types of assessments**

*As teachers develop, they may ask, "How do I..." or "Why do I..."*

- *become knowledgeable of the different types of assessments—and their uses, benefits, and limitations—that I draw on to inform my instruction?*
- *select assessment strategies and instruments appropriate to the learning outcomes being evaluated?*

- *use my knowledge of assessment concepts such as validity, reliability, and bias to choose assessments appropriate to my students?*
- *design grading practices that draw on multiple sources of information and reflect student learning?*

## **5.2 Collecting and analyzing assessment data from a variety of sources to inform instruction**

*As teachers develop, they may ask, "How do I..." or "Why do I..."*

- *keep a continuous and comprehensive record of group and individual achievement?*
- *select, design, and use assessment tools appropriate to what is being assessed?*
- *collect, select, and reflect upon evidence of student learning?*
- *work with families to gather information about all students and their learning?*
- *use standardized tests, diagnostic tools, and developmental assessments to understand student progress?*
- *use a range of assessment strategies to implement and monitor individualized student learning goals (including IEP goals)?*
- *assess student behavior to support learning?*
- *interpret data based on how an assessment is scored and what results it reports?*

## **5.3 Reviewing data, both individually and with colleagues, to monitor student learning**

*As teachers develop, they may ask, "How do I..." or "Why do I..."*

- *review student assessment data with colleagues?*
- *use assessment results to monitor my teaching and guide planning and instruction?*
- *use assessment information to determine when and how to revisit content that has been taught?*
- *use assessment data to eliminate gaps between students' potential and their performance?*
- *use assessment results to plan instruction to support English learners?*
- *use assessment results to plan instruction to support students' IEPs?*

## **5.4 Using assessment data to establish learning goals and to plan, differentiate, and modify instruction**

*As teachers develop, they may ask, "How do I..." or "Why do I..."*

- *draw upon assessment data to support development of learning goals?*
- *review and revise learning goals with students over time?*
- *ensure that student learning goals reflect key subject matter concepts, skills, and applications?*
- *use informal assessments to adjust instruction while teaching?*
- *use multiple sources of assessment to measure student progress and revise instructional plans?*
- *work to differentiate goals and plans based on assessed needs of my diverse learners?*
- *address the specific needs of English learners and students with special needs as I use assessments to inform my instruction?*

## **5.5 Involving all students in self-assessment, goal setting, and monitoring progress**

*As teachers develop, they may ask, "How do I..." or "Why do I..."*

- *make assessment integral to the learning process?*
- *make assessment an interactive process between teacher and student?*
- *model self-assessment strategies for all students?*
- *develop and use tools and guidelines that help all students assess their work and monitor their learning goals?*
- *provide opportunities for all students to engage in peer discussion and reflection of their work?*
- *provide opportunities for all students to demonstrate and reflect on their learning inside and outside of the classroom?*

## **5.6 Using available technologies to assist in assessment, analysis, and communication of student learning**

*As teachers develop, they may ask, "How do I..." or "Why do I..."*

- *become familiar with and select technology resources that support assessment practices?*
- *use technology to analyze student learning and inform instruction?*
- *use appropriate technology resources to communicate students' learning to students and their families?*

## **5.7 Using assessment information to share timely and comprehensible feedback with students and their families**

*As teachers develop, they may ask, "How do I..." or "Why do I..."*

- *provide all students with information about their progress as they engage in learning activities?*
- *initiate regular and timely contact with families and resource providers about student progress?*
- *communicate assessment results to families in ways that are respectful and understandable?*
- *provide families with ways to use assessment information at home to improve student learning?*

## **Standard 6 - Developing as a Professional Educator**

Teachers reflect on their teaching practice to support student learning. They establish professional goals and engage in continuous and purposeful professional growth and development. They collaborate with colleagues and engage in the broader professional community to support teacher and student learning. Teachers learn about and work with families to support student learning. They engage local communities in support of the instructional program. They manage professional responsibilities to maintain motivation and commitment to all students. Teachers demonstrate professional responsibility, integrity, and ethical conduct.

### **6.1 Reflecting on teaching practice in support of student learning**

*As teachers develop, they may ask, "How do I..." or "Why do I..."*

- *assess my growth as a teacher over time?*
  - *learn about teaching as I observe and interact with my students?*
  - *reflect on my instructional successes and dilemmas to move my practice forward?*
  - *analyze my teaching to understand what contributes to student learning?*
  - *formulate professional development plans that are based on my reflection and analysis?*
- California Standards for the Teaching Profession (2009) 16*
- *develop awareness of potential bias that might influence my teaching or affect student learning?*

### **6.2 Establishing professional goals and engaging in continuous and purposeful professional growth and development**

*As teachers develop, they may ask, "How do I..." or "Why do I..."*

- *maintain an attitude of lifelong learning?*
- *establish goals and seek out opportunities for professional growth and development?*
- *ensure that professional goals are informed by appropriate resources such as the knowledge base for teaching, school and district priorities, colleagues, supervisors, mentors, and my personal reflections?*
- *use professional literature, district professional development, and other professional opportunities to increase my understanding of teaching and learning?*
- *learn more about my own professional roles and responsibilities?*
- *continue to seek out and refine approaches that make the curriculum accessible to all students?*
- *expand my knowledge and effective application of new instructional methods and technologies?*

### **6.3 Collaborating with colleagues and the broader professional community to support teacher and student learning**

*As teachers develop, they may ask, "How do I..." or "Why do I..."*

- *collaborate with teachers, administrators, education specialists, paraeducators, and staff to ensure that all students' diverse learning needs, interests, and strengths are met?*
- *remain receptive to the feedback of colleagues, mentors, and supervisors in support of my teaching practice and student learning?*
- *support school and district goals and priorities?*
- *contribute to school-wide events, activities, and decision-making?*
- *establish and maintain productive relationships with other school staff to become a visible and valued member of the school and district communities?*
- *contribute to the learning of other educators?*
- *benefit from and contribute to professional organizations to improve my teaching?*
- *benefit from and add to the knowledge base of the profession?*

### **6.4 Working with families to support student learning**

*As teachers develop, they may ask, "How do I..." or "Why do I..."*

- value and respect students' families and appreciate their role in student learning?*
- develop an understanding of families' racial, cultural, linguistic, and socioeconomic backgrounds?*
- engage families as sources of knowledge about students' strengths, interests, and needs in support of their learning and personal growth and development?*
- present the educational program to all families in a thorough and comprehensible fashion?*
- provide opportunities for all families to participate in the classroom and school community?*

#### **6.5 Engaging local communities in support of the instructional program**

*As teachers develop, they may ask, "How do I..." or "Why do I..."*

- increase my understanding of the cultures and dynamics of my students' communities?*
- value and respect the students' communities and appreciate the role of community in student learning?*
- promote collaboration between school and community?*
- identify and draw upon school, district, and local community social service resources to benefit students and their families?*
- seek out and use additional resources from the local community and businesses to support student learning?*
- provide my students with community-based experiences that support their learning?*

#### **6.6 Managing professional responsibilities to maintain motivation and commitment to all students**

*As teachers develop, they may ask, "How do I..." or "Why do I..."*

- challenge myself intellectually and creatively throughout my career?*
- find support and develop strategies to balance professional responsibilities with my personal needs?*
- manage stress and maintain a positive attitude with students and colleagues?*
- address the complications and challenges of teaching?*
- identify sources of engagement and renewal in my professional work?*

#### **6.7 Demonstrating professional responsibility, integrity, and ethical conduct**

*As teachers develop, they may ask, "How do I..." or "Why do I..."*

- remain informed of, understand, and uphold the professional codes, ethical responsibilities, and legal requirements applicable to the profession?*
- contribute to school and student success by being knowledgeable of learning goals, standards, and objectives established by relevant national, state, and local organizations and stakeholders?*
- meet my professional obligations to implement school, district, state, and federal policies and guidelines?*
- extend my knowledge about my professional and legal responsibilities for students' learning, behavior, and safety?*
- maintain professional conduct and integrity in the classroom and school community?*
- interact appropriately with students and families outside the classroom?*
- demonstrate my professional obligations to students, colleagues, school, and the profession?<sup>1</sup>*

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<sup>1</sup> "(CSTP) (2009) - Commission on Teacher Credentialing." 2010. 5 Feb. 2016  
<<http://www.clc.ca.gov/educator-prep/standards/CSTP-2009.pdf>>

## Professional Learning Goals



## Center Joint Unified School District | Professional Learning Goals

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

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

### CA Standards for the Teaching Profession

1. Engaging and Support All Students in Learning
2. Creating and Maintaining Effective Environments for Student Learning
3. Understanding and Organizing Subject Matter for Student Learning
4. Planning Instruction and Designing Learning Experiences for All Students
5. Assessing Students for Learning
6. Developing as a Professional Educator

An effective goal is a goal that is specific, measurable, attainable, relevant and time based.

### Example

<b>CSTP:</b>	5.2 Collecting and analyzing assessment data from a variety of sources to inform instruction
<b>MEASURABLE GOAL:</b>	I will use exit tickets weekly as formative assessments to measure student understanding of lesson objective.
<b>ACTION PLAN:</b>	Develop a variety of teacher-created and online versions of exit tickets and implement during lessons. Data will be used to inform instruction.
<b>EVIDENCE:</b>	Lesson plans which reflect how data from exit tickets is used to inform instruction, summative assessments, exit ticket samples

### GOAL ONE \*

<b>CSTP:</b>	
<b>MEASURABLE GOAL:</b>	
<b>ACTION PLAN:</b>	
<b>EVIDENCE:</b>	

### GOAL TWO

<b>CSTP:</b>	
<b>MEASURABLE GOAL:</b>	
<b>ACTION PLAN:</b>	
<b>EVIDENCE:</b>	

*\*One goal may be specified as a site goal*

Employee: \_\_\_\_\_

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

Evaluator: \_\_\_\_\_

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

## Intensive Professional Learning Goals



## Center Joint Unified School District | Intensive Professional Learning Goals

**Name:** \_\_\_\_\_

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

### CA Standards for the Teaching Profession

1. Engaging and Support All Students in Learning
2. Creating and Maintaining Effective Environments for Student Learning
3. Understanding and Organizing Subject Matter for Student Learning
4. Planning Instruction and Designing Learning Experiences for All Students
5. Assessing Students for Learning
6. Developing as a Professional Educator

An effective goal is a goal that is specific, measurable, attainable, relevant and time based.

### GOAL ONE

<b>CSTP:</b>	
<b>MEASURABLE GOAL:</b>	
<b>ACTION PLAN:</b>	
<b>EVIDENCE:</b>	

### GOAL TWO

<b>CSTP:</b>	
<b>MEASURABLE GOAL:</b>	
<b>ACTION PLAN:</b>	
<b>EVIDENCE:</b>	

**Employee:** \_\_\_\_\_

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

**Evaluator:** \_\_\_\_\_

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

## **The Formal Lesson Observation Process**

The formal lesson observation process is intended to be an interactive process that is far more than the observation of the lesson. By providing opportunities for communication before and after the observation, as well as the opportunity to demonstrate mastery of the CSTP before, during and after the observation, this process allows for a deeper understanding of each certificated employee's efforts to meet or exceed the CSTP.

- Before the lesson observation, the certificated employee and the administrator participate in a pre-conference at which the certificated employee will share the completed Formal Observation Lesson Plan. Sample pre-conference questions can be found on the following page.
- In the lesson observation, the administrator observes and takes notes regarding the certificated employee, the students, their interactions and the classroom environment.
- Certificated employee completes Reflection Form and brings to post conference.
- After the lesson observation the certificated employee and administrator will participate in a post conference. The certificated employee will receive a copy of the Formal Observation Form. The original document will be included in the employee's district personnel file.

## **Sample Pre-Conference Questions**

- Why is this an important lesson? Why did you select it for your observation?
- By the end of the lesson, what do you hope the students will know/be able to do?
- How will you know that your students "got it" and that you've met your objectives?
- What have you done to prepare your students for this lesson and how will this lesson prepare students for what will come?
- Why did you select this activity for this lesson objective?
- What skills, concepts, and directions will you provide through direct instruction?
- How will you adjust this lesson for students with various abilities or special needs?
- What would you like for your administrator to know about your classroom management system?
- If the students don't meet the objectives for this lesson, how will you adjust your instruction? What will come next?
- What would you like your administrator to focus on during the observation? What feedback would you like?



## Formal Observation Lesson Plan



## Center Joint Unified School District | Formal Observation Lesson Plan

**Name:**

**Date:**

**Grade Level:**

**Subject Area:**

**Lesson Title:**

**Unit Title:**

### **Objective and Purpose**

*(Tell objective, state purpose, build or activate background knowledge)*

### **Teach**

*(Explain new skill or concept. Model, demonstrate, and/or conduct discussion for/with students. Use graphics or visuals.)*

### **Motivate and Engage**

*(Identify strategies to be used throughout the lesson to motivate and engage students.)*

### **Checking for Understanding**

*(Identify strategies to be used throughout the lesson to determine if students have learned the objectives.)*

### **Structured Practice**

*(Lead through practice in incremental steps. Use questioning strategies to determine level of understanding. Monitor practice and provide immediate feedback. Reduce level of support as understanding is demonstrated)*

### **Independent Practice**

*(Allow practice on own with delayed feedback. Distribute over time)*

**Close and Assess**

*(Summarize learning. Check to see if objectives are met.)*

**Materials/Resources Needed:**

## Post Observation Reflection Form



### Center Joint Unified School District | Reflection Form

**Name:**

**Date:**

**Grade Level:**

**Subject Area:**

**Lesson Title:**

**Unit Title:**

**Based on your analysis of student work, did ALL students meet the learning objective(s) for the lesson? What evidence did you use to support this conclusion?**

**Is there a need to revisit or re-teach the concepts to any students? If so, how will you address the concepts differently for those students?**

**Based on your reflection during and after the lesson, how effective were your teaching strategies (i.e. planning, assessments, and chosen instructional strategies)?**

**Based on your review and analysis of student work, how could you modify or extend this lesson?**

## Formal Observation Form



### Center Joint Unified School District | Formal Observation Form Administrator Observations/Feedback

Name:

Date:

Grade Level:

Subject Area:

Lesson Title:

Unit Title:

#### Objective and Purpose

*(Tell objective, state purpose, build or activate background knowledge)*

#### Teach

*(Explain new skill or concept. Model, demonstrate, and/or conduct discussion for/with students. Use graphics or visuals.)*

#### Motivate and Engage

*(Identify strategies to be used throughout the lesson to motivate and engage students.)*

#### Checking for Understanding

*(Identify strategies to be used throughout the lesson to determine if students have learned the objectives.)*

#### Structured Practice

*(Lead through practice in incremental steps. Use questioning strategies to determine level of understanding. Monitor practice and provide immediate feedback. Reduce level of support as understanding is demonstrated)*

#### Independent Practice

*(Allow practice on own with delayed feedback. Distribute over time)*

**Close and Assess**

*(Summarize learning. Check to see if objectives are met.)*

**Additional Comments****Administrator Signature****Date****Employee Signature\*****Date**

\*Signature does not indicate agreement. A written response may be attached within 10 working days.

## Summary Evaluation Form



### Center Joint Unified School District | Certificated Summary Evaluation

**Year of Evaluation:**

**Name:**

**Status:**

**Site:**

**Grade Level/Subject:**

**Rating Scale:** Meets or Exceeds CSTP - Progressing Towards CSTP - Does Not Meet CSTP

<b>Standard One: Engaging and Supporting All Students in Learning</b>	
1.1 Using knowledge of students to engage them in learning	
1.2 Connecting learning to students' prior knowledge, backgrounds, life experiences, and interests	
1.3 Connecting subject matter to meaningful, real-life contexts	
1.4 Using a variety of instructional strategies, resources, and technologies to meet students' diverse learning needs	
1.5 Promoting critical thinking through inquiry, problem solving, and reflection	
1.6 Monitoring student learning and adjusting instruction while teaching	

#### Evidence-Based Rationale for Ratings

--

#### Standard One Recommendations for Improvement

--

<b>Standard Two: Creating and Maintaining Effective Environments for Student Learning</b>	
2.1 Promoting social development and responsibility within a caring community where each student is treated fairly and respectfully	
2.2 Creating physical or virtual learning environments that promote student learning, reflect diversity, and encourage constructive and productive interactions among students	
2.3 Establishing and maintaining learning environments that are physically, intellectually, and emotionally safe	

2.4 Creating a rigorous learning environment with high expectations and appropriate support for all students	
2.5 Developing, communicating, and maintaining high standards for individual and group behavior	
2.6 Employing classroom routines, procedures, norms, and supports for positive behavior to ensure a climate in which all students can learn	
2.7 Using instructional time to optimize learning	

#### Evidence-Based Rationale for Ratings

--

#### Standard Two Recommendations for Improvement

--

#### Standard Three: Understanding and Organizing Subject Matter for Student Learning

3.1 Demonstrating knowledge of subject matter, academic content standards, and curriculum frameworks	
3.2 Applying knowledge of student development and proficiencies to ensure student understanding of subject matter	
3.3 Organizing curriculum to facilitate student understanding of the subject matter	
3.4 Utilizing instructional strategies that are appropriate to the subject matter	
3.5 Using and adapting resources, technologies, and standards-aligned instructional materials, including adopted materials, to make subject matter accessible to all students	
3.6 Addressing the needs of English learners and students with special needs to provide equitable access to the content	

#### Evidence-Based Rationale for Ratings

--

#### Standard Three Recommendations for Improvement

--

#### Standard Four: Planning Instruction and Designing Learning Experiences for All Students

4.1 Using knowledge of students' academic readiness, language proficiency, cultural background, and individual development to plan instruction	
4.2 Establishing and articulating goals for student learning	

4.3 Developing and sequencing long-term and short-term instructional plans to support student learning	
4.4 Planning instruction that incorporates appropriate strategies to meet the learning needs of all students	
4.5 Adapting instructional plans and curricular materials to meet the assessed learning needs of all students	

#### Evidence-Based Rationale for Ratings

--

#### Standard Four Recommendations for Improvement

--

#### Standard Five: Assessing Student Learning

5.1 Applying knowledge of the purposes, characteristics, and uses of different types of assessments	
5.2 Collecting and analyzing assessment data from a variety of sources to inform instruction	
5.3 Reviewing data, both individually and with colleagues, to monitor student learning	
5.4 Using assessment data to establish learning goals and to plan, differentiate, and modify instruction	
5.5 Involving all students in self-assessment, goal setting, and monitoring progress	
5.6 Using available technologies to assist in assessment, analysis, and communication of student learning	
5.7 Using assessment information to share timely and comprehensible feedback with students and their families	

#### Evidence-Based Rationale for Ratings

--

#### Standard Five Recommendations for Improvement

--

#### Standard Six: Developing as a Professional Educator

6.1 Reflecting on teaching practice in support of student learning	
6.2 Establishing professional goals and engaging in continuous and purposeful professional growth and development	



6.3 Collaborating with colleagues and the broader professional community to support teacher and student learning	
6.4 Working with families to support student learning	
6.5 Engaging local communities in support of the instructional program	
6.6 Managing professional responsibilities to maintain motivation and commitment to all students	
6.7 Demonstrating professional responsibility, integrity, and ethical conduct	

**Evidence-Based Rationale for Ratings**

**Standard Six Recommendations for Improvement**

**Commendations / Recommendations**

**Overall Certificated Evaluation Rating**

\_\_\_\_\_  
**Evaluator Signature**

\_\_\_\_\_  
**Date**

\_\_\_\_\_  
**Evaluatee Signature\***

\_\_\_\_\_  
**Date**

\*Signature does not indicate agreement. A written response may be attached within 10 working days.

# Center Joint Unified School District

**AGENDA REQUEST FOR:**

**Dept./Site:** Student Services

**Date:** May 18, 2016

**To:** Board of Trustees

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

Action Item   X  

Information Item

# Attached Pages

**SUBJECT:** 2016/2017 Contract with Dr. Robert A. Hoffman O.D. MCT Vision Screening

Please approve the attached contract for MCT Vision screening services for students enrolled in Center Joint Unified School District.

Contractor or his agents agree to test up to approximately, but not limited to, Three Hundred (300) students per day. For these services, contractor shall be paid Three Dollars per student and not less than Four Hundred and Fifty dollars (\$450) Dollars per day, whichever is greater.

**RECOMMENDATION:** CJUSD Board of Trustees to approve 2016/2017 school year contract with Dr. Robert A Hoffman O.D., MCT

AGENDA ITEM # XIV-8

CONSENT AGENDA



DR. ROBERT A. HOFFMAN  
DR. LIANNE C. INOUE  
Optometrists

2390 E. Bidwell Street, Suite 400  
Folsom, CA 95630

916.983.6211  
Fax 916.983.6608  
[www.eyefinity.com/folsomeye](http://www.eyefinity.com/folsomeye)

### MCT Vision Screening Contract 2016-2017

Contractor or his agents shall provide Modified Clinical Technique Vision Screening Services for children enrolled in Center Unified School District.

The specific days for testing are to be mutually agreed upon by contractor and School District. The School District shall designate which children are to be tested as well as the school site(s) where testing is to occur.

Contractor or his agents agree to test up to approximately Three Hundred ( 300) students per day. For these services contractor shall be paid Three Dollars per student and not less than four hundred and fifty dollars per day, whichever is greater.

Contractor must be notified at least ten (10) days prior to the cancellation of any screening day by the School District in order to avoid being charged for that testing day.

Payment for services is due thirty days after the final day of testing.

County(District) Office of Education

Contractor

By: \_\_\_\_\_

By  \_\_\_\_\_  
Robert A. Hoffman O. D.

Tax ID 68-0201477

Date \_\_\_\_\_

Date 9/21/16

*Center Joint Unified School District*

AGENDA REQUEST FOR:

Dept./Site: Special Education  
Date: May 18, 2016  
To: Board of Trustees  
From: Scott A. Loehr  
Superintendent  
Initials: S.L.

Action Item   X    
Information Item  
# Attached Pages

SUBJECT: PROFESSIONAL SERVICE AGREEMENT

CONSULTANT'S NAME: Carina Grandison, Ph.D.

COMPANY NAME (if applicable)

SERVICE(S) TO BE RENDERED: Provide Independent Educational Evaluation

DATE(S) OF SERVICE: 5/23/16 through 6/30/16

PAYMENT PER HOUR: n/a

TOTAL AMOUNT OF CONTRACT: \$ 6,300.00

FUNDING SOURCE: 01-6512-0-5800-102-5750-1180-003-000

RECOMMENDATION: CJUSD Board of Trustees approve Professional Service Agreement with: Carina Grandison Ph.D.

CONSENT AGENDA



Center Unified School District  
8408 Watt Avenue  
Antelope, California 95843

RECEIVED  
5/10/16 PM

## PROFESSIONAL SERVICES AGREEMENT

This agreement for professional services is entered into this 6<sup>th</sup> day of May 2016 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: Carina Gardison PhD  
Address: 2006 Dwight Way Suite 301  
Phone: 916 704-1820 Taxpayer ID#: [REDACTED]

\*Full description of services to be provided:

Independent Educational Evaluation IEE

\*Payment \$ 6,300 ~~per~~ X 1. 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: 5/23/16 \*Frequency of Service Dates: n/a  
\*Ending Date of Service: 10/23/16

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 \$ 6,300.00 Budget # \_\_\_\_\_

Reason service cannot be provided by a District employee:

Signature of CONTRACTOR\* [Signature] Date: 5/6/16  
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\*\*\*

## Request for Taxpayer Identification Number and Certification

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

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

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

3 Check appropriate box for federal tax classification; check only one of the following seven boxes:  
☒ Individual/sole proprietor or single-member LLC  
☐ C Corporation  
☐ S Corporation  
☐ Partnership  
☐ Trust/estate  
☐ Limited liability company. Enter the tax classification (C=C corporation, S=S corporation, P=partnership) > \_\_\_\_\_  
Note. For a single-member LLC that is disregarded, do not check LLC; check the appropriate box in the line above for the tax classification of the single-member owner.  
☐ Other (see instructions) > \_\_\_\_\_

4 Exemptions (codes apply only to certain entities, not individuals; see instructions on page 3):  
Exempt payee code (if any) \_\_\_\_\_  
Exemption from FATCA reporting code (if any) \_\_\_\_\_  
(Applies to accounts maintained outside the U.S.)

5 Address (number, street, and apt. or suite no.)  
**2006 Dwight Way, Suite 301**

6 City, state, and ZIP code  
**Berkeley CA 94704**

7 List account number(s) here (optional)

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

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

Social security number								

OR

Employer identification number								

### 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); and
- The FATCA code(s) entered on this form (if any) indicating that I am exempt from FATCA reporting is correct.

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

Sign Here  Signature of U.S. person >

Date > **1/9/2016**

### General Instructions

Section references are to the Internal Revenue Code unless otherwise noted.  
Future developments. Information about developments affecting Form W-9 (such as legislation enacted after we release it) is at [www.irs.gov/irb](http://www.irs.gov/irb).

#### Purpose of Form

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

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

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

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

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

By signing the filled-out form, you:

- 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, and
- Certify that FATCA code(s) entered on this form (if any) indicating that you are exempt from the FATCA reporting, is correct. See *What is FATCA reporting?* on page 2 for further information.



per [unclear]

## INDEPENDENT CONTRACTOR OR EMPLOYEE? DISTRICT GUIDELINES

When contracting with an individual for services the district must establish the nature of the employment relationship. This should occur prior to any services being performed and issuance of any payment. Once the legal relationship is determined, the method of payment is prescribed by law. The problem occurs in the area of who is or is not an employee. There is no clear-cut definition of what constitutes an employee. Instead, there are the twenty common law factors that must be analyzed by the district and the district makes the determination.

IRS Publication SWR 40, *Public Schools and Employment Taxes*, lists workers that have already been determined by IRS to be employees. These are individuals performing the duties of:

- Administrators
- Teachers/instructors
- Substitutes
- School bus drivers
- Clerical staff
- Athletic coaches
- Tutors
- Cafeteria workers
- Counselors
- Examination monitors
- Proctors
- Librarians

In addition to the categories above, the revenue agent recently reclassified the following categories as employees:

- Nurses
- Psychologists
- Intern psychologists
- Individuals "filling in" on an interim basis
- Specialty teacher (art, poetry, music, etc.)

What the district calls the individual is irrelevant to the analysis of the employment relationship. The IRS looks at the facts and the relationship on a case by case basis.

If the individual in question is not in one of the above categories, you may use the guidelines on the following page to analyze the employment relationship between the district and the individual. *We recommend the completed guidelines be kept on file with the District Consultant Contract for any future IRS inquiries.* The 20 common law factors have all been considered in developing the attached questionnaire.



**INDEPENDENT CONTRACTOR OR EMPLOYEE?  
DISTRICT GUIDELINES**

**PART I**

YES NO

1. Has this category of worker already been classified an "employee" by the IRS? <i>Refer to page 1 for individuals listed in IRS Publication SWR 40 and others identified during the IRS compliance studies in San Diego County.</i>		✓
2. Is the individual working as an employee prescribed by the Education Code? <i>Education Code sections 45100-45451/88000-88263 define what constitutes classified service and 44800-45060/87000-87333 define certificated service. The IRS predisposes an employer/employee relationship when state law mandates such a relationship.</i>		✓
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? <i>Are the services being provided necessary to the operation of the school, program, project, etc.? This indicates the district has an interest in the method of performance and implies the maintenance of legal control.</i>		✓

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 Joint Unified School District

### AGENDA REQUEST FOR:

Dept./Site: Special Education

Date: May 18, 2016

To: Board of Trustees

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

Action Item   X  

Information Item

# Attached Pages

**SUBJECT: PROFESSIONAL SERVICE AGREEMENT**

CONSULTANT'S NAME: Dr. Paula M. Gardner

COMPANY NAME (if applicable)

SERVICE(S) TO BE RENDERED: Provide Inclusion support for a special education student during the 2015/16 fiscal year.

DATE(S) OF SERVICE: 5/10/2015 through 6/30/16

PAYMENT PER HOUR: \$195.00/hr

TOTAL AMOUNT OF CONTRACT: As needed.

FUNDING SOURCE: 01-6500-0-5800-102-5750-1180-003-000

RECOMMENDATION: CJUSD Board of Trustees ratify Professional Services Agreement with: Dr. Paula M. Gardner

CONSENT AGENDA



This agreement for professional services is entered into this 10th day of May, 2016, 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.

Taxpayer ID#:

Consultation:	Inclusion Support
---------------	-------------------

**\*Ending Date of Service:** To be determined

**X** Accounts Payable-1099 Generated (Requires completion of W-9 on pg. 2 of this form)

**Reason service cannot be provided by a District employee:**

Date:

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

# Request for Taxpayer Identification Number and Certification

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

**Name (as shown on your income tax return)**  
Paula Margaret Gardner

**Business name/disregarded entity name, if different from above**  
3445 American River Drive, Suite A, Sacramento, CA 95864

**Check appropriate box for federal tax classification:**  
☒ 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.)**  
3445 American River Drive, Suite A

**City, state, and ZIP code**  
Sacramento, CA 95864

**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.

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

**Social security number**


**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 *Paula M. Gardner* May 10, 2018  
U.S. person

Date

## 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.

Paula Gardner

## INDEPENDENT CONTRACTOR OR EMPLOYEE? DISTRICT GUIDELINES

When contracting with an individual for services the district must establish the nature of the employment relationship. This should occur prior to any services being performed and issuance of any payment. Once the legal relationship is determined, the method of payment is prescribed by law. The problem occurs in the area of who is or is not an employee. There is no clear-cut definition of what constitutes an employee. Instead, there are the twenty common law factors that must be analyzed by the district and the district makes the determination.

IRS Publication SWR 40, *Public Schools and Employment Taxes*, lists workers that have already been determined by IRS to be employees. These are individuals performing the duties of:

- Administrators
- Teachers/instructors
- Substitutes
- School bus drivers
- Clerical staff
- Athletic coaches
- Tutors
- Cafeteria workers
- Counselors
- Examination monitors
- Proctors
- Librarians

In addition to the categories above, the revenue agent recently reclassified the following categories as employees:

- Nurses
- Psychologists
- Intern psychologists
- Individuals "filling in" on an interim basis
- Specialty teacher (art, poetry, music, etc.)

What the district calls the individual is irrelevant to the analysis of the employment relationship. The IRS looks at the facts and the relationship on a case by case basis.

If the individual in question is not in one of the above categories, you may use the guidelines on the following page to analyze the employment relationship between the district and the individual. *We recommend the completed guidelines be kept on file with the District Consultant Contract for any future IRS inquiries.* The 20 common law factors have all been considered in developing the attached questionnaire.

**INDEPENDENT CONTRACTOR OR EMPLOYEE?  
DISTRICT GUIDELINES**

**PART I**

YES NO

1. Has this category of worker already been classified an "employee" by the IRS? <i>Refer to page 1 for individuals listed in IRS Publication SWR 40 and others identified during the IRS compliance studies in San Diego County.</i>		X
2. Is the individual working as an employee prescribed by the Education Code? <i>Education Code sections 45100-45451/88000-88263 define what constitutes classified service and 44800-45060/87000-87333 define certificated service. The IRS predisposes an employer/employee relationship when state law mandates such a relationship.</i>		X
3. Is the individual already an employee of the district in another capacity?		X
4. Has the individual performed substantially the same services for the district as an employee in the past? <i>Is the individual retired, returning to substitute, or train, etc.?</i>		X
5. Are there currently employees of the district doing substantially the same services as will be required of this individual?		X
6. Does the district have the legal right to control the method of performance by this individual? <i>Consider whether the district has to train this individual or give instruction as to when, where, how, and in what order to work. Does the district require the individual to submit reports or perform the services at a district site? These factors would indicate the district maintains control sufficient for an employer/employee relationship. However, it is <u>not necessary</u> that the district <u>exercise</u> this right or have the expertise required to do so. In many cases this would not be practical nor advisable.</i>		X
7. Are the services, as being provided, an integral part of school operations? <i>Are the services being provided necessary to the operation of the school, program, project, etc.? This indicates the district has an interest in the method of performance and implies the maintenance of legal control.</i>		X

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

**STOP HERE**

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

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

**PART II**

YES NO

8. Must the required service be performed by this individual? <i>Consider whether or not the individual may designate someone else to do the work without the district's knowledge or approval</i>		X
9. Does the district have a continuing relationship with this individual? <i>Is this a "one shot deal" or will the district continue to use this individual in the future? This could be on an infrequent or irregular basis but a continuous relationship exists.</i>		X
10. Can this relationship be terminated without the consent of <u>both</u> parties?		X

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

PART II - continued

	YES	NO
11. Does the individual operate an <u>independent</u> trade or business that is available to the general public? <i>A determining factor in judging independence is the performance of services to the general public. In evaluating this criteria, school districts are considered to be separate entities. Keep in mind: if the district is utilizing this individual's services on a full-time basis, the individual is <u>not</u> available to the general public. NOTE: Possession of a business license or incorporation does <u>not</u> automatically satisfy this requirement. The determination <u>must</u> be made on the actual <u>relationship</u> between the district and the individual performing services.</i>	X	
12. Does the individual have a substantial investment in his/her business, i.e. maintains a facility, equipment, etc.? <i>This is indicative of economic risk inherent in business enterprises. An independent contractor must be able to make a profit or sustain a loss.</i>	X	

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

**STOP HERE**

and process the individual through payroll.

If 11 and 12 are both "YES", continue

	YES	NO
13. Does the individual provide all materials and support services necessary for the performance of this service? <i>The district should not be providing office space, clerical, secretarial, or any other support for this individual such as materials, xeroxing, printing, office supplies, etc. Any necessary assistants would be hired by the individual.</i>	X	
14. Is this paid by the job or on a commission?	X	
15. Does the individual bear the cost of any travel and business expenses incurred to perform this service? <i>Generally, these types of expenses are paid by an employer, however, some contracts provide for payment of airfare, mileage, etc. for consultants.</i>	X	

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



# Center Joint Unified School District

		<b>AGENDA REQUEST FOR:</b>	
<b>Dept./Site:</b>	Special Education	<b>Action Item</b>	<u>  X  </u>
<b>Date:</b>	May 18, 2016	<b>Information Item</b>	
<b>To:</b>	Board of Trustees	<b># Attached Pages</b>	
<b>From:</b>	Scott A. Loehr Superintendent		
	<b>Initials:</b> <u>S.L.</u>		

<b>SUBJECT:</b> PROFESSIONAL SERVICE AGREEMENT	
<b>CONSULTANT'S NAME:</b>	Dr. Paula M. Gardner
<b>COMPANY NAME (if applicable)</b>	
<b>SERVICE(S) TO BE RENDERED:</b>	Provide Inclusion support for a special education student during the 2016/17 fiscal year.
<b>DATE(S) OF SERVICE:</b>	7/1/16 through 6/30/17
<b>PAYMENT PER HOUR:</b>	\$195.00/hr
<b>TOTAL AMOUNT OF CONTRACT:</b>	As needed.
<b>FUNDING SOURCE:</b>	01-6500-0-5800-102-5750-1180-003-000
<b>RECOMMENDATION:</b>	CJUSD Board of Trustees ratify Professional Services Agreement with: Dr. Paula M. Gardner

CONSENT AGENDA



This agreement for professional services is entered into this 10th day of May, 2016 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.

Taxpayer ID#:

Date:

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

# Request for Taxpayer Identification Number and Certification

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

Print or type  
See Specific Instructions on page 2.

Name (as shown on your income tax return) Paula Margaret Gardner	
Business name/disregarded entity name, if different from above 3445 American River Drive, Suite A, Sacramento, CA 95864	
Check appropriate box for federal tax classification: <input checked="" type="checkbox"/> Individual/sole proprietor <input type="checkbox"/> C Corporation <input type="checkbox"/> S Corporation <input type="checkbox"/> Partnership <input type="checkbox"/> Trust/estate <input type="checkbox"/> Limited liability company. Enter the tax classification (C=C corporation, S=S corporation, P=partnership) > _____ <input type="checkbox"/> Other (see instructions) > _____	
<input type="checkbox"/> Exempt payee	
Address (number, street, and apt. or suite no.) 3445 American River Drive, Suite A	Requester's name and address (optional)
City, state, and ZIP code Sacramento, CA 95864	
List account number(s) here (optional)	

## Part I Taxpayer Identification Number (TIN)

Enter your TIN in the appropriate box. The TIN provided must match the name given on 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.

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

Social security number								
				-				

Employer identification number								
				-				

## Part II Certification

Under penalties of perjury, I certify that:

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

**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 *Paula M. Gardner* May 10, 2016  
U.S. person

Date

## 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:

1. Certify that the TIN you are giving is correct (or you are waiting for a number to be issued),
2. Certify that you are not subject to backup withholding, or
3. Claim exemption from backup withholding if you are a U.S. exempt payee. If applicable, you are also certifying that as a U.S. person, your allocable share of any partnership income from a U.S. trade or business is not subject to the withholding tax on foreign partners' share of effectively connected income.

**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.

Paula Gardner

## INDEPENDENT CONTRACTOR OR EMPLOYEE? DISTRICT GUIDELINES

When contracting with an individual for services the district must establish the nature of the employment relationship. This should occur prior to any services being performed and issuance of any payment. Once the legal relationship is determined, the method of payment is prescribed by law. The problem occurs in the area of who is or is not an employee. There is no clear-cut definition of what constitutes an employee. Instead, there are the twenty common law factors that must be analyzed by the district and the district makes the determination.

IRS Publication SWR 40, *Public Schools and Employment Taxes*, lists workers that have already been determined by IRS to be employees. These are individuals performing the duties of:

- Administrators
- Teachers/instructors
- Substitutes
- School bus drivers
- Clerical staff
- Athletic coaches
- Tutors
- Cafeteria workers
- Counselors
- Examination monitors
- Proctors
- Librarians

In addition to the categories above, the revenue agent recently reclassified the following categories as employees:

- Nurses
- Psychologists
- Intern psychologists
- Individuals "filling in" on an interim basis
- Specialty teacher (art, poetry, music, etc.)

What the district calls the individual is irrelevant to the analysis of the employment relationship. The IRS looks at the facts and the relationship on a case by case basis.

If the individual in question is not in one of the above categories, you may use the guidelines on the following page to analyze the employment relationship between the district and the individual. *We recommend the completed guidelines be kept on file with the District Consultant Contract for any future IRS inquiries.* The 20 common law factors have all been considered in developing the attached questionnaire.

**INDEPENDENT CONTRACTOR OR EMPLOYEE?  
DISTRICT GUIDELINES**

**PART I**

YES NO

1. Has this category of worker already been classified an "employee" by the IRS? <i>Refer to page 1 for individuals listed in IRS Publication SWR 40 and others identified during the IRS compliance studies in San Diego County.</i>		X
2. Is the individual working as an employee prescribed by the Education Code? <i>Education Code sections 45100-45451/88000-88263 define what constitutes classified service and 44800-45060/87000-87333 define certificated service. The IRS predisposes an employer/employee relationship when state law mandates such a relationship.</i>		X
3. Is the individual already an employee of the district in another capacity?		X
4. Has the individual performed substantially the same services for the district as an employee in the past? <i>Is the individual retired, returning to substitute, or train, etc.?</i>		X
5. Are there currently employees of the district doing substantially the same services as will be required of this individual?		X
6. Does the district have the legal right to control the method of performance by this individual? <i>Consider whether the district has to train this individual or give instruction as to when, where, how, and in what order to work. Does the district require the individual to submit reports or perform the services at a district site? These factors would indicate the district maintains control sufficient for an employer/employee relationship. However, it is <u>not necessary</u> that the district <u>exercise</u> this right or have the expertise required to do so. In many cases this would not be practical nor advisable.</i>		X
7. Are the services, as being provided, an integral part of school operations? <i>Are the services being provided necessary to the operation of the school, program, project, etc.? This indicates the district has an interest in the method of performance and implies the maintenance of legal control.</i>		X

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

**STOP HERE**

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

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

**PART II**

YES NO

8. Must the required service be performed by this individual? <i>Consider whether or not the individual may designate someone else to do the work without the district's knowledge or approval</i>		X
9. Does the district have a continuing relationship with this individual? <i>Is this a "one shot deal" or will the district continue to use this individual in the future? This could be on an infrequent or irregular basis but a continuous relationship exists.</i>		X
10. Can this relationship be terminated without the consent of <u>both</u> parties?		X

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

PART II - continued

	YES	NO
11. Does the individual operate an <u>independent</u> trade or business that is available to the general public? <i>A determining factor in judging independence is the performance of services to the general public. In evaluating this criteria, school districts are considered to be separate entities. Keep in mind: if the district is utilizing this individual's services on a full-time basis, the individual is <u>not</u> available to the general public. NOTE: Possession of a business license or incorporation does <u>not</u> automatically satisfy this requirement. The determination <u>must</u> be made on the actual <u>relationship</u> between the district and the individual performing services.</i>	X	
12. Does the individual have a substantial investment in his/her business, i.e. maintains a facility, equipment, etc.? <i>This is indicative of economic risk inherent in business enterprises. An independent contractor must be able to make a profit or sustain a loss.</i>	X	

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

**STOP HERE**

and process the individual through payroll.

If 11 and 12 are both "YES", continue

	YES	NO
13. Does the individual provide all materials and support services necessary for the performance of this service? <i>The district should not be providing office space, clerical, secretarial, or any other support for this individual such as materials, xeroxing, printing, office supplies, etc. Any necessary assistants would be hired by the individual.</i>	X	
14. Is this paid by the job or on a commission?	X	
15. Does the individual bear the cost of any travel and business expenses incurred to perform this service? <i>Generally, these types of expenses are paid by an employer, however, some contracts provide for payment of airfare, mileage, etc. for consultants.</i>	X	

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

# *Center Joint Unified School District*

**AGENDA REQUEST FOR:**

**Dept./Site:** Curriculum & Instruction

**Date:** May 17, 2016

**Action Item** XX

**To:** Board of Trustees

**Information Item**

**From:** Tami JBeily,  
Coordinator of State & Federal Programs

**# Attached Pages** 1

**Administrator's Initials:** TJB

**SUBJECT:** Master Plan for English Language Learners

Master Plan updated to reflect changes to EL program

**RECOMMENDATION:** The Center Joint Unified School District Board of Trustees approve the revised Master Plan for English Learners

**CONSENT AGENDA**



# Master Plan for English Language Learners

Policies and Procedures  
*Revised May 2016*





## Center Joint USD Master Plan for English Language Learners

Board Approved \_\_\_\_\_.

### **Board of Trustees:**

Nancy Anderson

Jeremy Hunt

Kelley Kelly

Delrae Pope

Donald E. Wilson

### **District Administrators:**

Mr. Scott Loehr, Superintendent of Schools

### **Center Joint Unified School District**

8408 Watt Ave.

Antelope, CA 95843

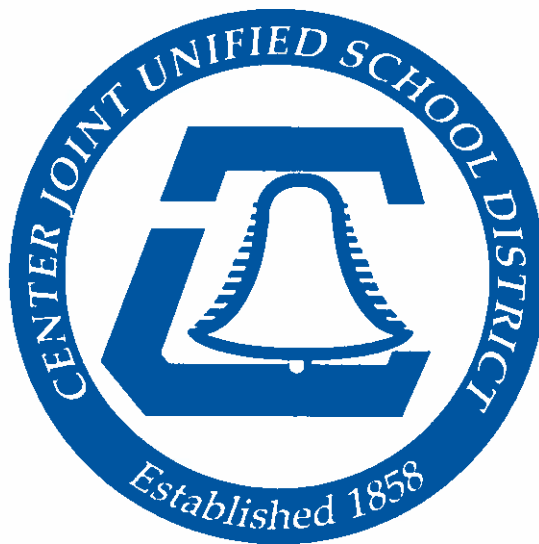
(916) 338-6400

Website: [www.centerusd.k12.ca.us](http://www.centerusd.k12.ca.us)

# Table of Contents

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- **Part 1: Initial Identification, Assessment, and Program Participation**
  - Initial Identification*
  - Assessment of Language Proficiency*
  - Annual Assessment Procedures*
  - Program Placement*
  - Parent Notification*
  - Parental Exception Waivers*
  
- **Part 2: Instructional Programs and Services**
  - English Language Development*
  - Structured English Immersion*
  - English Language Mainstream*
  
- **Part 3: Monitoring of Student Progress and Reclassification**
  - Monitoring of Student Progress*
  - Review of English Learner's Progress*
  - Reclassifying a student from EL to R-FEP*
  - Follow-up monitoring of R-FEP students*
  - Retention and grading of EL students*
  
- **Part 4: Evaluation and Accountability**
  - Roles and responsibilities*
  - EL Program duties timeline for EL teachers*
  
- **Part 5: Parent and Community Involvement**
  - Parent Advisory Committees – ELAC*
  - Parent Advisory Committees – DELAC*
  - Communication*



# Part 1:

## Initial Identification, Assessment and Program Placement

# Part 1:

## Initial Identification, Assessment and Program Placement

**All students are assessed for English and primary language proficiency according to state-mandated timelines and parent notification is provided. (Ed. Code 313a)**

The Center Joint Unified School District properly identifies, assesses and reports all students who have a primary language other than English. The following is a description of the District's procedures.



### ➤ Initial Identification

#### Step 1: Registration and completion of the Home Language Survey

- A *Home Language Survey* (HLS) is incorporated in the district's student registration packet and is filled out at the time of enrollment. The HLS is used to determine the primary language of each student at the time of enrollment. This form must be answered completely, signed, and dated by the parent or guardian. This form is provided in English and 15 other languages (if requested).
- One HLS is completed per child by the parent or guardian upon registration. Any response other than English to questions 1, 2, or 3 on the survey requires that the student be assessed for English proficiency in comprehension, speaking, reading and writing.
- Students whose HLS indicates a language other than English only on question 4 are designated English Only (EO) without testing if the student's English proficiency is not in doubt. When there is doubt about a student's English proficiency, that student will be assessed.

#### Step 2: Distribution of the Home Language Survey

- The appropriate staff member at the school site will be notified of the student's registration packet and will make arrangements to assess the child within 30 days of initial enrollment if no evidence of prior testing was found in student's permanent record (cumulative) file.

# Part 1:

## Initial Identification, Assessment and Program Placement

### Initial Identification of Transfer Students

#### 1. Transfers between Center Joint USD schools:

Records of students who move within the school district will be reviewed by the receiving school for ELL assessment history, current placement, records of academic progress and interventions to ensure student will be placed in appropriate program. The student will not need to repeat the initial identification procedures.

#### 2. Transfers from other California schools:

Students moving into the district from another California school district will typically have records of a HLS and language proficiency status in their permanent record (cumulative) file. The appropriate staff member will be notified to review students' previous school records and transcripts to determine appropriate program placement. In the event previous records are unattainable or insufficient, the staff member will proceed with the initial identification procedure of testing (see assessment procedures).

#### 3. Transfers from out of state or other countries:

Students entering the Center Joint USD who are new to the state of California, including students new to the country will follow the initial assessment procedures to determine language proficiency and classification. The date they enrolled in CJUSD is entered into the district's database (*Aeries*) as the date they first enrolled in a California school. If enrolling for the first time in the United States, the date will also be entered as the first date enrolled in a US school.

Center Joint Unified School District  
English Learner CUM Records Folder

Student Name: \_\_\_\_\_  
Date of Birth: \_\_\_\_\_ Birthplace: \_\_\_\_\_  
Primary Language: \_\_\_\_\_  
U.S. School Enrollment Date: \_\_\_\_\_  
Home Language Survey (HLS): \_\_\_\_\_  
Primary Language Assessment: \_\_\_\_\_  
Oral \_\_\_\_\_ Reading \_\_\_\_\_ Writing \_\_\_\_\_  
Initial CELDT: \_\_\_\_\_

ELL ☐ SSD # \_\_\_\_\_  
Grade \_\_\_\_\_ Post \_\_\_\_\_

# Part 1:

## Initial Identification, Assessment and Program Placement

### Assessment of Language Proficiency

#### Step 1: Initial Assessment of English Proficiency

- All newly enrolled students whose *Home Language Survey* (HLS) indicates a language other than English on questions 1, 2, or 3 and who have not been previously assessed for English proficiency, are assessed within 30 calendar days of initial enrollment for English proficiency in comprehension, speaking, reading, and writing using the CELDT, *California English Language Development Test*. Testing is administered by qualified personnel or trained certificated teachers. Initial Assessments occur year-round.
- In the event a student requires an alternative assessment to the CELDT as indicated in the student's IEP, Center Joint USD offers two other assessments to meet the needs of our special populations: The ADEPT, *A Developmental English Proficiency Test* and ALPI, *Alternate Language Proficiency Instrument for Students with Significant Disabilities*.

#### Step 2: Calculating English Proficiency Results

- A preliminary score is calculated at the school site for the purpose of placement and program options. These results and program options are communicated to the school site and parents via the *Parent Notification of CELDT Results and Program Participation* letter
- The assessments are submitted for official scoring by the test company. These official results will override the informal scoring. Parent notification will be sent.



#### Step 3: Assessment of Home Language

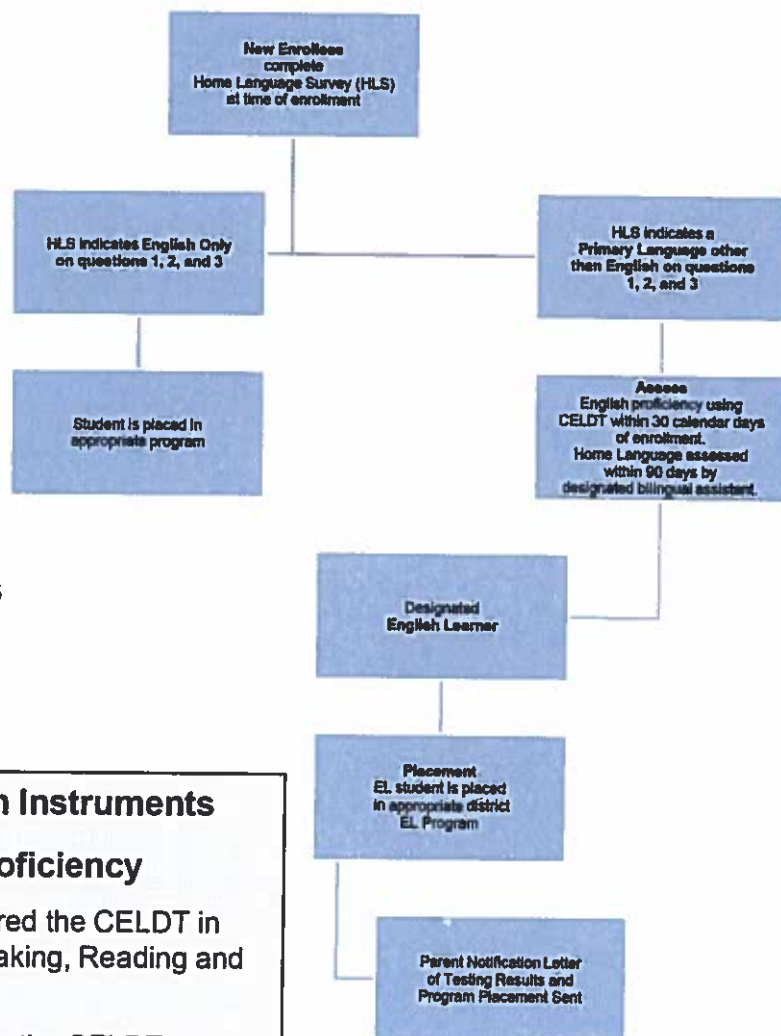
Once a student is designated an English Learner, the student is tested in the indicated home language that was provided on the HLS within 90 calendar days of enrollment. The test for grades K-2 is an oral interview. In addition to the oral interview assessment, students in grades 3-12 also are assessed in reading and writing proficiency. *Home Language Interview Tests* are administered by available certificated teachers or bilingual paraprofessionals. In the event a translator is not available to conduct the test, a *Home Language Use Inventory* is sent home to be completed by the parent or guardian of the student.



# Part 1:

## Initial Identification, Assessment and Program Placement

The process outlined in this graphic governs the district's responsibilities and actions pursuant to initial identification of EL students. All tasks associated with this process are managed at a district level and use appropriate funding sources for such activities. Results from these assessments are kept both at the school site and within the district's database (*Aeries*).



### Initial Identification Instruments for English Proficiency

Grades K-12 are administered the CELDT in the areas of Listening, Speaking, Reading and Writing.

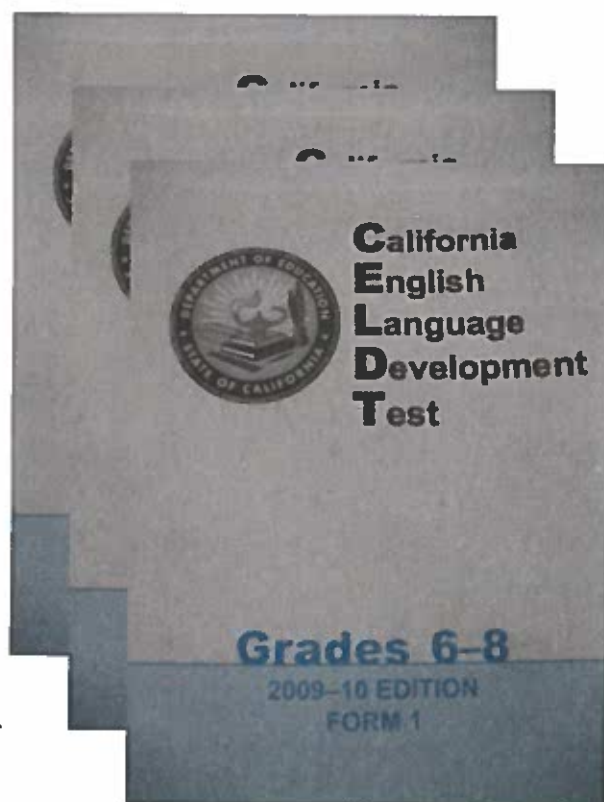
If a student is unable to take the CELDT (according to student's IEP), then an alternative assessment will be made available.

# Part 1:

## Initial Identification, Assessment and Program Placement

### ➤ Annual Assessment Procedures

- Annually, all previously identified English Learners will be tested with the CELDT (or other district approved alternative assessments) to assess their progress in acquiring English proficiency until reclassification\* is achieved. This occurs from July 1-October 31 each school year.
- Assessments will be scored locally for the purpose of program placement.
- Parent notification will be sent with the results of the informal preliminary scores.
- A copy of the parent notification and informal preliminary scores will be kept in the student's permanent records (cumulative) file in the school office.
- Upon receipt of the official CELDT scores from the testing company, a follow-up parent notification letter will be sent with the official score report offered by the testing company. This will override the informal scoring and a copy of the documents will replace the preliminary (informal) information contained in the student's cumulative file.



\* Reclassification procedures will be discussed in Part 3, Reclassification and Monitoring of Student Progress



# Part 1:

## Initial Identification, Assessment and Program Placement

**All students are placed in instructional programs based on the findings from assessments administered during the initial identification process. (Ed. Code 305, 306, 310, 311)**

### ➤ Program Placement

#### Step 1: Identification of the student

The following criteria are recommended to guide the initial or annual identification of a student as either Fluent English Proficient or as an English Learner.

- An initially tested student with an overall proficiency level of Early Advanced or higher with skill area proficiency levels at or above Intermediate in all areas of Listening, Speaking, Reading and Writing on the CELDT should be identified as Initially Fluent English Proficient (I-FEP). The appropriate program placement will be made and parent notification will be sent.
- An annually tested student with an overall proficiency level of Early Advanced or higher with skill area proficiency levels at or above Intermediate in all areas of Listening, Speaking, Reading and Writing on the CELDT should be identified as Fluent English Proficient. However, no single test is a perfect measure, therefore the school district takes special care to examine other information in making the initial identification decision, including other test scores, report card grades, and input from teachers and parents. Documentation is retained for accountability purposes and the appropriate program placement will be made.
- An initially or annually tested student scoring below the overall proficiency level of Early Advanced on the CELDT should be identified as an English Learner. The appropriate program placement will be made.

#### Step 2: Placement of English Learners

The district follows appropriate procedures for the placement of English Learners.

The chart on the following page shows the process and criteria by which students identified as English Learner (EL) are to be assigned to the various programs. The most important information for placement purposes is the CELDT; this is used in conjunction with other language measurement tools as specified (depending on the grade and the recommended program). Most of these instruments are administered to students upon initial enrollment (CELDT) and annually in the spring (Smarter Balanced). In this way the district and each site has available up-to-date information upon which to base<sup>10</sup> program placement decisions, both for initial placement and yearly placement.

# Part 1:

## Initial Identification, Assessment and Program Placement

English Learner Program Placement Guide			
Less than Reasonable Fluency	Reasonable Fluency		Less than Reasonable Fluency
Overall CELDT Scores			
Beginning CELDT Level 1	Early Intermediate & Intermediate CELDT Level 2 & 3 (* see note below)	Early Advanced & Advanced CELDT Level 4 & 5 (R-FEP / I-FEP included)	Beginning CELDT Level 1 students in Grades K-12 (waiver required)
↓	↓	↓	↓
Structured English Immersion (SEI) Program	English Language Mainstream (ELM) Program with ELD and SDAIE	English Language Mainstream (ELM) Program with SDAIE	Alternative Bilingual Program (** see note below)
<b>Goals:</b> ■ Rapid development of English ■ Subject matter learning at language ability level	<b>Goals:</b> ■ Continued English development ■ Grade appropriate subject matter learning	<b>Goal:</b> ■ Grade appropriate subject matter learning ■ ELD Support or Tutorial offered when necessary	<b>Goals:</b> ■ English development ■ Grade appropriate subject matter learning in both primary language and English

\* Early Intermediate students may be designated "Less than Reasonable Fluent" and placed in an SEI program.

\*\* Participation in the district's Alternative Bilingual Program requires an approved parental waiver.

# Part 1:

## Initial Identification, Assessment and Program Placement

### Parent Notification

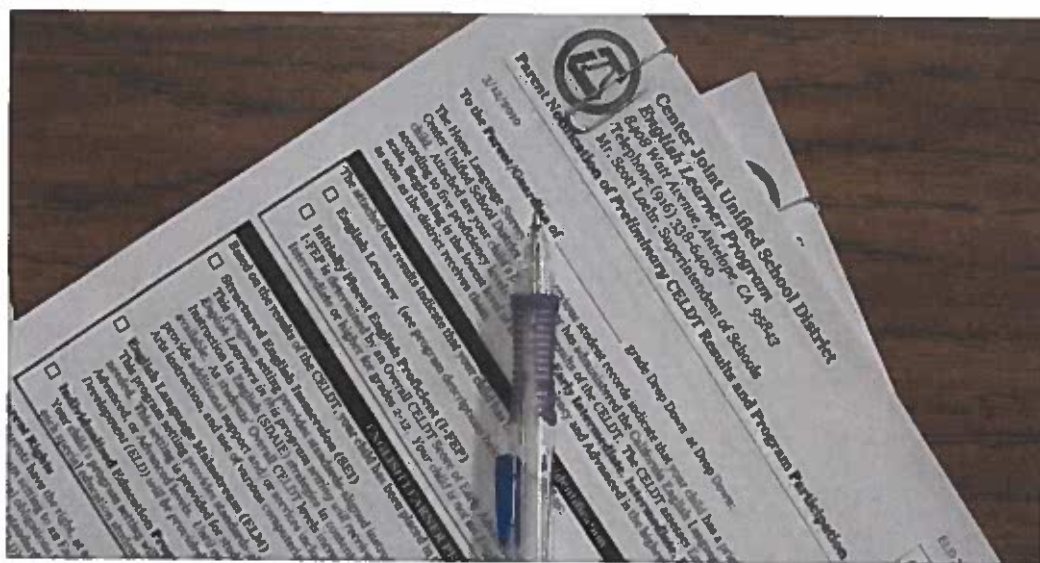
Parents of English Learners and Fluent English Proficient students are notified in writing of their child's assessment results in English and their home language (if available). Parent notification of *Proposition 227 Requirements* are included in the Parent Notification letter.

#### Step 1:

Upon completion of the CELDT, the *Parent Notification of Preliminary CELDT Results and Program Participation* letter (ELD 2a) is sent in the mail to parents with the preliminary (informal) CELDT results attached. A preliminary score is calculated at the school site for the purpose of program placement options. A copy of the letter and results is kept in the yellow ELL folder in the student's permanent record (cumulative) file in the school office until the official results arrive.

#### Step 2:

The *official* CELDT results generally arrive mid-school year in the district and will override the preliminary (informal) scoring. The *Parent Notification of Official CELDT Results and Program Participation* letter (ELD 2b) is sent in the mail to parents along with the copy of the official CELDT results provided by the testing company. A copy of the letter with results replaces the preliminary results form in the student's permanent record file in the school office. An additional copy is retained by the EL Department along with stored in the district's database (*Aeries*) for future use in monitoring student progress.



# Part 1:

## Initial Identification, Assessment and Program Placement

### Parental Exception Waivers

**All pupils are placed in English language classrooms unless a parental exception waiver has been granted for an alternative program.** (Compliance Item VI-EL 18) **Parents and guardians of English learners are informed of the placement of their children in an English language classroom and are notified of an opportunity to apply for a parental exception waiver for their children to participate in an alternative program.** (Compliance Item VI-EL 19)

#### Parental Exception Waiver Process

- Center Joint USD recognizes the CA Education Code Sections 310 and 311 waiver process. The requirements of CA Ed. Code Section 305 (SEI placement requirements) may be waived with the prior written informed consent, to be provided annually, of the child's parents or guardians under the circumstances specified below. The parents or guardians are required to personally visit the school to apply for the waiver. The district provides full descriptions of the different educational programs and of all the educational opportunities available to the student, as well as descriptions of the educational materials used. The *Parent Notification of CELDT Results and Program Participation Letter* (ELD 2a, b) that is sent home after testing is complete notifies parents in writing of the educational opportunities available in the district and of the opportunity to apply for a waiver. Under such parental waiver conditions, children may be transferred to classes where they are taught English and other subjects through bilingual education techniques or other generally recognized educational methodologies permitted by law. Individual schools in which 20 pupils or more of a given grade level receive a waiver shall be required to offer such a class; otherwise, the District must allow the pupils to transfer to a school in which such a class is offered.

- The circumstances in which a Parental Exception Waiver may be granted are as follows:

#### 1 Children who already know English

The student already possesses good English language skills, as measured by a standardized test of English vocabulary, comprehension, reading and writing (STAR), in which the student scores at or above the state average for his/her grade level or at or above the fifth grade average, whichever is lower.

#### 2 Older Children

The child is age 10 or older, and it is the informed belief of the school principal and educational staff that an alternate course of educational study would be better suited to the child's rapid acquisition of basic English language skills.

#### 3 Children with Special Needs

The child already has been placed for a period of not less than thirty days during that school year in an English language classroom and it is subsequently the informed belief of the school principal and educational staff that the child has such special physical, emotional, psychological, or educational needs that an alternate course of educational study would be better suited to the child's overall educational development. A written description of these special needs must be provided and any such decision is to be made subject to the examination and approval of the superintendent, under guidelines established by and subject to the review of the local governing board and ultimately the State Board of Education. The existence of such special needs shall not compel issuance of a waiver, and the parents shall be fully informed of their right to refuse to agree to a waiver.

# Part 1:

## Initial Identification, Assessment and Program Placement

### **Students with Disabilities (Special Education and Section 504 Accommodations)**

**The District has established policies and procedures that ensure that students with disabilities receive appropriate and legally required educational services.**

The District's educational programs for English learners are designed in accordance with relevant law regarding the participation of students with disabilities. Because the requirements in a student's Individual Educational Plan (IEP) or Section 504 Accommodation Plan are federal legal requirements, it is understood that they take precedence over provisions of this plan made necessary by the passage of Proposition 227. If either plan calls for primary language instruction, the student does not need a Parental Exception Waiver to receive such instruction. Both state and federal law require that English learners with an IEP or federal 504 Accommodation Plan receive programs and services that address the student's special needs, including linguistically appropriate goals and objectives. At a minimum, these services include the provision of English language development instruction and maximum access to the core curriculum as specified in the student's written plan. The language of instruction for these students shall be dictated by the IEP or Accommodation Plan.

### **Parental Exception Waivers Procedures**

The parent or guardian shall personally visit the school to apply for the waiver. When an application for a Parental Exception Waiver is requested, the principal shall provide to the parent or guardian a full written description (or spoken description, if requested by parent) of:

- The intent and content of the Structured English Immersion (SEI) and English Language Mainstream (ELM) Programs.

- Any alternative courses of study offered by the district and available to the student.

- All educational opportunities offered by the District and available to the student.

- The educational materials to be used in the different educational program choices.

Parents are informed that the student shall be placed in an English Language Classroom for not less than thirty (30) calendar days, and the District Superintendent must approve the waiver pursuant to guidelines established by the governing board. The school shall act upon all parental waivers within 20 instructional days of submission to the principal. The waiver requires the principal's approval.

Approval of Parental Exception Waivers occurs unless the school principal and educational staff determine that evidence exists that the alternative program would not be better suited for the overall educational development of the student.

In cases where a Parental Exception Waiver is denied, the parent or guardian shall be informed in writing of the reason for the denial and, if relevant, any procedures that exist to appeal the decision to the Governing Board of Directors.

Each Parental Exception Waiver will be considered on an individual basis for its own merits.





## Part 2:

### Instructional Programs and Services

# Part 2:

## Instructional Programs and Services

**The District provides services to English Learners (EL) to ensure that they are acquiring English language proficiency and recouping academic deficits in the core curriculum areas. (Ed. Code 300, 305, 306, 310)**

Center Joint Unified School District offers four instructional programs in which English learners may participate: English Language Development (ELD), Structured English Immersion (SEI), English Language Mainstream (ELM), and Alternative Bilingual Program. Each program is designed to ensure that students acquire English language proficiency and each program contains the following required components:

- Standards-based, differentiated English Language Development (ELD) instruction designed specifically for English learners of all levels.
- Standards-based, differentiated instruction in the core curriculum with Specifically Designed Academic Instruction in English (SDAIE).
- Structured activities designed to develop multicultural awareness and proficiency, as well as a positive self-esteem.

All English learners are expected to make adequate progress in English, along with grade level academic content. **Center Joint Unified School District's Board Policy for English learners states:**

*The Governing Board intends to provide English language learners with challenging curriculum and instruction that develop proficiency in English as rapidly and effectively as possible in order to assist students in accessing the full educational program and achieving the district's academic standards. The district's program shall be based on sound instructional theory and shall be adequately supported so that English language learners can achieve results at the same academic level as their English-proficient peers in the regular course of study.*

*The Board encourages staff to exchange information with staff in other districts and the county office of education about programs, options and strategies for English language learners that succeed under various demographic conditions.*

The chart on page \*\* shows each program and its key features. A detailed description of each program follows the chart.

# Part 2:

## Instructional Programs and Services

### District Programs for English Learners

Program Name	ELD English Language Development  A program for all English learners	SEI Structured English Immersion  A program for Newcomers	ELM English Language Mainstream  A program for Reasonably Fluent
Description	Designated ELD is provided by skilled teachers during a protected time during the regular school day. Teachers use the California ELD Standards as the focal standards in ways that build into and from content instruction in order to develop critical language.	Designated ELD is provided daily. Access to core content subject matter is provided through SDAIE instruction.	Integrated ELD is provided to ELs throughout the school day and across all subject areas by all teachers of ELs. The California ELD Standards are used in tandem with the CA CCSS for ELA/Literacy and other content standards to ensure students strengthen their abilities to use English.
Students Served	English learners at all levels of CELDT	English learners with less than reasonable English fluency, overall CELDT Level 1 or 2	English learners with reasonable English fluency overall CELDT Level 2 or higher
Program Duration	Grades K-12 or until reclassified fluent English proficient (R-FEP)	One or more years depending on need	Grades K-12 or until reclassified fluent English proficient (R-FEP)
Curriculum	District adopted ELD curriculum and district adopted content curriculum	Modified curriculum	All district content adopted curriculum



# Part 2:

## Instructional Programs and Services

### English Language Development (ELD)

#### Program Description

Designated ELD is provided by skilled teachers during a protected time during the regular school day. Teachers use the California ELD Standards as the focal standards in ways that build into and from content instruction in order to develop critical language.

#### Goals

- To develop proficiency in English as quickly as possible
- To build academic language proficiency with forms, function, and fluency
- To be grouped according to their current English proficiency level with peers of the same proficiency level.

#### Features

- Students are placed in an ELD class based on their level of English proficiency determined by the CELDT.
- Authorized teachers conduct lessons using district adopted ELD materials and curriculum to assist in the development of the ELs' receptive and expressive use of language and development of English proficiency.
- Instruction is based on the CA ELD Standards (English Language Development)

#### At Elementary Level

- ELD instruction for ELs begins in Kindergarten or at the designated grade level at the time of the student's enrollment.
- ELD may be taught within a self-contained classroom or through a teaming arrangement at each school site in which students are leveled according to the CELDT and regrouped across classrooms for the duration of the instruction period.
- Lessons are taught using the CA ELD standards as the focal standards to develop critical language in content instruction.

#### At Secondary Level

- ELD Support / Tutorial classes will be provided as an elective one period, when deemed necessary for those students who score Intermediate or above on CELDT.
- Designated ELD classes will be provided as one period when deemed necessary for those students who score beginning and early intermediate on CELDT
- Students who are considered "newcomers" (scoring at the CELDT Beginning level or Early Intermediate and still needing extra assistance) will receive 1 period of SEI Designated ELD instruction separate from higher level students.
- Integrated ELD is provided to ELs throughout the school day and across all subjects by all teachers of ELs through ELM
- Long-Term English Learner (LTEL) classes will be provided as an elective when deemed necessary for those students who are stalled at the Intermediate level on CELDT and have been identified EL for 5 years or more.

**ELD:**

A program for all English learners

# Part 2:

## Instructional Programs and Services Structured English Immersion (SEI)

### Program Description

Center Joint USD offers an accelerated one-year *Structured English Immersion Program* (SEI) consisted with California state law for students who possess what is considered less than "reasonable fluency" in English. (Less than reasonable fluency is Beginning Proficiency-Level 1-CELDT for all grades, and if needed, Early Intermediate Proficiency-Level 2-CELDT). Once identified, these students receive daily intensive designated instruction in ELD and access to core content subjects through SDAIE instruction. ELD instruction focuses on listening, speaking, reading, and writing in English, is targeted to the students' levels of proficiency in English, and is based on the ELD standards. Core content instruction is based on state grade level standards and teachers utilize appropriate strategies to ensure comprehension of material. Both ELD and content courses are taught by teachers with the appropriate state authorizations. Teachers in this program are preparing students to be placed in the English Language Mainstream program (ELM), designed for English learners who possess "reasonable fluency" in English.

### Goals

- To develop reasonable language fluency skills necessary to participate in an *English Language Mainstream* program.
- To provide maximum access to core content material that is appropriate for their diagnosed English proficiency level.

### Features

- Designed for students at the lowest level of English competence: Beginning (CELDT Level 1).
- SEI students will be provided modified instruction in their core classes with English only students. This provides ELs an opportunity to practice their English skills and eliminates segregation concerns.
- Instruction in SEI may feature students from different grades. The primary grouping feature of SEI instruction is a consideration of a student's English proficiency, *not* their grade level.
- The SEI Program is designed to accomplish its goals in a period of one academic year. Late arriving students, or others who would benefit from additional time, will be afforded the opportunity to participate beyond that time period.
- Authorized teachers or bilingual paraprofessionals will use specialized instructional approaches and materials that serve the goal of deliberate teaching of English literacy through the use of modified core curricular subject matter.
- Progress of SEI students will be monitored throughout the program duration to either adjust the amount of time needed in the program or to exit the program once they acquire "reasonable fluency" in English.

#### At Elementary Level

- During their ELD time, English learners will be grouped together. There are no English only, R-FEP, or I-FEP students involved during this language instruction time.
- SEI students will work one-on-one or in small group with an authorized teacher or bilingual paraprofessional on additional English language development.

#### At Secondary Level

- During their ELD time, English learners will be grouped together. There are no English only, R-FEP or I-FEP students involved during this language instruction time. Students will receive one period of ELD using district-adopted ELD curriculum.
- SEI students will receive one additional period of additional English language development with an authorized teacher.

**SEI:**

A program for Newcomers

# Part 2:

## Instructional Programs and Services

### English Language Mainstream (ELM)

#### Program Description

English Language Mainstream (ELM) is intended for English learners who demonstrate "reasonable fluency" in English (Fluent English Proficient students at elementary level and CELDT scores of Intermediate or above at secondary level).

Integrated ELD is provided to ELs throughout the school day and across all subject areas by all teachers of ELs. The California ELD Standards are used in tandem with the CA CCSS for ELA/Literacy and other content standards to ensure students strengthen their abilities to use English.

#### Goals

- To develop grade-appropriate English literacy skills.
- To develop academic proficiency in English together with mastery of academic core content.

**ELM:**

A program for Reasonably Fluent

#### Features

##### At Elementary Level

- Designed for students who are Fluent English Proficient (I-FEP and R-FEP).
- Receive regular mainstream instruction
- Utilizes differentiated instruction in reading, writing, math, science, and social science delivered in English, using decreasing SDAIE strategies.
- Use of state-approved, district-adopted, standards-based materials and curriculum.
- All instruction is in English.
- Progress is monitored at each trimester for R-FEP students by the classroom teacher and the EL Teacher.

##### At Secondary Level

- Designed for students who are *reasonably fluent* in English (Intermediate CELDT Level 3 or above overall with no sub-score below Intermediate Level 3).
- Receive regular mainstream instruction
- Utilizes differentiated instruction in reading, writing, math, science, and social science delivered in English, using decreasing SDAIE strategies.
- Use of district-adopted, standards-based materials and curriculum.
- All instruction is in English.
- Progress is monitored regularly by the ELA teacher and the EL Teacher.
- ELD Support / Tutorial classes will be provided as an elective when deemed necessary.

# Part 2:

## Instructional Programs and Services

### Bilingual Instructional Assistants and Paraeducators

Bilingual Instructional Assistants provide primary language support to EL students who have met the guidelines established by CJUSD. The support from the assistants ensures that EL students have access to grade level academic content while acquiring English. Bilingual Instructional Assistants are to perform the following tasks:

- Assist students after a credentialed teacher has provided instruction.
- Work one-on-one with students on specific academic and language tasks.
- Work with small groups under the direct supervision of a credentialed teacher.
- Assist with parent-teacher conferences and notifications
- Assist at ELAC / DELAC meetings
- Conduct primary language testing
- Assist staff with oral and written translations



### Professional Development

Center Joint USD offers professional development opportunities for teachers and bilingual instructional assistants to prepare them to provide services to English Learners. EL Teachers conduct in-services site/district wide as requested covering a wide range of topics related to the instruction of English Learners.



## Part 3:

### Monitoring of Student Progress and Reclassification



# Part 3:

## Monitoring of Student Progress and Reclassification

**Academic instruction for English learners is designed and implemented to ensure that they meet the district's content and performance standards for their respective grade levels in a reasonable amount of time.**

(Compliance Item VII-EL 22, 2010)

### Monitoring of Student Progress

Center Joint Unified School District monitors the progress of all students district wide using a variety of assessments. The assessments range from English Language Development (CELDT) to academic achievement in English/Language Arts (Smarter Balanced). Standardized tests are given in accordance with state-mandated timelines, while summative assessments to monitor students' progress are ongoing throughout the school year.

#### Type and Use of Assessment Data

**Summative Assessments** (curriculum-embedded tests) are used consistently by classroom teachers to monitor growth during the school year. Results are maintained by the teacher and used when determining the student's overall grade in class. Results may also be used for Student Study purposes when adequate growth and progress is not being met.

**English Language Development tests** are given annually by a qualified trained testing administrator and results are used to determine a student's placement in an appropriate English learner setting. Results are provided to the parents by the district and a copy is contained in the child's cumulative records file at the school. Information about results is also stored in the district's database (*Aeries*) to determine appropriate program placement at each grade level.

**Primary Language Assessments** are given within the first 90 days of a child's enrollment in school only in the event a language other than English is stated on the child's Home Language Survey. Results are contained in the child's cumulative records file and used only when academic progress in English is questioned at a Student Study meeting.

**Academic Achievement Assessments** in English are given to all students annually or when determined by the state's timeline of administration. Results are provided to the parents by the district and a copy is contained in the child's cumulative records file at the school. Information about results is also stored in the district's database (*Aeries*) to determine appropriate program placement at each grade level.

The following pages show a chart with the different types of assessments given within the Center Joint Unified School District.

# Part 3:

## Monitoring of Student Progress and Reclassification

Summative Assessments (curriculum-embedded tests)				
Assessment Given	Grade Level	Description	Administered When	Administered By
District adopted curriculum assessments	K – 12	Curriculum-embedded assessments	Ongoing throughout the school year	Classroom Teachers
District Writing Assessments	K – 12	Assessment of writing skills scored by a district-created rubric system	Once per grading period	Classroom Teachers
English Language Development Assessments				
CELDT—California English Language Development Test	K – 12	<ul style="list-style-type: none"> <li>State-mandated test used to assess listening, speaking, reading and writing in English.</li> <li>To monitor adequate yearly progress, NCLB Accountability</li> </ul>	<ul style="list-style-type: none"> <li>Initially at time of enrollment (within 30 days)</li> <li>Annually July-October</li> </ul>	Authorized and trained staff
ALPI—Alternate Language Proficiency Instrument for students with significant disabilities	K – 12	<ul style="list-style-type: none"> <li>An alternate assessment to CELDT</li> <li>Assesses both receptive and expressive English language proficiency</li> </ul>	When student's IEP states use of alternate assessment to CELDT	Authorized and trained staff
ADEPT—A Developmental English Proficiency Test	K – 8	<ul style="list-style-type: none"> <li>An alternative assessment to CELDT</li> <li>Assesses both receptive and expressive English language proficiency</li> </ul>	When student's IEP states use of alternate assessment to CELDT	Authorized and trained staff
Primary Language Assessment				
Primary Language Interview	K – 12	Interview to provide information about student's home language use and abilities	At the time of enrollment (within 90 days)	Qualified bilingual teacher or paraprofessional
Home Language Use Inventory	K – 12	Survey sent home for families to complete regarding student's home language use and abilities	At the time of enrollment (within 90 days)	Parent or Guardian
Academic Achievement Assessments				
Assessment Given	Grade Level	Description	Administered When	Administered By
Smarter Balanced	3-8, 11	State-mandated, criterion referenced tests assessing student's mastery of grade level standards in ELA and Math	Annually in the Spring	Classroom Teachers
California Alternate Assessments (CAA)	3-8, 11	Criterion reference test for students with significant cognitive disabilities assessing knowledge in ELA and Math	Annually in the Spring	Classroom Teachers

# Part 3:

## Monitoring of Student Progress and Reclassification

English language learners shall be redesignated as fluent English proficient when they are able to comprehend, speak, read and write English well enough to receive instruction in the regular program and make academic progress at a level substantially equivalent to that of students of the same age or grade whose primary language is English and who are in the regular course of study. (Ed. Code 52164.6)

### Review of English Learner's Progress

Twice a year, first in the fall and then again in the spring, the EL Teacher collects and reviews assessment data of English learners (grades 3-12) to identify those who are eligible for reclassification. When appropriate measures have been met by an individual, the EL Teacher arranges a meeting with the classroom teacher to discuss the progress met and the possibility to reclassify the student. The EL Teacher provides evidence from the English learner's cumulative records file: CELDT scores, CAAPPS results, and current grade reports. If the following multiple measures have been met, then the staff can proceed with the reclassification process:

1 **English Language Proficiency:** student must score Early Advanced or higher overall on CELDT with a score of Intermediate or higher on all subsets, Listening, Speaking, Reading and Writing.

2 **Performance in Basic Skills on Standardized Tests:** student must score Standards Nearly Met or higher on the English Language Arts section of the Smarter Balanced test or equivalent on CAA.

3 **Teacher Evaluation of Academic Performance:** student must meet district grade level *Cut Points* and not be considered "At Risk." Report card grades must also be at grade level or above in Language Arts.

4 **Parent or Guardian Review:** Once these criteria have been met, the EL Teacher will schedule a meeting with the parent or guardian of the student to discuss the progress made and options for reclassification. At this meeting or over the phone (in the event a meeting time cannot be achieved) the parent is notified of the child's progress in school and the rights they have as parents to decide their child's placement in the EL program. If the parent agrees to the reclassification, the paperwork is signed and copies are distributed: original to the parent, one copy to the permanent cumulative records file.

5 **Change of Proficiency:** Once the Reclassification Criteria Form has been completed by the staff and parents, the child's proficiency level is changed in the district's database (*Aeries*) and follow-up monitoring of the reclassified student will begin.



# Part 3:

## Monitoring of Student Progress and Reclassification

### ➤ Reclassifying a student from EL to R-FEP

#### Review of English Learner Progress

Check annual English Proficiency results from CELDT:

- ✓ Does student score at Early Advanced overall and Intermediate or higher in Listening, Speaking, Reading and Writing?

NO

**Language Classification:**  
Student remains an English Learner

#### Performance in Basic Skills

Review the results of the latest ELA Content Standards tests:

- ✓ Does student score Nearly Met or higher on the English Language Arts section of the Smarter Balanced test or equivalent on CAA.

NO

**Language Classification:**  
Student remains an English Learner

#### Teacher Evaluation of Academic Performance

Review student's academic data

- ✓ Student meets district grade level Cut Points and is not considered "At Risk".
- ✓ Report card grades are at grade level or above in Language Arts (GPA 2.0 or above in grades 7-12)

NO

**Language Classification:**  
Student remains an English Learner

#### Parent Opinion and Consultation

Review student's English proficiency and academic progress with the parent or guardian:

- ✓ Parents are informed of their rights to participate in the reclassification process and program placement of their child.
- ✓ Parent agrees to the reclassification, paperwork signed

NO

**Parent Disagrees:**  
Student remains an English Learner

YES

#### Reclassification to FEP

- ✓ Parent receives a copy of the signed Reclassification Form
- ✓ School/District records are updated in database and in Cumulative File
- ✓ Monitor student's progress for 2 years

# Part 3:

## Monitoring of Student Progress and Reclassification

### Follow-up Monitoring of R-FEP Students

The progress of students who have been reclassified fluent English proficient is monitored by the EL Teacher and classroom teacher or language arts teacher for a period of two calendar years following the student's reclassification.

The *Monitoring of Progress of R-FEP Students* is a form distributed at the end of each grading period to the classroom teacher (at elementary level) or the language arts teacher (at secondary level) to summarize the student's performance on critical measures. The form is returned to the EL Teacher for review.

If a student begins to fall behind on appropriate measures of achievement a conference is set up between the parents, teacher and EL Teacher to develop a **Catch-up Plan** of intervention for the student.

Interventions available to R-FEP students in need:

- ELA/Math small group instruction (at elementary level)
- Small group instruction through Title I programs
- Primary language support
- Before / After school intervention programs
- Summer school
- Auxiliary services / Americorp tutoring
- Further ELD instruction
- Tutorial Section



# Part 3:

## Monitoring of Student Progress and Reclassification

### Retention and Grading of EL Students

Center Joint Unified School District's Board Policy for retention states:

*The Governing Board expects students to progress through each grade level within one school year. To accomplish this, instruction should accommodate the variety of ways that students learn and include strategies for addressing academic deficiencies when needed.*

*Non/Limited English Proficient Students with less than three years of English instruction will not be retained unless it is ascertained that the student is not making adequate progress due to factors other than language acquisition. A written statement of explanation of promotion or retention shall be placed in the student's cum file and shall include documented evidence as to why this determination was the conclusion of the teacher and SST.*

Methods of identifying students at risk of retention academically vary at different grade levels.

#### **Elementary**

In the elementary school programs, the Multiple Assessment Cut Points matrix, student work samples and scores on standardized tests are used to identify students at risk of retention who are not identified as *Non/Limited English Proficient Students with less than three years of English instruction*.

#### **Secondary**

At the secondary schools, *Non/Limited English Proficient Students with less than three years of English instruction* may earn a Pass (P) grade in core curriculum course work. Course work expectations are modified to support growth in attaining English while providing access to core curriculum. Student work will be reviewed and differential grading will be determined by a team consisting of the EL Teacher, Counselor and classroom teacher.



## Part 4:

### Evaluation and Accountability

# Part 4:

## Evaluation and Accountability

**The district implements a process and criteria to determine the effectiveness of programs provided to English learners. (Compliance Item IV-EL 14, 2010)**

In order to evaluate the effectiveness of the Program for the English Language Learners, three key questions need to be asked and answered with available data.

- How well are student learning English and how long is it taking?
- To what degree are English Learners meeting grade level academic content standards?
- How are EL students performing relative to district and statewide native English speaking student populations?

Multiple data sources are collected and various statistical analyses are completed to demonstrate how EL Students are doing individually, as a cohort, and also to compare EL data for other students who are not English Learners. Center Joint USD has established the benchmarks below to monitor the rate at which English Learners make progress in both English Language Development (ELD) and academic proficiency.

CELDT Overall Proficiency Level	Beginning	Early Intermediate	Intermediate	Early Advanced	Advanced	Reclassified (R-FEP)
Program Placement	SEI with ELD	ELD / ELM	ELD / ELM	ELD / ELM	ELD / ELM	ELM
Timeline towards Reclassification (based on initial identification at enrollment)	1 <sup>st</sup> Year	2 <sup>nd</sup> Year 1 <sup>st</sup> Year	3 <sup>rd</sup> Year 2 <sup>nd</sup> Year 1 <sup>st</sup> Year	4 <sup>th</sup> Year 3 <sup>rd</sup> Year 2 <sup>nd</sup> Year 1 <sup>st</sup> Year	5 <sup>th</sup> Year 4 <sup>th</sup> Year 3 <sup>rd</sup> Year 2 <sup>nd</sup> Year 1 <sup>st</sup> Year	6 <sup>th</sup> Year 5 <sup>th</sup> Year 4 <sup>th</sup> Year 3 <sup>rd</sup> Year 2 <sup>nd</sup> Year 1 <sup>st</sup> Year
Smarter Balanced for ELA	Standards Not Met	Standards Nearly Met	Standards Nearly Met/ Standards Met	Standards Met	Standards Exceeded	Standards Met/ Standards Exceeded
Smarter Balanced for Math	Standards Not Met	Standards Nearly Met	Standards Nearly Met/ Standards Met	Standards Met	Standards Exceeded	Standards Met/ Standards Exceeded
District Writing Assessment	Below Grade Level	Approaching Grade Level	Approaching Grade Level	At Grade Level	Above Grade Level	At or Above Grade Level



# Part 4:

## Evaluation and Accountability

### Roles and Responsibilities

Everyone associated with the Center Joint USD plays a valuable role in the education of a child. The information below describes the responsibilities each person holds to ensure our district meets accountability requirements.

(Compliance Item I-EL, 2010)

#### Student

- Attends school daily and works towards high achievement.
- Participates in school activities.
- Communicates regularly with parents, teachers, and support staff.

#### Parent

- Monitors and promotes child's progress in academics, homework, attendance, and behavior.
- Communicates regularly with child and teacher about progress in school.
- Attends parent/teacher conferences and other school functions (Back to School Night, Open House, etc.).
- Participates in school committees: ELAC, Site Council, etc.

#### Classroom Teacher

- Provides instruction that meets state standards using district adopted curriculum
- Implements specific EL programs as described in the Master Plan
- Ensures delivery of appropriate ELD instruction
- Monitors EL progress and uses data to modify instruction with ELA content and ELD standards
- Determines and implements differentiated instructional strategies for ELs
- Monitors R-FEPs' progress at each grading period and implements interventions when necessary
- Advocates for support services for students not meeting standards, benchmarks or who may be at risk of retention
- Informs parents of student progress through parent conferences, emails, phone calls, progress reports, etc.
- Attends staff meetings and grade level collaboration for planning and professional development purposes

# Part 4:

## Evaluation and Accountability

### **Bilingual Instructional Assistants and Paraeducators**

- Provides support in the core subjects in English and/or the primary language
- Assist with student testing: Primary Language testing and CELDT
- Assists with the communication between home and school: translates documents, notes and letters to parents; translates at parent/teacher conferences, SSTs and ELAC/DELAC meetings
- Provides support to the parents when necessary

### **Site Administrators**

- Monitors all aspects of staffing and instruction for the EL programs according to the Master Plan
- Is responsible for all procedures and legal requirements pertaining to the ELLs at the school
- Coordinates staff meetings and professional development opportunities at the school
- Works with the EL Teacher on placement of ELs and reclassification procedures
- Coordinates site ELAC meetings and School Site Council meetings
- Reviews report cards and the monitoring of all ELs
- Conducts periodic individual teacher meetings to discuss goals, observations, curriculum, etc
- Oversees the budget, discipline procedures, personnel, school safety, schedules, and more

### **EL Teacher**

- Oversees CELDT testing and scoring for Initial and Annual testing
- Maintains all paperwork related to ELs as mandated in the Master Plan
- Generates proficiency levels of ELs and oversees the placement of ELLs in appropriate programs
- Monitors ELLs progress towards reclassification and expedites the paperwork to become R-FEP
- Updates and monitors the accuracy of EL information in the Aeries
- Organizes English Learner Cumulative Records file for students' permanent records
- Communicates with parents through parent notification letters, ELAC and DELAC meetings
- Oversees the ELD schedule at each school site
- Coordinates work and lessons with the Bilingual Instructional Assistants
- Schedules primary language testing with Bilingual Instructional Assistants
- Provides additional support for SEI students
- Serves as a resource for staff at SSTs, Staff Meetings, Collaboration, and Professional Development
- Collaborates with the State & Federal Program Coordinator on compliance issues

# Part 4:

## Evaluation and Accountability

### EL Program Duties Timeline for EL Teacher

#### ONGOING

- CELDT:**
  - Coordinating & testing of initial tests for newcomers
- EL student files:**
  - Cum—tracking prior school information, updating EL file with current year information
  - Class—back-up copies of cum file
  - Aeries—proper program placement, tracking of student demographic information, ELD placements and test progress
- R-FEP:**
  - Coordinating paperwork and signatures
  - Monitoring of progress
- Support:**
  - Parent Support through conferences & communication
  - Teacher Support through collaboration, training, & workshops
  - IEPs / SSTs

#### AUGUST / SEPTEMBER

- CELDT:**
  - Coordinate schedules per site
  - Prepare / Sort Materials
  - Test students—Initial & Annual
  - Score tests, send results to teachers
  - Follow-up with Cum Files for newcomers / contact previous schools
- Additional Assessments:**
  - Alternative Assessments for students w/ IEPs
  - Coordinate Primary Language Assessments
- ELD Program:**
  - Update Aeries Records
  - Set up Elementary schedules—EL instruction begins
  - Reclassify students
  - Create Kinder & newcomer EL Cum file
- Parent Communication:**
  - Parent Notification Letters (Initial) produced & sent
  - ELAC meeting

#### OCTOBER / NOVEMBER

- CELDT:**
  - Annual testing window closes Oct. 31
  - Sort / Pack CELDT materials for shipping
  - Continue Initial testing as needed
- ELD Program:**
  - Monitor R-FEP-1<sup>st</sup> Trimester
  - Teacher trainings, collaboration & support—as needed
- Parent Communication:**
  - Help coordinate EL Parent Conferences w/ Translators
  - EL Development Standards Profile

#### DECEMBER / JANUARY

- CELDT:**
  - Ongoing Initial testing of newcomers
  - Official Results arrive
  - File results in Cum
  - Update EL files in Aeries and folders
  - Parent Notification letters of annual results
- ELD Program:**
  - Collaboration with teachers
  - Reclassify based on official CELDT and prior SBAC results
  - Monitoring R-FEP
- Parent Communication:**
  - Official CELDT results & Parent Notification letters produced and sent
  - EL Development Standards Profile
  - ELAC Meeting

#### FEBRUARY / MARCH

- CELDT:**
  - Ongoing Initial testing of newcomers
- ELD Program:**
  - Finalize all Reclassifications
  - Monitor R-FEP
- Parent Communication:**
  - Help Coordinate EL Parent Conferences w/ Translators
  - EL Development Standards Profile

#### APRIL / MAY

- CELDT:**
  - Ongoing Initial testing of newcomers
- ELD Program:**
  - Monitor R-FEP-3<sup>rd</sup> Trimester
  - Finalize all paperwork & files
  - Transfer files to students' new grade, school, district
  - Planning with site administrators for next year
- Parent Communication:**
  - ELAC Meeting
  - Certificates to R-FEP students
  - EL Development Standards Profile





## Part 5:

### Parent and Community Involvement

# Part 5:

## Parent and Community Involvement

### Parent Advisory Committees—ELAC

**A school site with 21 or more English learners has a functioning EL Advisory Committee (ELAC) that meets the requirements described below.**

(Compliance Item I-EL 2, 2010)

#### English Learner Advisory Committee (ELAC) Requirements

Center Joint USD and its school sites, as required, have functioning English Learner Advisory Committees for parents of English Learners. The requirements of the ELAC are as follows:

- Members are chosen by election. All parents/guardians of ELLs have an opportunity to vote.
- Documentation of the ELAC membership election results are kept on file at each site and at the District Office.
- Parents of ELLs constitute at least the same percentage of the committee membership as their children represent of the student body.
- The ELAC has the opportunity to elect at least one member to the DELAC.
- Members receive training and materials to assist in carrying out their legal responsibilities, election and meeting procedures (i.e., consolidated application, language census report, review of district provided services, etc.).
- Members advise the site principal and staff on:
  - The school's educational plan for EL students
  - The school's needs assessment
  - The district' Local Control Accountability Plan

#### Implementation of the Site ELAC

The site administrator or designee is responsible for establishing the ELAC. Additionally, the site administrator schedules and conducts ELAC meetings at least four times yearly. Meeting dates are determined and publicized in English and other available languages in advanced. Interpreters may be available to ensure full participation in discussions for all parents. The principal or designee coordinates meetings and communication between all involved parties: interpreters, EL Coordinator, parents/guardians of English Learners.

Minutes are a legal documentation of ELAC activities. Parents' recommendations are documented and filed for reference. Copies of ELAC minutes and the membership are sent to the District Office State & Federal Program Coordinator within one week past the meeting date. Elections are conducted prior to the first DELAC meeting of the school year.

# Part 5:

## Parent and Community Involvement

### Parent Advisory Committees—DELAC

**A LEA with 51 or more English learners has a functioning DELAC or a subcommittee of an existing district committee in which at least 51 percent of the members are parents (not employed by the district) of English Learners.**

(Compliance Item I-EL 3, 2010)

#### • District English Learner Advisory Committee (DELAC) Requirements

• The DELAC provides advice to the governing board on:

- District wide needs assessment
- District EL educational goals and objectives
- District Local Control Accountability Plan
- District Consolidated Application

• The DELAC has a membership of EL parents in at least the same percentage as there are students in the district.

• Receives training materials related to the fulfillment of their responsibilities.

#### • Implementation of the DELAC

• DELAC meetings are scheduled at least twice yearly.

• Meetings are chaired by parent members and assisted by the Superintendent or designee

• Interpreters may be available to ensure full participation in discussions for all parents.

• Documentation of DELAC membership election results are kept on file at the District Office and at each site.

• Minutes are a legal documentation of DELAC activities.

• Parents' recommendations are documented and filed for reference.

# Part 5:

## Parent and Community Involvement

### Communication

**The LEA provides parents with information on school and parent activities in a format and, to the extent practicable, in a language the parents can understand.** (Compliance Item II-EL 8, 2010)

*When 15 percent or more of students enrolled in a public school speak a single primary language other than English, as determined by language census data from the preceding year, all notices, reports, statements, and records sent to parents of such students are written in English and the primary language. (Ed. Code 48985)*

Center Joint Unified School District provides translation services and interpretation of school information for language groups other than English whenever possible. These services are made available in the following ways:

- Parent / Teacher Conferences
- SST and IEP meetings
- ELAC and DELAC meetings
- Behavior Referrals
- Teacher or Site Administrator phone calls home
- Suspension and Expulsion Conferences
- SARB (School Attendance Review Board) Meetings
- English Language Development Standards Profile
- Parent Notification Letters
- Invitations, fliers, and important school notices
- Enrollment procedures

This list is not all-inclusive. As situations arise the District works to provide services whenever deemed necessary and whenever possible.

# Center Joint Unified School District

**AGENDA REQUEST FOR:**

Dept./Site: Curriculum  
 Date: May 18, 2016  
 To: Board of Trustees  
 From: Scott Loehr, Superintendent  
 Initials: S.L.

Action Item X  
 Information Item  
 # Attached Pages

**SUBJECT:** Edgenuity Inc. On-line

Please approve Edgenuity PILOT - Licenses of Virtual Classroom and Web Administrator  
 With access up to 30 courses of choice.

- (2) \$500 Web-based Training Sessions
- (1) Zero Cost – On-Site Professional Development Day
- (1) MA\_MINI

**RECOMMENDATION:** CJUSD Board of Trustees to approve Edgenuity Inc. (Online) for McClellan High School Independent Study 2016/17 to be used in to be used in Center Joint Unified School District during the 2016/17 fiscal year.

CONSENT AGENDA



## Price Quote for Services

### CENTER JOINT UNIFIED SCHOOL DISTRICT

Edgenuity Inc.  
8860 E. Chaparral Road  
Suite 100  
Scottsdale AZ 85250  
480-423-0118

Date 4/18/2016  
Quote # 21571  
Vendor #

Payment Schedule

Pricing Expires

Contract Start Date

7/15/2016

8/1/2016

Contract End Date

12/31/2016

Header	Quantity	Description	Per Unit	Amount
	30	PILOT - Concurrent User Licenses Virtual Classroom and Web Administrator with access up to 30 courses of choice.  **NOTE: Does not include Sophia or MyPath courses.	0.00	0.00
	2	Web-based Training Session	500.00	1,000.00
	1	Zero Cost - On-Site Professional Development Day	0.00	0.00
	1	MA_MINI  **NOTE: (The media appliance is on loan for the duration of the pilot and can be purchased at \$950 should district decide to move forward with purchasing any Edgenuity licenses. Pilot expires 12/31/16)		0.00
Total				\$1,000.00

This quote is subject to Edgenuity Inc. Standard Terms and Conditions ("Terms and Conditions"). These Terms and Conditions are available at <http://www.edgenuity.com/edgenuity-standard-terms-and-conditions-of-sale.pdf>, may change without notice and are incorporated by this reference. By signing this quote or by submitting a purchase order or form purchasing document, Customer explicitly agrees to these Terms and Conditions resulting in a legally binding agreement.

If this Quote includes any Sophia® Learning Inc. courses for purchase, the following language applies to any such purchase (and this language is also found in the above linked Terms and Conditions): "Use of any Sophia course is prohibited for all students under the age of 13 years."

*S. Tafolla*  
4/25/16

#### Customer

Signature Scott A. Lochr  
Print Name Superintendent - Center JUSD  
Title 5/18/16  
Date

Edgenuity Inc. Representative  
Jesse Tafolla  
[jesse.tafolla@edgenuity.com](mailto:jesse.tafolla@edgenuity.com)  
530.760.7043

Not valid unless accompanied by a purchase order.  
Please specify a shipping address if applicable.

Please e-mail this quote, the purchase order and order documentation to [AR@edgenuity.com](mailto:AR@edgenuity.com) or fax to 480-423-0213.

# Center Joint Unified School District

## AGENDA REQUEST FOR:

Dept./Site: Instructional Services

Date: May 18, 2016

Action Item   X  

To: Board of Trustees

Information Item

From: Scott Loehr  
Superintendent  
Initials: S.L.

# Attached Pages

**SUBJECT:** Renewal of Licensing Agreement for Document Tracking Services (DTS) to provide templates and support for:

2016 School Accountability Report Card  
2016 Single Plan for Student Achievement  
2016 Local Control Accountability Plan  
2016 Local Education Agency Plan  
Others to be identified as needed

Please approve the Renewal of Document Tracking Services (DTS) to provide support and forms to Center JUSD during the 2016/17 fiscal year.

**RECOMMENDATION:** CJUSD Board of Trustees to approve 2016/2017 Renewal of Licensing Agreement with Document Tracking Services (DTS)

CONSENT AGENDA



## LICENSING AGREEMENT

This Agreement effective **June 1, 2016**, is made and entered into by **Center Joint Unified School District** as Licensee and Document Tracking Services (DTS) as Licensor each a "Party" and collectively the "Parties".

Licensee desires that DTS provide a license to use DTS proprietary web-based application in accordance with the following provisions:

- A. License. DTS hereby grants to Licensee a non-exclusive license to use DTS application in order to create, edit, update, print and track specific documents as described in Exhibit A of this agreement.
  - (i) DTS retains all rights, title and interest in DTS application and any registered trademarks associated with the license.
  - (ii) Licensee retains all rights, title and interest in the documents as described in Exhibit A of this agreement.
- B. Internet Areas. All parties including third party licensees shall not be permitted to establish any "pointers" or links between the Online Area and any other area on or outside of the DTS login without the prior written approval.
- C. Term of License. The term of the Agreement is for **one (1) year** from the effective date (as noted in paragraph one) of the license agreement.
- D. Personnel. DTS will assign the appropriate personnel to represent DTS in all aspects of the license including but not limited to account set up and customer license inquiries.
- E. Content. DTS will be solely responsible for loading the content supplied by Licensee into DTS secure server and provide complete access to Licensee and its representatives.
- F. Security of Data. DTS at all times will have complete security of Licensee documents on dedicated servers that only authorized DTS personnel will have access to; all login by DTS authorized will be stored and saved as to time of log-in and log-out.
  - (i) Licensee may request DTS to only store Licensee documents for the period of time that allows Licensee and its authorized personnel to create, edit and update their documents.
- G. Management of Database. DTS shall allow Licensee to review, edit, create, update and otherwise manage all content of Licensee available through the Secure Login of DTS.
- H. Customer License. DTS shall respond promptly and professionally to questions, comments, complaints and other reasonable requests regarding any aspect of DTS application by Licensee. DTS business hours are Monday-Friday 8AM PST to 5PM PST except for national/state holidays.





- I. **License Fee.** Licensee shall pay a fee of **\$2,250**.
- J. **Document Set Up Fee.** The one-time set up fee for documents as described in Exhibit A and made a part of this Agreement is **\$0**.
- K. **Payment Terms.** Licensee shall pay the annual licensing fee upon execution of the Agreement between parties and the electronic submittal of the invoice to Licensee.
- L. **Number of Documents.** The maximum number of documents per school district is limited to **five (5)**.
- M. **Warranty.** Licensee represents and warrants that all information provided to DTS, including but not limited to narratives, editorials, information regarding schools, is owned by Licensee and Licensee has the right to use and allow use by DTS as called for hereunder and that no copyrights, trademark rights or intellectual property rights of any nature of any third party will be infringed by the intended use thereof. In the event any claim is brought against DTS based on an alleged violation of the rights warranted herein, Licensee agrees to indemnify and hold DTS harmless from all such claims, including attorney fees and costs incurred by DTS in defending such claims.
- N. **Definitions.**
  - (i) **Document.** A document is defined as a) a specific template provided by CDE or; b) any specific word document or forms that have different fields or school references such as elementary, middle or high schools\* submitted by District or CDE; or c) individual inserts submitted by District or CDE that are integrated into existing documents or are offered as supplemental and/or addendums to other report documents.
  - \* Licensee submits a SPSA template for their elementary, middle and high schools, which is counted as three (3) separate documents.
  - (ii) **Customized Documents.** Any document that is not a standard CDE template is considered a custom document and as such may be subject to additional setup fees; DTS shall provide an estimated cost of these additional fees prior to the execution of this agreement.
- O. **Document Setup Fee.** DTS will charge a one-time setup fee of \$200 per standard document up to a maximum of \$850 for customized documents.
- P. **Additional Fees.** Licensee shall pay additional fees if Licensee exceeds the number of documents as described in section L of this agreement. The fee for each additional document is \$39 per document times the number of schools in the district. The fee shall be payable within thirty (30) days from DTS invoice.
- Q. **Additional Services.** DTS can also provide Data Transfer and Document Translation services to Licensee for an additional fee. The fee for each additional service would be agreed upon between the parties and invoiced at the time the services were requested. The fee shall be payable within thirty (30) days from DTS invoice.



The Parties hereto have executed this Agreement as of the Effective Date.

Document Tracking Services, LLC

By: Aaron Tarazon, Director  
Document Tracking Services  
10225 Barnes Canyon Road, Suite A200  
San Diego, CA 92121  
858-784-0960 - Phone  
858-587-4640 - Corporate Fax

Date: April 24, 2016

Licensee

By:

Date:

Center Joint Unified School District



### **Exhibit A**

The following are standard documents to be used in conjunction with the license.

1. 2016 School Accountability Report Card, English & Spanish (Custom Template)
2. 2016 Single Plan for Student Achievement (CDE Template)
3. 2016 Local Control and Accountability Plan (CDE Template)
4. 2016 Local Education Agency Plan (CDE Template)
5. Others to be identified as needed.



April 24, 2016

Center Joint Unified School District  
8408 Walt Ave.  
Antelope, CA 95843

Re: Document Tracking Services

**INVOICE #9584302**

Pursuant to the licensing agreement between Center Joint Unified School District and Document Tracking Services (DTS):

**Document Tracking Services**

Document Tracking Services [6/1/16 to 6/1/17]: 8 schools and District Personnel = 9 sites License Agreement includes up to 5 documents	\$2,250
--	---------

**Translation Services**

2016 Spanish School Accountability Report Card: \$150 x 1 School Accountability Report Cards	\$150
---	-------

**Total Balance Due: \$2,400**

**Please Make Checks Payable To: Document Tracking Services**

**Send to:**

Aaron Tarazon, Director  
Document Tracking Services  
10225 Barnes Canyon Road, Suite A200  
San Diego, CA 92121  
858-784-0960 - Phone  
858-587-4640 - Corporate Fax

Thank you!

  
\_\_\_\_\_  
Approved Per Payment (Signature)

  
\_\_\_\_\_  
Name/Role (Printed)

# Request for Taxpayer Identification Number and Certification

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

Print or type  
See Specific Instructions on page 2.

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

Document Tracking Services, LLC

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

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

☐ Individual/sole proprietor or  
single-member LLC

☐ C Corporation

☐ S Corporation

☐ Partnership

☐ Trust/estate

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

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

☐ Other (see instructions) >

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

Exempt payee code (if any) \_\_\_\_\_

Exemption from FATCA reporting  
code (if any) \_\_\_\_\_

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

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

10225 Barnes Canyon Road, A200

6 City, state, and ZIP code

San Diego, CA 92121

Requester's name and address (optional)

7 List account number(s) here (optional)

## Part I Taxpayer Identification Number (TIN)

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

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

Social security number

\_\_\_\_ - \_\_\_\_ - \_\_\_\_

OR

Employer identification number

2 0 - 3 4 8 9 2 5 4

## Part II Certification

Under penalties of perjury, I certify that:

1. The number shown on this form is my correct taxpayer identification number (or I am waiting for a number to be issued to me); and

2. I am not subject to backup withholding because: (a) I am exempt from backup withholding, or (b) I have not been notified by the Internal Revenue Service (IRS) that I am subject to backup withholding as a result of a failure to report all interest or dividends, or (c) the IRS has notified me that I am no longer subject to backup withholding; and

3. I am a U.S. citizen or other U.S. person (defined below); and

4. The FATCA code(s) entered on this form (if any) indicating that I am exempt from FATCA reporting is correct.

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

Sign  
Here

Signature of  
U.S. person >

Date > 4/14/16

## General Instructions

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

Future developments. Information about developments affecting Form W-9 (such as legislation enacted after we release it) is at [www.irs.gov/irb9](http://www.irs.gov/irb9).

### Purpose of Form

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

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

• Form 1098 (home mortgage interest), 1098-E (student loan interest), 1098-T (tuition)

• Form 1099-C (canceled debt)

• Form 1099-A (acquisition or abandonment of secured property)

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

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

By signing the filled-out form, you:

1. Certify that the TIN you are giving is correct (or you are waiting for a number to be issued),

2. Certify that you are not subject to backup withholding, or

3. Claim exemption from backup withholding if you are a U.S. exempt payee. If applicable, you are also certifying that as a U.S. person, your allocable share of any partnership income from a U.S. trade or business is not subject to the withholding tax on foreign partners' share of effectively connected income, and

4. Certify that FATCA code(s) entered on this form (if any) indicating that you are exempt from the FATCA reporting, is correct. See *What is FATCA reporting?* on page 2 for further information.

# *Center Unified School District*

**AGENDA REQUEST FOR:**

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

**Date:** 5/9/16

**Action Item XX**

**To:** CJUSD Board of Trustees

**Information Item**

**From:** Mike Jordan

**# Attached Pages** 11

**Principal's Initials** MJS

**SUBJECT:**

The federal Perkins Grant for 2016-17.

**RECOMMENDATION:**

Approve the Perkins Grant as written.

CONSENT AGENDA

XIV-15

California Department of Education (<http://www3.cde.ca.gov/pgms/pri.aspx>)  
Page Generated: 5/6/2016 10:04:48 AM

## Program Grant Management System (PGMS)

### Center Joint Unified

#### LEA Profile

Allocation Amount	\$42,143.00
Budgeted Amount	\$42,143.00
Indirect Amount	\$2,008.00 *
Application Due Date	Friday, May 27, 2016 5:00 PM
Application Status	Submitted For Review on 4/28/2016 3:33:55 PM
Fiscal Activity	N/A
Signed GAN Received by CDE	No! Received

\* Subject to change based on Capital Outlay and actual expenditures

#### Local Education Agency (LEA) Information

##### OPUS Coordinator

Name: Carol Hunt  
Phone: 916-338-6409  
E-mail: [carohunt@centerusd.org](mailto:carohunt@centerusd.org)

##### LEA Contact Information

LEA Name:  
Center Joint Unified--Secondary  
CDS Code: 34-73973-0000000  
Vendor Number: 7397  
Address: 8408 Watt Ave.  
Antelope, CA 95843-9116  
Phone: (916) 338-6330  
Fax: (916) 338-6411  
E-mail: [sloehr@centerusd.org](mailto:sloehr@centerusd.org)

##### Superintendent

Name: Scott Loehr

#### Perkins Coordinator Information

The Perkins coordinator contact information can only be updated by the Perkins coordinator. The Perkins coordinator should go to the PGMS Portal and select Account Management listed under My Account to update their contact information.

##### Perkins Coordinator

Name: Michael Myers  
Title: Coordinator  
Phone: (916) 338-6330 Extension:  
Fax: (916) 338-6411  
E-mail: [sloehr@centerusd.org](mailto:sloehr@centerusd.org)

**Street Address:** 3111 Center Court Lane  
**City:** Antelope  
**State:** CA  
**Zip Code:** 95843

**Perkins Coordinator Contact During Summer**

**E-mail:** [mhmyers\\_chs@yahoo.com](mailto:mhmyers_chs@yahoo.com)  
**Phone:** 916-429-0781 **Extension:**

**Fiscal Coordinator Information**

The Fiscal Coordinator contact information can only be updated by the fiscal coordinator. The fiscal coordinator should go to the PGMS Portal and select Account Management listed under My Account to update their contact information.

**Fiscal Coordinator**

**Name:** Jeanne Bess  
**Title:** Fiscal Coordinator  
**Phone:** 916 338-6302 **Extension:**  
**Fax:** 916-338-6345  
**E-mail:** [jbess@centerusd.org](mailto:jbess@centerusd.org)  
**Street Address:** 8408 Watt Ave  
**City:** Antelope  
**State:** CA  
**Zip Code:** 95843

**LEA CTE Advisory Chair Information**

The LEA CTE Advisory Chair Information can only be updated by the Perkins coordinator.

**Name:** Janice Parker  
**E-mail:** [JParker@sacregionalfire.ca.gov](mailto:JParker@sacregionalfire.ca.gov)  
**Phone:** 916-228-3058 **Extension:**

**Section I - State Assurances and Certifications****Certifications Sign-off**

This application is a commitment to comply with the following assurances, certifications, terms, and conditions associated with the Carl D. Perkins Career and Technical Education Improvement Act of 2006.

The following Assurances, Certifications, and Grant Conditions are requirements of applicants and grantees as a condition of receiving funds. Applicants do not need to sign and return the general assurances and certification with the application. Every year, the LEA must download them, collect the appropriate signatures, and keep them on file to be available for compliance reviews, complaint investigations, or audits.

- California Department of Education General Assurances
- Drug Free Workplace Certification
- U.S. Department of Education Debarment and Suspension
- U.S. Department of Education Lobbying
- Perkins IV Assurances and Certifications
- 2016-17 Grant Conditions

**Section I - LEA Sign-off Section**

- ☒ Other updates to the local CTE plan can be submitted in narrative form with a reference to the Local CTE Plan chapter, section, and question.

**Section I - CDE Review and Sign-off Section**

- ☒ Section I - Section Approved



## Section II - Representatives of Special Populations

### Representatives of Special Populations Sign-off

The Carl D. Perkins Career and Technical Education Improvement Act of 2006 requires local educational agencies (LEAs) to implement strategies to overcome barriers that may be lowering special population students' rates of access to or success in career technical education (CTE) programs assisted with the funds. CTE programs must be designed to enable special population students to meet the performance level targets established for the programs. These programs must also provide the activities needed to prepare these students for high-skill, high-wage, or high-demand occupations that lead to self-sufficiency.

Download the [Sign-off Form](#) for Representatives of Special Populations, collect the appropriate signatures, and keep the form on file to be available for compliance reviews, complaint investigations, or audits.

After collecting the required signatures, enter the name and title of the person representing each of the special populations listed below.

#### Economically Disadvantaged (Title I Coordinator)

Title I Coordinator Name: Scott Loehr  
Title I Coordinator Title: Superintendent

#### Limited English Proficiency (English Learner Coordinator)

English Learner Coordinator Name: Scott Loehr  
English Learner Coordinator Title: Superintendent

#### Disabled (Handicapped) (Special Education Coordinator)

Special Education Coordinator Name: Scott Loehr  
Special Education Coordinator Title: Superintendent

#### Single Parent or Single Pregnant Women (Title IX Coordinator)

Title IX Coordinator Name: Scott Loehr  
Title IX Coordinator Title: Superintendent

#### Gender Equity or Nontraditional Training (Title IX Coordinator)

Title IX Coordinator Name: Scott Loehr  
Title IX Coordinator Title: Superintendent

### Section II - LEA Sign-off Section

- ☒ As the duly authorized representative of the local educational agency applying for Carl D. Perkins Career and Technical Education Improvement Act of 2006, 2015–16 funding, I confirm that the LEA coordinators or administrators responsible for each of the programs associated with special population groups have reviewed and approved the 2016–17 Perkins IV application for funds.

### Section II - CDE Review and Sign-off Section

- ☒ Section II - Section Approved

### Section III - Assessment of Career Technical Education Programs

Section 123(b) of Perkins IV requires states to conduct annual evaluations of the progress and efforts grant recipients are making toward achieving the core indicator performance levels established for the state's CTE programs. California LEAs provide data to the CDE through the 101-E1 report in the fall and 101-E2 report in the spring, and these data are used to determine the core indicators.

This section identifies the LEA's actual performance on each of the Core Indicators of performance and indicates if the LEA has met the state-established performance targets.

Center Joint Unified (131 - Secondary) has failed to meet three or more of the required targets of performance or has fallen below 60 percent in any one core indicator and is identified as a Priority Improvement Agency. This designation requires the LEA to submit an Action Plan. This form can be found on the CDE [Perkins Forms and Files](#) page. The Action Plan must be submitted along with the annual application. Applications cannot be approved without the submission of an Action Plan.

N/A may indicate that the LEA:

- Failed to report the required data for that indicator
- Is one of the State Special Schools or California Education Authority
- Did not receive Perkins funds in the prior year and was not required to report data

If 5S1 is the only indicator showing an N/A, the LEA failed to submit the required CDE-101 E2 report

#### 1S1 Academic Attainment-Reading/Language Arts

**Numerator:**

Number of 12th grade CTE concentrators who have met the proficient or advanced level on the English-language arts portion of the California High School Exit Examination (CAHSEE).

**Denominator:**

Number of 12th grade CTE concentrators.

LEA Level 2012-13: 100.00 % LEA Level 2013-14: 63.90 % LEA Level 2014-15: 52.30 %

State Level 2014-15: 58.50 % Required Target: 52.65 % Met Target: No

**Explanation:**

Strategy to improve performance level:

Planned activities:

Funding source: ☒ District ☐ Perkins ☐ Other

Funding Amount: \$0.00

#### 1S2 Academic Attainment-Mathematics

**Numerator:**

Number of 12th grade CTE concentrators who have met the proficient or advanced level on the mathematics portion of the CAHSEE.

**Denominator:**

Number of 12th grade CTE concentrators.

LEA Level 2012-13: 100.00 % LEA Level 2013-14: 69.09 % LEA Level 2014-15: 62.34 %

State Level 2014-15: 58.00 % Required Target: 50.40 % Met Target: Yes

#### 2S1 Technical Skill Attainment

**Numerator:**

Number of CTE concentrators enrolled in a capstone CTE course who received an 'A', 'B', or 'C' grade in the course, or received an industry-recognized certification, or passed an end of program assessment aligned with industry-recognized standards.

**Denominator:**

Number of CTE concentrators enrolled in capstone CTE courses during the reporting year.

LEA Level 2012-13: 100.00 % LEA Level 2013-14: 93.08 % LEA Level 2014-15: 0.00 %

State Level 2014-15: 90.00 % Required Target: 81.00 % Met Target: No

**Explanation:**

Our manual records do not indicate a zero percent but indicate 85% to 95% based on the capstone course. Therefore we must assume

that the reporting of the numbers is being done improperly or incorrectly. As you can see, the prior LEA level was well within the required level. Our actual number is 1 student, which is 94% in 2014-15

**Strategy to improve performance level:**

We have determined that the School Information System (Aeries) was not set up correctly to show Capstone courses. Instead it showed all students correctly in Concentrator courses, with none in Capstone. Therefore, there were no 12th graders shown in any Capstone course. Historically, we have 75% of our capstone students being 12th graders, and historically only one student does not get an A/B/C and that one student does not graduate. Our IT department is resetting Aeries to report Capstone courses, and to show the correct figures of targets met in the high 90% range. Our underrepresented groups getting jobs in their expected field is 40%, which is also being addressed. Another issue is that the IT department sent in the figures without them being examined by a CTE teacher, an administrator, or the Perkins coordinator, which would have immediately identified the problem.

**Planned activities:**

Correct Aeries in reporting Capstone courses, identifying graduates, and have a real person look at the spreadsheet before electronically submitting it.

Funding source: ☒ District ☐ Perkins ☐ Other

Funding Amount: \$1 00

### 3S1 Secondary School Completion

**Numerator:**

Number of 12th grade CTE concentrators who earned a high school diploma, or other state-recognized equivalent (including recognized alternative standards for individuals with disabilities).

**Denominator:**

Number of 12th grade CTE concentrators who left secondary education during the reporting year.

LEA Level 2012-13: 100.00 % LEA Level 2013-14: 97.93 % LEA Level 2014-15: 0.00 %

State Level 2014-15: 92.50 % Required Target: 83.25 % Met Target: No

**Explanation:**

Our manual records do not indicate a zero percent but indicate 85% to 95% based on the capstone course. Therefore we must assume that the reporting of the numbers is being done improperly or incorrectly. As you can see, the prior LEA level was well within the required level. Our actual number is 1 student, which is 98% in 2014-15

**Strategy to improve performance level:**

We have determined that the School Information System (Aeries) was not set up correctly to show Capstone courses. Instead it showed all students correctly in Concentrator courses, with none in Capstone. Therefore, there were no 12th graders shown in any Capstone course. Historically, we have 75% of our capstone students being 12th graders, and historically only one student does not get an A/B/C and that one student does not graduate. Our IT department is resetting Aeries to report Capstone courses, and to show the correct figures of targets met in the high 90% range. Our underrepresented groups getting jobs in their expected field is 40%, which is also being addressed. Another issue is that the IT department sent in the figures without them being examined by a CTE teacher, an administrator, or the Perkins coordinator, which would have immediately identified the problem.

**Planned activities:**

Correct Aeries in reporting Capstone courses, identifying graduates, and have a real person look at the spreadsheet before electronically submitting it.

Funding source: ☒ District ☐ Perkins ☐ Other

Funding Amount: \$1 00

### 4S1 Student Graduation Rate

**Numerator:**

Number of 12th grade CTE concentrators who, in the reporting year, were included as graduated in the states computation of its graduation rate.

**Denominator:**

Number of 12th grade CTE concentrators.

LEA Level 2012-13: 100.00 % LEA Level 2013-14: 97.93 % LEA Level 2014-15: 0.00 %

State Level 2014-15: 92.00 % Required Target: 82.80 % Met Target: No

**Explanation:**

Our manual records do not indicate a zero percent but indicate 85% to 95% based on the capstone course. Therefore we must assume that the reporting of the numbers is being done improperly or incorrectly. As you can see, the prior LEA level was well within the required level. Our actual number is 1 student, which is 98% in 2014-15

**Strategy to improve performance level:**

We have determined that the School Information System (Aeries) was not set up correctly to show Capstone courses. Instead it showed all students correctly in Concentrator courses, with none in Capstone. Therefore, there were no 12th graders shown in any Capstone course. Historically, we have 75% of our capstone students being 12th graders, and historically only one student does not get an A/B/C and that one student does not graduate. Our IT department is resetting Aeries to report Capstone courses, and to show the correct figures of targets met in the high 90% range. Our underrepresented groups getting jobs in their expected field is 40%, which is also being addressed. Another issue is that the IT department sent in the figures without them being examined by a CTE teacher, an administrator, or the Perkins coordinator, which would have immediately identified the problem.

**Planned activities:**

Correct Aeries in reporting Capstone courses, identifying graduates, and have a real person look at the spreadsheet before electronically submitting it.

Funding source: ☒ District ☐ Perkins ☐ Other

Funding Amount: \$1 00

**5S1 Secondary Placement****Numerator:**

Number of 12th grade CTE concentrators who left secondary education during the reporting year and entered postsecondary education or advanced training, military service, or employment, as reported on a survey six months following graduation.

**Denominator:**

Number of 12th grade CTE concentrators who left secondary education during the reporting year and responded to a follow-up survey.

LEA Level 2012-13: 93.62 % LEA Level 2013-14: 88.83 % LEA Level 2014-15: 89.23 %

State Level 2014-15: 84.00 % Required Target: 84.60 % Met Target: Yes

**6S1 Non-traditional Participation****Numerator:**

Number of CTE participants from underrepresented gender groups who were enrolled in a program sequence that leads to employment in nontraditional fields.

**Denominator:**

Number of all CTE participants enrolled in a program sequence that leads to employment in nontraditional fields.

LEA Level 2012-13: 0.00 % LEA Level 2013-14: 50.28 % LEA Level 2014-15: 36.81 %

State Level 2014-15: 37.50 % Required Target: 33.75 % Met Target: Yes

**6S2 Non-traditional Completion****Numerator:**

Number of CTE concentrators from underrepresented gender groups enrolled in a capstone CTE course that leads to employment in a nontraditional field who received an 'A', 'B', or 'C' grade in the course, or received an industry-recognized certification, or passed an end of program assessment aligned with industry-recognized standards.

**Denominator:**

Number of all CTE concentrators enrolled in a capstone CTE course that leads to employment in nontraditional fields.

LEA Level 2012-13: 0.00 % LEA Level 2013-14: 50.58 % LEA Level 2014-15: 0.00 %

State Level 2014-15: 29.00 % Required Target: 26.10 % Met Target: No

**Explanation:**

Our manual records do not indicate a zero percent but indicate about half based on the capstone course. Therefore we must assume that the reporting of the numbers is being done improperly or incorrectly. As you can see, the prior LEA level was well within the required level. The 2014-15 level was 41%. We do have a large contingent of underrepresented gender groups enrolled and they do well.

**Strategy to improve performance level:**

We have determined that the School Information System (Aeries) was not set up correctly to show Capstone courses. Instead it showed all students correctly in Concentrator courses, with none in Capstone. Therefore, there were no 12th graders shown in any Capstone course. Historically, we have 75% of our capstone students being 12th graders, and historically only one student does not get an A/B/C and that one student does not graduate. Our IT department is resetting Aeries to report Capstone courses, and to show the correct figures of targets met in the high 90% range. Our underrepresented groups getting jobs in their expected field is 40%, which is also being addressed. Another issue is that the IT department sent in the figures without them being examined by a CTE teacher, an administrator, or the Perkins coordinator, which would have immediately identified the problem.

**Planned activities:**

Correct Aeries in reporting Capstone courses, identifying graduates, and have a real person look at the spreadsheet before electronically submitting it.

Funding source: ☒ District ☐ Perkins ☐ Other

Funding Amount: \$1.00

**Section III - LEA Sign-off Section**

☒ Assessment of Career Technical Education Programs section is complete and ready for CDE review.

## Section III - CDE Review and Sign-off Section

### Section III - Section Approval

## Section IV - Progress Report Toward Implementing The Local CTE Plan

The implementation of each LEA's local Career Technical Education (CTE) plan directly affects the implementation of the State CTE Plan. Through the five-year duration of Perkins IV, 2008-2013, LEAs will report on the progress they have made toward implementation of their local CTE plan. This progress report is an opportunity to reflect on the goals outlined in the local CTE plan as well as noting the successes and challenges that occurred during the previous school year.

Additionally, the LEA should set measurable CTE outcomes for the next school year based on the needs of the CTE students and programs offered by the LEA and the results of the core indicator data reported in Section III.

LEA personnel must respond to the following questions.

### LEA Response

1. Considering all funds expended in your LEA on CTE (Perkins, CTEIG, CCPT, Ag Incentive), how do you ensure a coordinated effort for your CTE programs?

Since our district has only one comprehensive high school, it is easy to coordinate the effort for CTE since it involves only one campus and only supplies about \$40,000 to the school's CTE programs. Essentially all requests that are made (which are not required, but improve, enhance and expand CTE) are granted.

2. How do you ensure that Perkins funds are used to Improve, Enhance, and Expand your CTE programs?

If an item is consumable, barred by Perkins guidelines, or required to teach the courses, we know not to request it. The items that are actually requested are itemized in the April before the next Perkins school year, and the Principal, Superintendent and Business Manager decide which items will receive funding based on the written parameters of acceptable Perkins expenditures published by the CDE or explained by me, the Perkins Coordinator.

3. Describe the types of professional development afforded to the CTE teachers to ensure that they are current in their industry sector.

All teachers receive access to funds that are put aside each year for substitutes, seminars and travel expenses. Since those courses are not usually ready for signups in April of the prior year, we encourage each teacher to make use of the professional development opportunities as they present themselves throughout the year. In addition, each teacher has a member of the Advisory Committee whom they contact by phone, email or by visitation to keep current in their own professional area. Finally, several teachers work part-time in their area for extra pay, which automatically tends to keep them current.

4. Share with us who your CTE teachers are and what type of credential they have that allows them to teach the CTE course(s) to which they are assigned. Complete and email the CTE Teacher Template/Matrix to your CDE consultant and enter the date you sent it below in the answer field.

CTE Teacher Template has been sent to the designated email address: [Perkins@cde.ca.gov](mailto:Perkins@cde.ca.gov)

### LEA Sign-off Section

### Section IV - CDE Review and Sign-off Section

Section IV - Section Approval

## Section V - Sequence of Courses to Be Funded

This section is used to budget expenditures for each Pathway in an Industry Sector.

## Add Program

Only those Pathways identified in an LEA's approved Local CTE Plan, or submitted in a revision to the Local Plan may be supported by Perkins IV funds.

## Program Detail

Site Name	Industry Sector	Career Pathway	Budget Amount
	Business and Finance	Business Management	\$3,427.00
Center High	Across Multiple Sectors	Across	\$9,006.00
Center High	Arts, Media, and Entertainment	Design, Visual, and Media Arts	\$0.00
Center High	Health Science and Medical Technology	Patient Care	\$10,200.00
Center High	Information and Communication Technologies	Information Support and Services	\$19,510.00
		Total	\$42,143.00

## Inventory Verification

Each LEA maintains a historical inventory system, which contains the description, name, serial or other identification number, acquisition date, original cost, and percentage of federal participation in the cost, location, use, condition, and date and mode of disposal of all equipment items acquired by it that has a market value of five-hundred \$500.00 or more per item. A reasonable estimate of the original cost may be used if the actual original cost is unknown. [CEC 35268]

Center Joint Unified conducts a historical inventory verification at least every 2 years for all of the following:

- Description
- Name
- Serial or other identification number
- Acquisition date
- Original cost
- Location (room)
- Use, condition, and date and mode of disposal of all equipment items acquired by it that has a market value of five-hundred \$500.00 or more per item. A reasonable estimate of the original cost may be used if the actual original cost is unknown.

☒ Yes ☐ No

## Teacher Qualification

All CTE courses must be taught by an appropriately credentialed teacher as determined by the California Commission on Teacher Credentialing. The following are required for a teacher to be considered appropriately credentialed CTE teacher:

- Possesses a standard secondary, single-subject or designated-subject credential which authorizes the teaching of the CTE course(s) to which s/he is assigned. (a Single Subject, Designated Subject, Single Subject with Subject matter Authorization, New Career Technical Education Credential by industry sector)
- Has employment experience, outside of education, in the career pathway addressed by the CTE program or other evidence of equivalent proficiency. [CTE State Plan]

☒ All teachers in my LEA are appropriately credentialed CTE teachers

## LEA Sign-off Section

☒ Sequence of Courses to Be Funded section is complete.

## Section V - CDE Review and Sign-off Section

☐ Section V - Section Approval

## Section VI - Budget and Expenditure Schedule

At Least 85% of the grant must be spent in these areas							Not to exceed 10% of total expenditure	Not to exceed 5% of total expenditure	
Object Code	(A) Instruction (Including Career Technical Student Organizations)	(B) Professional Development	(C) Curriculum Development	(D) Transportation and Child Care for Economically Disadvantaged Participants	(E) Special Populations Services	(F) Research Evaluation and Data Development	(G) Career and Academic Guidance and Counseling for Students Participating in CTE Programs	(H) Administration or Indirect Costs	Total
1000 Certificated Salaries	\$0.00	\$3,000.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$3,000.00
2000 Classified Salaries	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
3000 Employee Benefits	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
4000 Books/Supplies	\$32,537.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$32,537.00
5000 Services/Operating Expenses	\$4,600.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$4,600.00
6000 Capital Outlay	\$0.00	N/A	N/A	N/A	N/A	N/A	N/A	N/A	\$0.00
7000 Indirect Costs	N/A	N/A	N/A	N/A	N/A	N/A	N/A	\$2,006.00	\$2,006.00
<b>Total</b>	<b>\$37,137.00</b>	<b>\$3,000.00</b>	<b>\$0.00</b>	<b>\$0.00</b>	<b>\$0.00</b>	<b>\$0.00</b>	<b>\$0.00</b>	<b>\$2,006.00</b>	<b>\$42,143.00</b>

☒ Section VI - Section Approved



## Section VII - Local CTE Plan Update

Applicants may update their local CTE plans annually, if necessary. Review the local CTE plan benchmarks and make adjustments to reflect progress or additions to the CTE program. This is particularly important if:

- New courses have been added to an existing program sequence.
- New sequences of courses have been developed for an existing industry sector.
- A new industry sector and the corresponding sequences of courses have been developed.

Are there any changes made to the local CTE plan for ?

☒ Yes ☐ No

Describe in detail the changes made to the CTE plan.

Entrepreneurship, Marketing, and Sports and Entertainment Marketing are new courses being added to the new SEAM academy

## Section VII - LEA Sign-off Section

☒ Local CTE Plan Update section is complete and ready for CDE review.

## Section VII - CDE Review and Sign-off Section

☒ Section VII - Section Approved

Questions: Perkins Support Team | [perkins@cde.ca.gov](mailto:perkins@cde.ca.gov) | 916-324-5706

California Department of Education  
1430 N Street  
Sacramento, CA 95814

[Web Policy](#)

# *Center Unified School District*

**AGENDA REQUEST FOR:**

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

**Date:** 5/9/16

**Action Item** XX

**To:** CJUSD Board of Trustees

**From:** Mike Jordan

**Information Item**

**# Attached Pages** 2

**Principal's Initials** MJJ

**SUBJECT:** 2016-17 Designation of CIF Representatives to League

**RECOMMENDATION:**

Approve the site representatives as listed.

CONSENT AGENDA

XIV-16

**2016-2017 Designation of CIF Representatives to League**

Please complete the form below for each school under your jurisdiction and **RETURN TO THE CIF SECTION OFFICE (ADDRESSES ON REVERSE SIDE)** no later than June 29, 2016.

CENTER Unified School District/Governing Board at its \_\_\_\_\_ meeting,  
(Name of school district/governing board) (Date)

appointed the following individual(s) to serve for the 2016-2017 school year as the school's league representative:

**PHOTOCOPY THIS FORM TO LIST ADDITIONAL SCHOOL REPRESENTATIVES**

NAME OF SCHOOL CENTER High School  
NAME OF REPRESENTATIVE John Gallagher POSITION Track & Field / Athletic Director  
ADDRESS 3111 CENTER COURT LAKE CITY Antelope ZIP 95843  
PHONE 916-338-6366 FAX 916-338-6866 E-MAIL john.g@centerusd.org

NAME OF SCHOOL CENTER High School  
NAME OF REPRESENTATIVE JEFF WISE POSITION Baseball  
ADDRESS 3111 CENTER COURT LAKE CITY Antelope ZIP 95843  
PHONE 916-826-1123 FAX 916-338-6366 E-MAIL j.wise@centerusd.org

NAME OF SCHOOL CENTER High School  
NAME OF REPRESENTATIVE Charles Chauvin POSITION Vice Principal  
ADDRESS 3111 CENTER COURT LAKE CITY Antelope ZIP 95843  
PHONE 916-338-6400 FAX 916-338-6470 E-MAIL c.chauvin@centerusd.org

NAME OF SCHOOL		NAME OF REPRESENTATIVE		POSITION	
ADDRESS		CITY		ZIP	
PHONE		FAX		E-MAIL	

If the designated representative is not available for a given league meeting, an alternate designee of the district governing board may be sent in his/her place. **NOTE:** League representatives from public schools and private schools must be designated representatives of the school's governing boards in order to be eligible to serve on the section and state governance bodies.

\* Superintendent's or Principal's Name Michael Jordan Signature M. Jordan  
Address 3111 CENTER COURT LAKE City Antelope Zip 95843  
Phone 916-338-6400 Fax 916-338-6470

**PLEASE MAIL OR FAX THIS FORM DIRECTLY TO THE CIF SECTION OFFICE.  
SEE REVERSE SIDE FOR CIF SECTION OFFICE ADDRESSES.**



**TO:** SUPERINTENDENT OF PUBLIC SCHOOLS  
PRINCIPAL OF PRIVATE SCHOOLS

**FROM:** ROGER L. BLAKE

**RE:** FORM TO RECORD DISTRICT AND/OR SCHOOL REPRESENTATIVES TO LEAGUES

**DATE:** APRIL 22, 2016

Enclosed is a form upon which to record your district and/or school representatives to leagues for next year, 2016-2017. It is a form sent every year to you in order to obtain the names of league representatives to every league in the state and to make sure that the league representatives are designated by school district or school governing boards. It is a legal requirement that league representatives be so designated.

The education code gives the authority for high school athletics to high school governing boards. The code also requires that the boards, after joining CIF, designate their representatives to CIF leagues. This is a necessity! (Ed. Code 33353 (a) (1))

We are asking that, after action by the governing board, you send the names of league representatives to your CIF Section office. Obviously, the presumption behind this code section is that the representatives of boards are the only people who will be voting on issues, at the league and section level, that impact athletics.

If a governing board does not take appropriate action to designate representatives or this information is not given to Section offices within the required time frame, CIF is required to suspend voting privileges (CIF Constitution, Article 2, Section 25, p.17) for the affected schools.

At the State Federated Council level we will be asking that Sections verify that their representatives are designated in compliance with this Ed. Code section.

I hope this gives you a bit of background. Thank you for all you do to help support high school athletics. It is a valuable program in all high schools and we appreciate the support you give to the program and to CIF.

Please return the enclosed form no later than June 29, 2016 directly to your CIF Section Office. Addresses of each section are listed on the back of the form. Please contact us if we can give you further information.

*Center Joint Unified School District*

**Dept./Site:** Family Resource Center

**To: Board of Trustees**

**Date:** April 21, 2016

**From:** Alyson Collier

Principal/Administrator Initials:

**AGENDA REQUEST FOR:**

**Action Item**           X          

Information Item \_\_\_\_\_

# Attached Pages 4

**SUBJECT:**

MOU with Sacramento Children's Home to teach social emotional learning curriculum at CJUSD elementary schools.

**RECOMMENDATION: Approve**

# CONSENT AGENDA

AGENDA ITEM: XIV-17

**MEMORANDUM OF UNDERSTANDING**  
**Between**  
**Sacramento Children's Home**  
**AND**  
**Center Joint Unified School District**

**I. PURPOSE:**

The purpose of this agreement is to clarify roles, responsibilities and services provided by Sacramento Children's Home (SCH) and Center Joint Unified School District while conducting business at school district sites.

**II. PROGRAM DESIGN:** The Sacramento Children's Home eVIBE

(Early Intervention in Violence Begins with Education) Program is an evidenced based model using the following three curriculums: Nurturing Parenting Program (NPP), designed to decrease family conflict, violence abuse and neglect, Stop and Think Social Skills Program, to teach children interpersonal problem solving and conflict resolution skills necessary to interact positively and safely, Too Good For Violence (TGFV) focusing on the development of positive peer relationships and the skills necessary to prevent youth violence. These are voluntary programs integrating conflict resolution, social skills and violence prevention curriculum in a group based setting targeting multiple age groups in grades 3rd-12th. The NPP targets parents or family caregivers. Program flexibility allows for all three curriculums to be taught in the school day setting or after school hours.

**III. RESPONSIBILITIES:**

**A. Sacramento Children's Home** agrees to commit the following staff, resources, and services to support the goals and objectives of the eVIBE program:

1. Sacramento Children's Home (SCH) will be responsible to Center Joint Unified School District for the contractual, administrative, and fiscal responsibilities of the eVIBE program.
2. Sacramento Children's Home will be responsible for implementing the Stop and Think, Too Good for Violence and Nurturing Parenting Program curriculums at selected school sites.
3. The District has determined that services performed under this Agreement will result in contact with students. Sacramento Children's Home shall obtain fingerprinting clearance for all employees before services can begin. Sacramento Children's Home will provide a complete list to the school site/District employees cleared by the DOJ who will provide services under this Agreement. Failure to provide such a written certification before services begin, or within thirty days after execution of

this Agreement, whichever comes first, will result in immediate termination.

4. Sacramento Children's Home will share all eVIBE program curriculum, program events and literature with Center Joint Unified School District.
5. Sacramento Children's Home will present an eVIBE program brochure and flyer that outlines all program services and program contacts.
6. Sacramento Children's Home will provide a completion of eVIBE program certificate to students who complete required number of classes.
7. Sacramento Children's Home will host parent engagement activities for parents/caregivers of students enrolled in the eVIBE program. Site locations for these events will be determined and approved by school site administrators.
8. Sacramento Children's Home will work with school administrators for eVIBE program referrals.
9. Sacramento Children's Home will follow all policies and procedures of the Center Joint Unified School District. This will include maintaining the care and cleanliness of all designated classrooms or facilities used by the eVIBE program staff.
10. Sacramento Children's Home will collect outcome data for the purposes of compliance with outcome measures.

**B. Center Joint Unified School District** agrees to collaborate and partner with the Sacramento Children's Home to support the goals and objectives of the eVIBE program:

1. Center Joint Unified School District will provide the facility/classroom space to conduct concurrent groups of up to 30 students for the Stop and Think and 20 students for the Too Good For Violence program.
2. Center Joint Unified School District will provide facility space to conduct parent /family activity meetings.
3. Center Joint Unified School District will refer students/families to the Stop and Think, Too Good for Violence and Nurturing Parenting programs.
4. Center Joint Unified School District will work with Sacramento Children's' Home to coordinate the program implementation schedule during the school day or afterschool hours.

#### **IV. TERMS AND CONDITIONS:**

The terms of this MOU shall commence on July 1<sup>st</sup>, 2016 - June 30th, 2017 are renewable thereafter from year to year unless either participating party gives written notice of termination. Either party may terminate this MOU in thirty (30) days upon written notification on intention to terminate the agreement with or without cause. The MOU is predicated on obtaining funding from the County of Sacramento.

## **V. INSURANCE:**

Without limiting indemnification, SCH shall maintain in force at all times during the term of this MOU and any extensions or modifications thereto, insurance against claims for injuries to person or damages to property which may arise from or in connection with the performance of the MOU by SCH, its agents, representatives or employees. Center Joint Unified School District reserves the right at any time to review the coverage, form, and amount of the insurance and may require SCH to obtain sufficient coverage, form and amount to provide adequate protection.

## **VI. INDEMNIFICATION:**

Center Joint Unified School District shall indemnify, defend, and hold harmless SCH, its officers, agents, and employees, from and against any and all claims, losses, liabilities or damages, including payment of attorney's fees, arising out of or resulting from the failure of Center Joint Unified School District to perform the terms of this MOU or performance of this MOU, caused in whole or in part by any act or omission of Center Joint Unified School District, its officers, agents, employees, subcontractors, or anyone directly or indirectly employed by any of them regardless of whether caused in part by a party indemnified hereunder. SCH shall indemnify, defend, and hold harmless Center Joint Unified School District, its officers, agents, and employees, from and against any and all claims, losses, liabilities or damages, including payment of attorney's fees, arising out of or resulting from the failure of SCH to perform the terms of this MOU or performance of this MOU, caused in whole or in part by any act or omission of SCH, its officers, agents, employees, subcontractors, or anyone directly or indirectly employed by any of them regardless of whether caused in part by a party indemnified hereunder.

## **VII. AMENDMENTS:**

Amendments to this MOU may be made with mutual written agreement from the participating parties.

This operational agreement shall be effective upon signature. We, the undersigned, as authorized representatives of the Sacramento Children's Home and the Center Joint Unified School District, do hereby approve this document.

\_\_\_\_\_  
Roy L. Alexander, Chief Executive Officer  
Sacramento Children's Home

\_\_\_\_\_  
Date

\_\_\_\_\_  
Scott Loehr, Superintendent  
Center Joint Unified School District

\_\_\_\_\_  
Date



## *Center Joint Unified School District*

### AGENDA REQUEST FOR:

Dept./Site: **Instructional Services**

Date: **May 18, 2016**

Action Item

To: **Board of Trustees**

Information Item   X  

From:   
**Rebecca Lawson**  
**Coordinator of Curriculum & Instruction**

# Attached Pages **8**

### **SUBJECT: Surplus Books**

The following books are to be recycled and or disposed due to information no longer current: All books are ELA from Dudley, North Country, Oak Hill, Spinelli, & Wilson C Riles Middle School. 10242 books

Attachment #1 – SRA Open Court, Teacher Edition, Level K, Units 1-8	200 books
Attachment #2 - SRA Open Court, Teacher Edition, Level 1, Units 1-10	250 books
Attachment #3 – SRA Open Court, 1 <sup>st</sup> Gr Anthology 1&2, 1 <sup>st</sup> & 2 <sup>nd</sup> Reader	2640 books
Attachment #4 – SRA Open Court, Teacher Edition, Level 2, Units 1-6 Grade 2 Anthology 1 & 2, Grade 2 First Reader	2130 books
Attachment #5 – SRA Open Court, Teacher Edition, Level 3, Units 1-6 Grade 3 Anthology 1 & 2	1470 books
Attachment #6 – SRA Open Court, Teacher Edition, Level 4, Units 1-6 Grade 4 Anthology	900 books
Attachment #7 – SRA Open Court, Teacher Edition, Level 5, Units 1-6 Grade 5 Anthology	900 books
Attachment #8 – Pearson, Literature CA 2010 Gr 6 <sup>th</sup> – 8th, Student/Teacher	1752 books

These books were offered to book buyer, Follett Educational Services. They are not interested in these books and materials.

**RECOMMENDATION:** The Center Joint Unified School District Board of Trustees approves the above listed books to be recycled/discarded.

CONSENT AGENDA

## Discarded/ Surplus Curriculum to be returned to District Warehouse

Publisher	Subject	Title	ISBN#	Site	Quantity
<i>Example</i> Davidson, Castillo, Stoff	<i>Social Studies</i>	<i>The American Nation</i>	<i>0-13-433634-8</i>	<i>CHS</i>	<i>30</i>
SRA/Open Court	ELA	CA Teacher Edition Level K Unit 1	0075695871	Dudley/North Country/Spinelli/Oak Hill	25
SRA/Open Court	ELA	CA Teacher Edition Level K Unit 2	007569588X	Dudley/North Country/Spinelli/Oak Hill	25
SRA/Open Court	ELA	CA Teacher Edition Level K Unit 3	0075695898	Dudley/North Country/Spinelli/Oak Hill	25
SRA/Open Court	ELA	CA Teacher Edition Level K Unit 4	0075695901	Dudley/North Country/Spinelli/Oak Hill	25
SRA/Open Court	ELA	CA Teacher Edition Level K Unit 5	007569591X	Dudley/North Country/Spinelli/Oak Hill	25
SRA/Open Court	ELA	CA Teacher Edition Level K Unit 6	0075695928	Dudley/North Country/Spinelli/Oak Hill	25
SRA/Open Court	ELA	CA Teacher Edition Level K Unit 7	0075695936	Dudley/North Country/Spinelli/Oak Hill	25
SRA/Open Court	ELA	CA Teacher Edition Level K Unit 8	0075695944	Dudley/North Country/Spinelli/Oak Hill	25
				total	200

Submitted by: *Deanna Farrow*Date: 4-29-16

Site Administrator Approval: \_\_\_\_\_


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

District Administrator Approval: \_\_\_\_\_

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

## Discarded/ Surplus Curriculum to be returned to District Warehouse

Publisher	Subject	Title	ISBN#	Site	Quantity
<i>Example Davidson, Castillo, Stoff</i>	<i>Social Studies</i>	<i>The American Nation</i>	<i>0-13-433634-8</i>	<i>CHS</i>	<i>30</i>
SRA/Open Court	ELA	CA Teacher Edition Level 1 Unit 1	0075696134	Dudley/North Country/Spinelli/Oak Hill	25
SRA/Open Court	ELA	CA Teacher Edition Level 1 Unit 2	0075696142	Dudley/North Country/Spinelli/Oak Hill	25
SRA/Open Court	ELA	CA Teacher Edition Level 1 Unit 3	0075696150	Dudley/North Country/Spinelli/Oak Hill	25
SRA/Open Court	ELA	CA Teacher Edition Level 1 Unit 4	0075696169	Dudley/North Country/Spinelli/Oak Hill	25
SRA/Open Court	ELA	CA Teacher Edition Level 1 Unit 5	0075696177	Dudley/North Country/Spinelli/Oak Hill	25
SRA/Open Court	ELA	CA Teacher Edition Level 1 Unit 6	0075696185	Dudley/North Country/Spinelli/Oak Hill	25
SRA/Open Court	ELA	CA Teacher Edition Level 1 Unit 7	0075696193	Dudley/North Country/Spinelli/Oak Hill	25
SRA/Open Court	ELA	CA Teacher Edition Level 1 Unit 8	0075696207	Dudley/North Country/Spinelli/Oak Hill	25
SRA/Open Court	ELA	CA Teacher Edition Level 1 Unit 9	0075696215	Dudley/North Country/Spinelli/Oak Hill	25
SRA/Open Court	ELA	Ca Teacher Edition Level 1 Unit 10	0075696223	Dudley/North Country/Spinelli/Oak Hill	25
				<i>total</i>	<i>250</i>

Submitted by: 

Site Administrator Approval: \_\_\_\_\_

District Administrator Approval: \_\_\_\_\_

Date: 4-29-16

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

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

Discarded/ Surplus Curriculum to be returned to District Warehouse

Publisher	Subject	Title	ISBN#	Site	Quantity
<i>Example Davidson, Castillo, Stoff</i>	<i>Social Studies</i>	<i>The American Nation</i>	<i>0-13-433634-8</i>	<i>CHS</i>	<i>30</i>
SRA/Open Court	ELA	1 <sup>st</sup> grade Anthology 1	0075692422	Dudley/North Country/Spinelli/Oak Hill	660
SRA/Open Court	ELA	1 <sup>st</sup> grade Anthology 2	0075692430	Dudley/North Country/Spinelli/Oak Hill	660
SRA/Open Court	ELA	1 <sup>st</sup> grade First Reader	0075719355	Dudley/North Country/Spinelli/Oak Hill	660
SRA/Open Court	ELA	1 <sup>st</sup> grade Second Reader	0075719363	Dudley/North Country/Spinelli/Oak Hill	660
				<i>total</i>	<i>2640</i>

Submitted by: *Rebecca J. Jansen*

Date: *4-29-16*

Site Administrator Approval: \_\_\_\_\_

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

District Administrator Approval: \_\_\_\_\_

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

## Discarded/ Surplus Curriculum to be returned to District Warehouse

Publisher	Subject	Title	ISBN#	Site	Quantity
<i>Example Davidson, Castillo, Stoff</i>	<i>Social Studies</i>	<i>The American Nation</i>	<i>0-13-433634-8</i>	<i>CHS</i>	<i>30</i>
SRA/Open Court	ELA	CA Teacher Edition Level 2 Unit 1	0075696398	Dudley/North Country/Spinelli/Oak Hill	25
SRA/Open Court	ELA	CA Teacher Edition Level 2 Unit 2	0075696401	Dudley/North Country/Spinelli/Oak Hill	25
SRA/Open Court	ELA	CA Teacher Edition Level 2 Unit 3	007569641X	Dudley/North Country/Spinelli/Oak Hill	25
SRA/Open Court	ELA	CA Teacher Edition Level 2 Unit 4	0075696428	Dudley/North Country/Spinelli/Oak Hill	25
SRA/Open Court	ELA	CA Teacher Edition Level 2 Unit 5	0075696436	Dudley/North Country/Spinelli/Oak Hill	25
SRA/Open Court	ELA	CA Teacher Edition Level 2 Unit 6	0075696444	Dudley/North Country/Spinelli/Oak Hill	25
SRA/Open Court	ELA	Grade 2 Anthology 1	0075692449	Dudley/North Country/Spinelli/Oak Hill	660
SRA/Open Court	ELA	Grade 2 Anthology 2	0075692457	Dudley/North Country/Spinelli/Oak Hill	660
SRA/Open Court	ELA	Grade 2 First Reader	0075722836	Dudley/North Country/Spinelli/Oak Hill	660
				<i>total</i>	<i>2130</i>

Submitted by: Date: 4-29-16

Site Administrator Approval: \_\_\_\_\_

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

District Administrator Approval: \_\_\_\_\_

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

**Discarded/ Surplus Curriculum to be returned to District Warehouse**

Publisher	Subject	Title	ISBN#	Site	Quantity
<i>Example Davidson, Castillo, Stoff</i>	<i>Social Studies</i>	<i>The American Nation</i>	<i>0-13-433634-8</i>	<i>CHS</i>	<i>30</i>
SRA/Open Court	ELA	CA Teacher Edition Level 3 Unit 1	0075696576	Dudley/North Country/Spinelli/Oak Hill	25
SRA/Open Court	ELA	CA Teacher Edition Level 3 Unit 2	0075696584	Dudley/North Country/Spinelli/Oak Hill	25
SRA/Open Court	ELA	CA Teacher Edition Level 3 Unit 3	0075696592	Dudley/North Country/Spinelli/Oak Hill	25
SRA/Open Court	ELA	CA Teacher Edition Level 3 Unit 4	0075696606	Dudley/North Country/Spinelli/Oak Hill	25
SRA/Open Court	ELA	CA Teacher Edition Level 3 Unit 5	0075696614	Dudley/North Country/Spinelli/Oak Hill	25
SRA/Open Court	ELA	CA Teacher Edition Level 3 Unit 6	0075696622	Dudley/North Country/Spinelli/Oak Hill	25
SRA/Open Court	ELA	Grade 3 Anthology 1	0075692465	Dudley/North Country/Spinelli/Oak Hill	660
SRA/Open Court	ELA	Grade 3 Anthology 2	0075692473	Dudley/North Country/Spinelli/Oak Hill	660
				total	470

Submitted by: Robert J. [Signature]

**Site Administrator Approval:** \_\_\_\_\_

District Administrator Approval: \_\_\_\_\_

Date: 4-29-16

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

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

## Discarded/ Surplus Curriculum to be returned to District Warehouse

Publisher	Subject	Title	ISBN#	Site	Quantity
<i>Example</i> Davidson, Castillo, Stoff	<i>Social Studies</i>	<i>The American Nation</i>	<i>0-13-433634-8</i>	<i>CHS</i>	<i>30</i>
SRA/Open Court	ELA	CA Teacher Edition Level 4 Unit 1	0075696754	Dudley/North Country/Spinelli/Oak Hill	25
SRA/Open Court	ELA	CA Teacher Edition Level 4 Unit 2	0075696762	Dudley/North Country/Spinelli/Oak Hill	25
SRA/Open Court	ELA	CA Teacher Edition Level 4 Unit 3	0075696770	Dudley/North Country/Spinelli/Oak Hill	25
SRA/Open Court	ELA	CA Teacher Edition Level 4 Unit 4	0075696789	Dudley/North Country/Spinelli/Oak Hill	25
SRA/Open Court	ELA	CA Teacher Edition Level 4 Unit 5	0075696797	Dudley/North Country/Spinelli/Oak Hill	25
SRA/Open Court	ELA	CA Teacher Edition Level 4 Unit 6	0075696800	Dudley/North Country/Spinelli/Oak Hill	25
SRA/Open Court	ELA	Grade 4 Anthology 1	0075692481	Dudley/North Country/Spinelli/Oak Hill	750
				<i>total</i>	<i>900</i>

Submitted by: *Debra J. Jam*Date: *4-29-16*

Site Administrator Approval: \_\_\_\_\_

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

District Administrator Approval: \_\_\_\_\_

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

## Discarded/ Surplus Curriculum to be returned to District Warehouse

Publisher	Subject	Title	ISBN#	Site	Quantity
<i>Example Davidson, Castillo, Stoff</i>	<i>Social Studies</i>	<i>The American Nation</i>	<i>0-13-433634-8</i>	<i>CHS</i>	<i>30</i>
SRA/Open Court	ELA	CA Teacher Edition Level 5 Unit 1	0075696932	Dudley/North Country/Spinelli/Oak Hill	25
SRA/Open Court	ELA	CA Teacher Edition Level 5 Unit 2	0075696940	Dudley/North Country/Spinelli/Oak Hill	25
SRA/Open Court	ELA	CA Teacher Edition Level 5 Unit 3	0075696959	Dudley/North Country/Spinelli/Oak Hill	25
SRA/Open Court	ELA	CA Teacher Edition Level 5 Unit 4	0075696967	Dudley/North Country/Spinelli/Oak Hill	25
SRA/Open Court	ELA	CA Teacher Edition Level 5 Unit 5	0075696975	Dudley/North Country/Spinelli/Oak Hill	25
SRA/Open Court	ELA	CA Teacher Edition Level 5 Unit 6	0075696983	Dudley/North Country/Spinelli/Oak Hill	25
SRA/Open Court	ELA	Grade 5 Anthology 1	007569249X	Dudley/North Country/Spinelli/Oak Hill	750
				total	900

Submitted by: 

Site Administrator Approval: \_\_\_\_\_

District Administrator Approval: \_\_\_\_\_

Date: 4-29-16

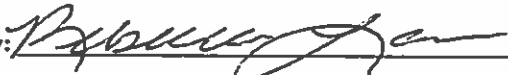
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Date: \_\_\_\_\_



## Discarded/ Surplus Curriculum to be returned to District Warehouse

Publisher	Subject	Title	ISBN#	Site	Quantity
<i>Example</i> Davidson, Castillo, Stoff	Social Studies	The American Nation	0-13-433634-8	CHS	30
Pearson	ELA	Literature for CA (2010) Grade 6 Student Edition	0133664228	Dudley/North Country/Spinelli/Oak Hill	600
Pearson	ELA	Literature Teacher Edition Grade 6	0133664155	Dudley/North Country/Spinelli/Oak Hill	12
Pearson	ELA	Literature for CA (2010) Grade 7 Student Edition	0133664147	WCR	525
Pearson	ELA	Literature Teacher Edition Grade 7	0133664163	WCR	7
Pearson	ELA	Literature for CA (2010) Grade 8 Student Edition	0133664139	WCR	600
Pearson	ELA	Literature for CA Grade 8	0133674290	WCR	8
				total	1752

Submitted by: 

Site Administrator Approval: \_\_\_\_\_

District Administrator Approval: \_\_\_\_\_

Date: 4-29-16

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

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

# Center Joint Unified School District

**AGENDA REQUEST FOR:**

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

**To:** Board of Trustees

**Action Item** X

**Date:** May 18, 2016

**Information Item**     

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

**# Attached Pages** 1

**Assist. Supt. Initials:** CD

**SUBJECT:** Resolution #15/2015-16  
Eligibility Renewal Application  
State & Federal Surplus Property Program



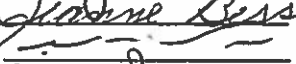
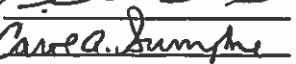
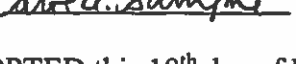
The attached Resolution #15/2015-16 gives approval to authorize the designated personnel to acquire surplus property through the auspices of the California State Agency for Surplus Property and accept responsibility for payment of incidental fees by the surplus property agency.

**Recommendation:** That the Board of Trustees approves the resolution authorizing the designated personnel to acquire surplus property through the auspices of the California State Agency for Surplus Property.

CONSENT AGENDA

**ELIGIBILITY RENEWAL APPLICATION STATE & FEDERAL SURPLUS  
PROPERTY PROGRAM  
RESOLUTION #15/2015-16**

BE IT RESOLVED by the Governing Board, and hereby ordered that the officials and/or employees whose names, titles, and signatures are listed below shall be and are hereby authorized as our representatives to acquire surplus property through the auspices of the California State Agency for Surplus Property and accept responsibility for payment of incidental fees by the surplus property agency under the Terms and Conditions accompanying this form.

<u>NAME</u>	<u>TITLE</u>	<u>SIGNATURE</u>	<u>E-MAIL ADDRESS</u>
Scott Loehr	Superintendent		<a href="mailto:sloehr@centerusd.org">sloehr@centerusd.org</a>
Craig Deason	Assistant Superintendent		<a href="mailto:cdeason@centerusd.org">cdeason@centerusd.org</a>
Jeanne Bess	Director of Fiscal Services		<a href="mailto:jbess@centerusd.org">jbess@centerusd.org</a>
Marvin Lord	Technology Coordinator		<a href="mailto:marvl@centerusd.org">marvl@centerusd.org</a>
Carol Surryhne	Secretary		<a href="mailto:surryhne@centerusd.org">surryhne@centerusd.org</a>

The above resolution was PASSED AND ADOPTED this 18<sup>th</sup> day of May 2016 by the Governing Board of the Center Joint Unified School District by the following vote:

AYES: \_\_\_\_\_  
NOES: \_\_\_\_\_  
ABSENT: \_\_\_\_\_

I, Clerk of the Governing Board known as Center Joint Unified School District Board of Trustees, do hereby certify that the foregoing is a full, true, and correct resolution adopted by the Governing Board of the above named organization at the meeting thereof held at its regular place of meeting on the date and by the vote above stated, a copy of said resolution is on file in the principle office of the Governing Board.

Signed by: \_\_\_\_\_

Governor Edmund G. Brown Jr.

**ELIGIBILITY RENEWAL APPLICATION STATE & FEDERAL SURPLUS PROPERTY PROGRAM**

A. Name of the Organization Center Joint Unified School Dist. Telephone 916-338-6337  
Address 8408 Watt Avenue City Antelope Zip 95843  
Fax Number 916-338-6339 E-mail Address cdeason@centerusd.org

Organization is a: PUBLIC GOVERNMENTAL AGENCY

- ☐ A. Conservation  
☐ B. Economic Development  
☒ C. Education - ADA 4405  
☐ D. Parks & Recreation  
☐ E. Public Health  
☐ F. Public Safety  
☐ G. Other, Explain \_\_\_\_\_

PRIVATE AGENCY/ORGANIZATION

- ☐ A. Homeless Program  
☐ B. Private Education - ADA  
☐ C. Private Health  
☐ D. Older Americans Act for Sr. Citizens  
☐ E. Other, Explain \_\_\_\_\_

Number of Service Sites \_\_\_\_\_

Total Number of Clients Served Each Day \_\_\_\_\_

**RESOLUTION**

B. "BE IT RESOLVED by the Governing Board, and hereby ordered that the official(s) and/or employee(s) whose name(s), title(s), and signature(s) are listed below shall be and is (are) hereby authorized as our representative(s) to acquire surplus property through the auspices of the California State Agency for Surplus Property and accept responsibility for payment of incidental fees by the surplus property agency under the Terms and Conditions accompanying this form or listed on the reverse side of this form."

NAME (Print or type)	TITLE	SIGNATURE*	E-MAIL ADDRESS
<u>Scott Locher</u>	<u>Superintendent</u>	<u>[Signature]</u>	<u>slocher@centerusd.org</u>
<u>Craig Deason</u>	<u>Asst. Supt.</u>	<u>[Signature]</u>	<u>cdeason</u> "
<u>Jeanne Bess</u>	<u>Dir. Fiscal Services</u>	<u>[Signature]</u>	<u>jhbess</u> "
<u>Harvin Lord</u>	<u>Technology Coord.</u>	<u>[Signature]</u>	<u>marvl@centerusd.org</u>
<u>Carol Sumphne</u>	<u>Secretary</u>	<u>[Signature]</u>	<u>sumphne</u> "

\*Note: All signatures must be in original form. No copied or stamped signatures.

The above resolution was PASSED AND ADOPTED this \_\_\_\_\_ day of \_\_\_\_\_ 20 \_\_\_\_\_ by the Governing Board of the:

\_\_\_\_\_ by the following vote: AYES: \_\_\_\_\_ NOES: \_\_\_\_\_ ABSENT: \_\_\_\_\_

I, \_\_\_\_\_ Clerk of the Governing Board known as \_\_\_\_\_

Do hereby certify that the foregoing is a full, true, and correct resolution adopted by the governing board of the above named organization at the meeting thereof held at its regular place of meeting on the date and by the vote above stated, a copy of said resolution is on file in the principal office of the Governing Board.

Signed by: \_\_\_\_\_

NOTE: ALL LOCAL GOVERNMENT & NON-PROFIT INCORPORATED ORGANIZATIONS HAVE A GOVERNING BOARD, THEREFORE COMPLETE ONLY SECTIONS "A" & "B". THE FOLLOWING SECTION "C" IS FOR STATE AGENCIES ONLY.

C. AUTHORIZED BY: \_\_\_\_\_  
Printed Name and Title of Chief Administrative Officer

Signature of Chief Administrative Officer

Date

STATE OF CALIFORNIA AGENCIES ARE REQUIRED TO PROVIDE THEIR STATE BILLING CODE#

0V6167

FOR STATE SURPLUS AGENCY USE ONLY

Renewal Application Approved \_\_\_\_\_ Renewal Application Disapproved \_\_\_\_\_

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

# Center Joint Unified School District

**AGENDA REQUEST FOR:**

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

**To:** Board of Trustees

**Action Item**   X  

**Date:** May 18, 2016

**Information Item**       

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

**# Attached Pages**   1  

**Assist. Supt. Initials:**   CD  

**SUBJECT:** Assurance of Compliance with GSA Regulations  
Regarding Property Donated to Center Joint Unified School District (Donee)  
Through the State & Federal Surplus Property Program

By signing the attached, the Board of Trustees for Center Joint Unified School District (Donee) assures compliance with the GSA regulations pertaining to acceptance of property donated to the District. These regulations are found under Title VI of the Civil Rights Act of 1964, Section 606 of Title VI of the Federal Property and Administrative Services Act of 1949, as amended, Section 504 of the Rehabilitation Act of 1973, as amended, Title IX of the Education Amendments of 1972, as amended, and Section 303 of the Age Discrimination Act of 1975.

**Recommendation:** That the Board of Trustees agrees to sign the attached Assurance of Compliance.

CONSENT AGENDA

STATE OF CALIFORNIA  
DEPARTMENT OF GENERAL SERVICES  
OFFICE OF FLEET AND ASSET MANAGEMENT  
SASP 203 (Rev 3/15)

ASSURANCE OF COMPLIANCE WITH GSA REGULATIONS UNDER TITLE VI OF  
THE CIVIL RIGHTS ACT OF 1964, SECTION 606 OF TITLE VI OF THE FEDERAL  
PROPERTY AND ADMINISTRATIVE SERVICES ACT OF 1949, AS AMENDED,  
SECTION 504 OF THE REHABILITATION ACT OF 1973, AS AMENDED,  
TITLE IX OF THE EDUCATION AMENDMENTS OF 1972, AS AMENDED  
AND SECTION 303 OF THE AGE DISCRIMINATION ACT OF 1975

Center Joint Unified School District (hereinafter called the "donee"),  
(Name of donee organization)

HEREBY AGREES THAT the program for or in connection with which any property is donated to the donee will be conducted in compliance with, and the donee will comply with and will require any other person (any legal entity) who through contractual or other arrangements with the donee is authorized to provide services or benefits under said program to comply with, all requirements imposed by or pursuant to the regulations of the General Services Administration (41 CFR 101-6.2) issued under the provisions of Title VI of the Civil Rights Act of 1964, Section 606 of Title VI of the Federal Property and Administrative Services Act of 1949, as amended, Section 504 of the Rehabilitation Act of 1973, as amended, Title IX of the Education Amendments of 1972, as amended, and Section 303 of the Age Discrimination Act of 1975, to the end that no person in the United States shall on the ground of race, color, national origin, sex, or age, or that no otherwise qualified handicapped person shall solely by reason of the handicap, be excluded from participation in, be denied the benefits of, or be subjected to discrimination under any program or activity for which the donee received Federal assistance from the General Services Administration; and HEREBY GIVES ASSURANCE THAT it will immediately take any measures necessary to effectuate this agreement.

The donee further agrees that this agreement shall be subject in all respects to the provisions of said regulations; that this agreement shall obligate the donee for the period during which it retains ownership or possession of any such property; that the United States shall have the right to seek judicial enforcement of this agreement; and, this agreement shall be binding upon any successor in interest of the donee and the word "donee" as used herein includes any such successor in interest.

Date \_\_\_\_\_

Center Joint Unified School District  
Donee Organization

BY \_\_\_\_\_

(President/Chairman of the Board  
or comparable authorized official)

8408 Watt Avenue

Antelope, CA 95843

\_\_\_\_\_  
Donee Mailing Address

# Center Joint Unified School District

**AGENDA REQUEST FOR:**

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

**To:** Board of Trustees

**Action Item**   X  

**Date:** May 18, 2016

**Information Item**       

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

**# Attached Pages**   2  

**Assist. Supt. Initials:** CD

**SUBJECT:** Amendment #3 - CPM Contract for Program  
Management Services for Prop 39 and Technology Upgrade

Amendment #3 increases the not-to-exceed fee from Seventy-five Thousand Dollars (\$75,000) to One Hundred Seventeen Thousand Two Hundred Fifty Dollars (\$117,250), an increase of Forty-two Thousand Two Hundred Fifty Dollars (\$42,250). In addition, the amendment adds services for the following projects to those already listed: MCA TV Studio and Performing Arts Building Audio Visual Upgrades; On-Call; and Modernization Eligibility Baselines (will enlist sub-consultant, Hancock Park Delong).

**Recommendation:** That the Board of Trustees approves Amendment #3 for CPM Contract for Program Management Services for Prop 39 and Technology Upgrade.

CONSENT AGENDA

### Contract Amendment #3

May 1, 2016

Agreement between Center Joint Unified School District, "District or Owner" and Capital Program Management Inc., "Program Manager or PM" (hereinafter collectively referred to as "Parties").

**WHEREAS**, the Parties entered into an Agreement ("Agreement") dated November 20, 2013 for Prop 39 and Technology Upgrade in connection with the renovation and new school construction program in the District; and

**WHEREAS**, the Parties wish to amend the Agreement.

**NOW, THEREFORE**, the Parties hereby agree as follows:

This Amendment adds scope to the Basic Services in Exhibit "C" and increases the not-to-exceed fee from Seventy-five Thousand Dollars (\$75,000) to One Hundred Seventeen Thousand Two Hundred Fifty Dollars (\$117,250), an increase of Forty-two Thousand Two Hundred Fifty Dollars (\$42,250).

**Amend Article 7, Compensation and Payment, Paragraph A.1, to read:**

A. Compensation for Basic Services: The Owner shall compensate the PM for performing the Basic Services described in Article 3, within timeframes established in Article 4 as follows:

1. A fee currently estimated to be One Hundred Seventeen Thousand Two Hundred Fifty Dollars (\$117,250) through December 31, 2016, to be paid as provided in subpart 7B, below. This total is only an estimate and shall not limit the total to be paid, provided PM has complied with the requirements of this Agreement with respect to services that may cause this amount to be exceeded. To the extent this amount may be exceeded, the additional amount will be paid for as provided elsewhere in this Agreement.

**ADD to Exhibit "C" Program Manager's Basic Services the following:**

13. Construction Administration/Management oversight services through close-out phase for the MCA TV Studio and Performing Arts Building Auto Visual Upgrades Project.
14. Budget & Accounting services for updates to the MCA/AV Project Budget; and Master Program budget updates.
15. On-Call and preliminary facility planning services.
16. Review and update the modernization eligibility baselines for the District's schools. CPM will be using a sub-consultant, Hancock Park Delong (HPD), in the amount of \$5,250.



NOW, THEREFORE, the Parties agree that all other terms, conditions, exhibits, and obligations of the Agreement remain in effect throughout the term of the Agreement except for those provisions of the Agreement that are directly contradicted by this Amendment, in which event the terms of the Amendment shall control.

The covenants and conditions contained in this Amendment shall apply to and bind the Parties and the heirs, legal representatives, successors and permitted assigns of the Parties.

This Amendment is executed as of the day and year first written above.

CENTER JOINT UNIFIED SCHOOL DISTRICT

By: \_\_\_\_\_

\_\_\_\_\_

Its: \_\_\_\_\_

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

CAPITAL PROGRAM MANAGEMENT, INC.

By: \_\_\_\_\_



Mr. Wallace E. Browe

Its: President

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

5.5.16

# Center Joint Unified School District

<b>AGENDA REQUEST FOR:</b>	
Dept./Site: Facilities & Operations Department	Action Item <u>  X  </u>
To: Board of Trustees	Information Item <u>      </u>
Date: May 18, 2016	# Attached Pages <u>  4  </u>
From: Craig Deason, Assist. Supt.	
Assist. Supt. Initials: <u>  CD  </u>	

<b>SUBJECT:</b>	PSA for Loy Mattison Enterprises
<b>CONSULTANT'S NAME:</b>	Loy Mattison
<b>COMPANY NAME (if applicable):</b>	Loy Mattison Enterprises
<b>SERVICES TO BE RENDERED:</b>	E-Rate Services
<b>DATES OF SERVICE:</b>	July 1, 2016 - June 30, 2017
<b>PAYMENT PER HOUR:</b>	\$115.00
<b>SERVICES RENDERED AS NEEDED</b>	
<b>FUNDING SOURCE:</b>	01-0000-0-5902-106-0000-8110-007-000
<b>RECOMMENDATION:</b> That the CJUSD Board of Trustees approves the Professional Services Agreement as presented.	

CONSENT AGENDA



Center Unified School District  
8408 Watt Avenue  
Antelope, California 95843

## PROFESSIONAL SERVICES AGREEMENT

This agreement for professional services is entered into this \_\_\_\_\_ day of \_\_\_\_\_, 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: LOY MATISON

Address: 7038 ALMOND HILL CT, ORANERVILLE, CA 95662

Phone: (916) 849-0502

Taxpayer ID # [REDACTED]

Full description of services to be provided: ERSTE SERVICES

Payment \$ 115.00 per HOUR. 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: 7/1/2016

Frequency of Service: MONTHLY

Ending Date of Service: 6/30/2017

Method of Payment and Tax Reporting: (check one)

- ☐ Variable Payroll - W-2 Generated (Requires completion of W-4 & I-9 in Personnel Dept.)  
☒ Accounts Payable - 1099 Generated (Requires completion of W-9 on back of this form).

Total amount of this contract \$ \_\_\_\_\_

Budget # \_\_\_\_\_

Reason service cannot be provided by a District employee: \_\_\_\_\_

Signature of CONTRACTOR: [Signature]

Date: 7/28/16

Signature of District employee requesting service: \_\_\_\_\_

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

Signature of Accounting Supervisor: \_\_\_\_\_

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

Date Board of Trustees Approved (If over \$500.00): \_\_\_\_\_

Signature of Authorized Contracting Official: \_\_\_\_\_

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

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

**Request for Taxpayer  
Identification Number and Certification**

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

Print or type  
See Specific Instructions on page 2.

1 Name (as shown on your income tax return). Name is required on this line; do not leave this line blank. <b>Loy Mattison</b>		
2 Business name/disregarded entity name, if different from above		
3 Check appropriate box for federal tax classification; check only one of the following seven boxes: <input checked="" type="checkbox"/> Individual/sole proprietor or single-member LLC <input type="checkbox"/> Limited liability company. Enter the tax classification (C=C corporation, S=S corporation, P=partnership) ▶ <b>Note.</b> For a single-member LLC that is disregarded, do not check LLC; check the appropriate box in the line above for the tax classification of the single-member owner. <input type="checkbox"/> Other (see instructions) ▶	4 Exemptions (codes apply only to certain entities, not individuals; see instructions on page 3): Exempt payee code (if any) _____ Exemption from FATCA reporting code (if any) _____ <small>(Applies to accounts maintained outside the U.S.)</small>	
5 Address (number, street, and apt. or suite no.) <b>7038 Almond Hill Court</b>	Requester's name and address (optional)	
6 City, state, and ZIP code <b>Orangevale, CA 95662</b>		
7 List account number(s) here (optional)		

**Part I Taxpayer Identification Number (TIN)**

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

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

Social security number								
<div style="background-color: black; width: 100%; height: 1.2em;"></div>								
or								
Employer identification number								
<div style="background-color: black; width: 100%; height: 1.2em;"></div>								

**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); and
- The FATCA code(s) entered on this form (if any) indicating that I am exempt from FATCA reporting is correct.

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

Sign Here	Signature of U.S. person ▶ 	Date ▶ <b>4/28/2016</b>
-----------	--	-------------------------

**General Instructions**

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

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

**Purpose of Form**

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

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

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

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

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

By signing the filled-out form, you:

- 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, and
- Certify that FATCA code(s) entered on this form (if any) indicating that you are exempt from the FATCA reporting, is correct. See *What is FATCA reporting?* on page 2 for further information.

# INDEPENDENT CONTRACTOR OR EMPLOYEE? DISTRICT GUIDELINES

## PART I

	YES	NO
1. Has this category of worker already been classified an "employee" by the IRS? 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
<p>11. Does the individual operate an <u>independent</u> trade or business that is available to the general public?</p> <p><i>A determining factor in judging independence is the performance of services to the general public. In evaluating this criteria, school districts are considered to be separate entities. Keep in mind: if the district is utilizing this individual's services on a full-time basis, the individual is <u>not</u> available to the general public. NOTE: Possession of a business license or incorporation does <u>not</u> automatically satisfy this requirement. The determination <u>must</u> be made on the actual <u>relationship</u> between the district and the individual performing services.</i></p>	/	
<p>12. Does the individual have a substantial investment in his/her business, i.e. maintains a facility, equipment, etc.?</p> <p><i>This is indicative of economic risk inherent in business enterprises. An independent contractor must be able to make a profit or sustain a loss.</i></p>	/	

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

**STOP HERE**

and process the individual through payroll.

If 11 and 12 are both "YES", continue

	YES	NO
<p>13. Does the individual provide all materials and support services necessary for the performance of this service?</p> <p><i>The district should not be providing office space, clerical, secretarial, or any other support for this individual such as materials, xeroxing, printing, office supplies, etc. Any necessary assistants would be hired by the individual.</i></p>	/	
<p>14. Is this paid by the job or on a commission?</p>	/	
<p>15. Does the individual bear the cost of any travel and business expenses incurred to perform this service?</p> <p><i>Generally, these types of expenses are paid by an employer, however, some contracts provide for payment of airfare, mileage, etc. for consultants.</i></p>	/	

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

# Center Joint Unified School District

**AGENDA REQUEST FOR:**

Dept. /Site: Nutrition Services

Date: 4/28/2016

To: Board of Trustees

From: Laura Kasey  
Supervisor, Nutrition Services

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

Information Item XXXX

# Attached Pages 0

Principal's Initials: CD

**SUBJECT:** Meal price increase for 2016-2017 school year. (going up \$.25)

	Current Meal Prices	Proposed Meal Prices
Secondary; Breakfast	\$1.50	\$1.75
Lunch	\$3.00	\$3.25
Elementary Breakfast	\$1.50	\$1.75
Lunch	\$2.75	\$3.00

Reduced meal pricing will remain the same unless state notifies us of increase.

**DATE:** Start date July 1, 2016

**COST:** 0

**RECOMMENDATION:** that the Center Joint Unified School District Board of Trustees approve this agenda item.

CONSENT AGENDA

# Center Joint Unified School District

**AGENDA REQUEST FOR:**

**Dept. /Site:** Business Department

**Date:** 05/06/2016

**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 April 2016.

**RECOMMENDATION:** That the CJUSD Board of Trustees approve the District Payroll Orders for July 2015 through April 2016.

CONSENT AGENDA



<b>DISTRICT PAYROLL-SUMMARIZED FOR FISCAL YEAR ENDING JUNE 30,2016</b>
--

	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	\$ 2,447,774.58	\$ 66,457.53		\$ 2,514,232.11	746
FEB	\$ 2,454,800.83	\$ 147,136.83		\$ 2,601,937.66	791
MARCH	\$ 2,459,810.29	\$ 150,926.52		\$ 2,610,736.81	788
APRIL	\$ 2,442,864.50	\$ 119,745.59		\$ 2,562,610.09	765
MAY				\$ -	
JUNE				\$ -	
SPECIAL				\$ -	

\$ 22,661,867.17	\$ 1,118,009.90	\$ 427,605.72	\$ 24,207,482.79	7697
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# Center Joint Unified School District

**AGENDA REQUEST FOR:**

**Dept./Site:** Business Department

**Date:** March, 2016

**To:** Board of Trustees

**From:** Jeanne Bess

**Action Item**

**Information Item**

**# Attached Pages** 57

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

April 7, 2016 \$172,451.44, April 14, 2016 \$ 125,415.52,  
April 21, 2016 \$381,159.30, April 28, 2016 \$440,049.06

The commercial warrant payments to vendors totals  
\$ 1,119,075.32

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

**CONSENT AGENDA**

**XIV-25**

81 CENTER UNIFIED SCHOOL DIST.  
04-07-16

ACCOUNTS PAYABLE PRELIST

J6354 APY500 H.02.05 04/07/16 PAGE 0

---

Batch status: A All

From batch: 0054

To batch: 0054

Include Revolving Cash: Y

Include Address: N

81 CENTER UNIFIED SCHOOL DIST.  
04-07-16

ACCOUNTS PAYABLE PRELIST  
BATCH: 0054 04-07-16  
FUND : 01 GENERAL FUND

J6354 APY500 H.02.05 04/07/16 PAGE 1  
<< Open >>

Vendor/Addr	Remit name	Description	Tax ID num	Deposit type	ABA num	Account num	Liq Amt	Net Amount
Req	Reference	Date		FD RESO P OBJE SIT GOAL FUNC RES DEP T9MP				
019053/00	A TOUCH OF UNDERSTANDING INC							
1335	PO-161176	04/07/2016	15-16-185	1 01-9601-0-5800-601-1110-1000-017-000 NN P			580.00	580.00
				TOTAL PAYMENT AMOUNT	580.00 *			580.00
017093/00	ACTIVE NETWORK LLC							
2129	PO-161853	04/07/2016	11076272	1 01-0472-0-5800-472-1813-4200-014-000 NN F			300.00	324.02
				TOTAL PAYMENT AMOUNT	324.02 *			324.02
010002/00	ALDAR ACADEMY							
948	PO-160836	04/07/2016	MARCH	1 01-6500-0-5800-102-5750-1180-002-000 NN F			2,610.30	4,349.40
				TOTAL PAYMENT AMOUNT	4,349.40 *			4,349.40
010669/00	ALHAMBRA & SIERRA SPRINGS							
420	PO-160427	04/07/2016	14871405032516	1 01-6500-0-4300-102-5001-2700-002-000 NN P			55.95	55.95
				TOTAL PAYMENT AMOUNT	55.95 *			55.95
021763/00	ALL STAR RENTS							
49	PO-160051	04/07/2016	584067-10	1 01-8150-0-4300-106-0000-8110-007-000 NN P			193.37	193.37
				TOTAL PAYMENT AMOUNT	193.37 *			193.37
021097/00	ASSOCIATED VALUATION SERVICES							
39	PO-160036	04/07/2016	5134	1 01-0000-0-5800-105-0000-7200-005-000 NN F			1,781.66	1,772.78
				TOTAL PAYMENT AMOUNT	1,772.78 *			1,772.78
010400/00	AT&T							
160	PO-160146	04/07/2016	81008413	1 01-0000-0-5902-106-0000-8110-007-000 NN P			9.40	9.40
				TOTAL PAYMENT AMOUNT	9.40 *			9.40
019504/00	B & H PHOTO-VIDEO							
2228	PO-161934	04/07/2016	108991964	2 01-0000-0-4300-115-0000-7700-007-000 YN F			145.43	138.00
2228	PO-161934	04/07/2016	108653394	1 01-0000-0-4400-115-0000-7700-007-000 YN F			1,552.65	1,434.30
				TOTAL PAYMENT AMOUNT	1,572.30 *			1,572.30
				TOTAL USE TAX AMOUNT	125.78			

81 CENTER UNIFIED SCHOOL DIST.  
04-07-16

ACCOUNTS PAYABLE PRELIST  
BATCH: 0054 04-07-16  
FUND : 01 GENERAL FUND

J6354 APY500 H.02.05 04/07/16 PAGE 2  
<< Open >>

Vendor/Addr	Remit name	Description	Tax ID num	Deposit type	ABA num	Account num	Liq Amt	Net Amount
Req Reference	Date			FD RESO P OBJE SIT GOAL FUNC RES DEP T9MP				
021669/00	BAIONI, RON							
2370 PO-162054	04/07/2016	MILEAGE		1 01-3010-0-5210-371-0000-2700-012-000 NN F		60.48	60.48	
2375 PO-162064	04/07/2016	REIMB-ADAPTERS		1 01-0000-0-4300-475-3200-2700-015-000 NN F		31.90	31.90	
		TOTAL PAYMENT AMOUNT		92.38 *			92.38	
010442/00	BAR HEIN							
1675 PO-161477	04/07/2016	491961		1 01-0000-0-4300-106-0000-8110-007-000 NN P		97.20	97.20	
		TOTAL PAYMENT AMOUNT		97.20 *			97.20	
014056/00	BENDER, LINDA							
2329 PO-162020	04/07/2016	TRAVEL EXPENSE		1 01-6520-0-5200-472-5770-1110-003-000 NN F		729.54	729.54	
		TOTAL PAYMENT AMOUNT		729.54 *			729.54	
014789/00	BISHO, VERNON							
2342 PO-162032	04/07/2016	TRAVEL EXPENSES		1 01-7220-0-5200-472-1110-1000-014-944 NN F		49.16	49.16	
2368 PO-162062	04/07/2016	REIMB AIRFARE-REGIST		1 01-7220-0-5200-472-1110-1000-014-000 NN F		1,346.20	1,346.20	
		TOTAL PAYMENT AMOUNT		1,395.36 *			1,395.36	
013988/00	BUTTES/CENTER STATE PIPE &							
2136 PO-161858	04/07/2016	S008885773.002		1 01-8150-0-4300-106-0000-8110-007-000 NN P		81.33	81.33	
		TOTAL PAYMENT AMOUNT		81.33 *			81.33	
011697/00	C.A.S.H.							
1405 PO-161232	04/07/2016	2016-A-55		1 01-8150-0-5200-106-0000-8110-007-000 NN P		924.00	924.00	
1405 PO-161232	04/07/2016	2016-A-54		1 01-8150-0-5200-106-0000-8110-007-000 NN F		924.00	924.00	
		TOTAL PAYMENT AMOUNT		1,848.00 *			1,848.00	
010340/00	CA DEPT OF JUSTICE							
211 PO-160199	04/07/2016	151520		1 01-0000-0-5800-110-0000-7200-004-000 NN P		352.00	352.00	
		TOTAL PAYMENT AMOUNT		352.00 *			352.00	

81 CENTER UNIFIED SCHOOL DIST.  
04-07-16

ACCOUNTS PAYABLE PRELIST  
BATCH: 0054 04-07-16  
FUND : 01 GENERAL FUND

J6354 APY500 H.02.05 04/07/16 PAGE 3  
<< Open >>

Vendor/Addr	Remit name	Tax ID num	Deposit type	ABA num	Account num	Liq Amt	Net Amount
Req Reference	Date	Description	FD RESO P OBJE SIT GOAL FUNC RES DEP T9MP				
021678/00	CAPITOL ACADEMY						
1018 PO-160901	04/07/2016	765	1 01-6500-0-5800-102-5750-1180-002-000 NN P			700.00	700.00
TOTAL PAYMENT AMOUNT			700.00 *				700.00
010575/00	CAPITOL CLUTCH & BRAKE INC.						
106 PO-160101	04/07/2016	1401196	1 01-0000-0-4300-112-0000-3600-007-000 NN P			56.35	56.35
TOTAL PAYMENT AMOUNT			56.35 *				56.35
018454/00	CASBO-SACRAMENTO SECTION						
2382 PO-162059	04/07/2016	REGIST-DILES	1 01-0000-0-5200-105-0000-7200-005-000 NN F			65.00	65.00
TOTAL PAYMENT AMOUNT			65.00 *				65.00
017639/00	CDT INC.						
210 PO-160198	04/07/2016	42020	1 01-0000-0-5800-110-0000-7200-004-000 NN P			89.00	89.00
TOTAL PAYMENT AMOUNT			89.00 *				89.00
020305/00	CDW GOVERNMENT INC.						
2272 PO-161971	04/07/2016	CNC3801	1 01-3010-0-4400-371-1110-1000-012-000 NN F			887.26	883.16
TOTAL PAYMENT AMOUNT			883.16 *				883.16
015768/00	CHAMBERLAIN, JOE MATTHEW						
2348 PO-162038	04/07/2016	TRAVEL	2 01-7220-0-5200-472-1110-1000-014-944 NN F			77.16	77.16
2348 PO-162038	04/07/2016	TRAVEL EXPENSES	1 01-7220-0-5800-472-1110-1000-014-000 NN F			183.83	183.83
TOTAL PAYMENT AMOUNT			260.99 *				260.99
019910/00	CHANEY, AMY						
2344 PO-162034	04/07/2016	TRAVEL EXPENSES	1 01-7220-0-5200-472-1110-1000-014-944 NN F			94.03	94.03
2344 PO-162034	04/07/2016	TRAVEL EXPENSES	2 01-7220-0-5800-472-1110-1000-014-000 NN F			162.02	162.02
TOTAL PAYMENT AMOUNT			256.05 *				256.05

81 CENTER UNIFIED SCHOOL DIST.  
04-07-16

ACCOUNTS PAYABLE PRELIST  
BATCH: 0054 04-07-16  
FUND : 01 GENERAL FUND

J6354 APY500 H.02.05 04/07/16 PAGE 4  
<< Open >>

Vendor/Addr	Remit name	Description	Tax ID num	Deposit type	ABA num	Account num	Liq Amt	Net Amount
Req Reference	Date			FD RESO P OBJE SIT GOAL FUNC RES DEP T9MP				
021051/00		CHILD ABUSE PREVENTION COUNCIL						
2335 PO-162049	04/07/2016	8731-826		1 01-5640-0-5800-601-9728-1000-017-000 NN F			4,165.21	4,165.21
				TOTAL PAYMENT AMOUNT	4,165.21 *			4,165.21
021573/00		CLEMENTS, KRISTEN						
2346 PO-162036	04/07/2016	TRAVEL EXPENSES		1 01-7220-0-5800-472-1110-1000-014-000 NN F			122.71	122.71
				TOTAL PAYMENT AMOUNT	122.71 *			122.71
016320/00		COLLIER, ALYSON						
2379 PO-162065	04/07/2016	REIMB		2 01-5630-0-4300-601-1220-1000-017-000 NN F			302.71	302.71
2379 PO-162065	04/07/2016	REIMB		1 01-5630-0-5800-601-1220-1000-017-000 NN F			29.00	29.00
				TOTAL PAYMENT AMOUNT	331.71 *			331.71
020779/00		COWAN, ANNE						
2347 PO-162037	04/07/2016	TRAVEL EXPENSES		1 01-7220-0-5200-472-1110-1000-014-944 NN F			14.58	14.58
2347 PO-162037	04/07/2016	TRAVEL EXPENSES		2 01-7220-0-5800-472-1110-1000-014-000 NN F			234.06	234.06
				TOTAL PAYMENT AMOUNT	248.64 *			248.64
010063/00		CURRICULUM ASSOCIATES INC						
2192 PO-161918	04/07/2016	90409443		1 01-5640-0-4300-601-9728-1000-017-080 NN F			97.23	98.27
				TOTAL PAYMENT AMOUNT	98.27 *			98.27
017462/00		DAVIS, SHANNON						
2341 PO-162050	04/07/2016	MILEAGE		1 01-5630-0-5800-601-1220-1000-017-000 NN F			104.76	104.76
				TOTAL PAYMENT AMOUNT	104.76 *			104.76
010336/00		ECOTECH PEST MANAGEMENT INC						
1620 PO-161421	04/07/2016	10554		1 01-0000-0-5500-106-0000-8110-007-000 NN P			499.00	499.00
				TOTAL PAYMENT AMOUNT	499.00 *			499.00

81 CENTER UNIFIED SCHOOL DIST.  
04-07-16

ACCOUNTS PAYABLE PRELIST  
BATCH: 0054 04-07-16  
FUND : 01 GENERAL FUND

J6354 APY500 H.02.05 04/07/16 PAGE 5  
<< 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
016002/00	EDGAR, SHERRY							
2328 PO-162019	04/07/2016	TRAVEL EXP		1 01-0000-0-5200-472-1110-1000-014-000 NN F			788.89	788.89
				TOTAL PAYMENT AMOUNT		788.89 *		788.89
010592/00	EWING IRRIGATION PRODUCTS							
59 PO-160059	04/07/2016	1088250		1 01-0000-0-4300-106-0000-8110-007-000 NN P			286.08	286.08
				TOTAL PAYMENT AMOUNT		286.08 *		286.08
010604/00	FINE LINE TRIM & UPHOLSTERY							
680 PO-160598	04/07/2016	3518		1 01-0000-0-5800-112-0000-3600-007-000 NN P			225.00	225.00
680 PO-160598	04/07/2016	3519		1 01-0000-0-5800-112-0000-3600-007-000 NN P			275.00	275.00
				TOTAL PAYMENT AMOUNT		500.00 *		500.00
017423/00	FRANKLIN COVEY CO							
2318 PO-162048	04/07/2016	32227542		1 01-6300-0-4300-236-1110-1000-009-000 NN F			594.97	594.97
				TOTAL PAYMENT AMOUNT		594.97 *		594.97
018104/00	FRY'S ELECTRONICS							
77 PO-160075	04/07/2016	18082971		1 01-8150-0-4300-106-0000-8110-007-000 NN P			21.90	21.90
				TOTAL PAYMENT AMOUNT		21.90 *		21.90
017681/00	GEARY PACIFIC SUPPLY							
65 PO-160064	04/07/2016	3172391		1 01-8150-0-4300-106-0000-8110-007-000 NN P			2,760.74	2,760.74
				TOTAL PAYMENT AMOUNT		2,760.74 *		2,760.74
022347/00	GIVE SOMETHING BACK							
2302 PO-161993	04/07/2016	IN-0485034		1 01-0000-0-4300-110-0000-7200-004-000 NN F			177.12	92.62
				TOTAL PAYMENT AMOUNT		92.62 *		92.62



81 CENTER UNIFIED SCHOOL DIST.  
04-07-16

ACCOUNTS PAYABLE PRELIST  
BATCH: 0054 04-07-16  
FUND : 01 GENERAL FUND

J6354 APY500 H.02.05 04/07/16 PAGE 6  
<< 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				
018200/00	GOLFSMITH INTERNATIONAL						
2149 PO-161868	04/07/2016	19031859	1 01-0472-0-4300-472-1808-4200-014-000 NN P			458.93	458.93
2149 PO-161868	04/07/2016	19045070	1 01-0472-0-4300-472-1808-4200-014-000 NN F			35.68	37.96
TOTAL PAYMENT AMOUNT			496.89 *				496.89
017747/00	HAMMER, SAMUEL						
2354 PO-162052	04/07/2016	MILEAGE	1 01-5630-0-5800-601-1220-1000-017-000 NN F			68.69	68.69
TOTAL PAYMENT AMOUNT			68.69 *				68.69
014466/00	HAYES, TRACY						
2371 PO-162055	04/07/2016	REIMB-SUPPLIES	1 01-0000-0-4300-371-1110-1000-012-000 NN F			39.96	39.96
TOTAL PAYMENT AMOUNT			39.96 *				39.96
020566/00	INDUSTRIAL DOOR COMPANY						
2385 PO-162066	04/07/2016	3192	1 01-0000-0-5600-112-0000-3600-007-000 NN F			556.25	556.25
TOTAL PAYMENT AMOUNT			556.25 *				556.25
016667/00	JIST/EMC PUBLISHING						
2083 PO-161816	04/07/2016	10730706	1 01-6520-0-4200-472-5770-1110-003-000 NN F			71.51	74.75
TOTAL PAYMENT AMOUNT			74.75 *				74.75
020090/00	JORDAN, MICHAEL						
2352 PO-162040	04/07/2016	REIMB LUNCH	1 01-0000-0-4300-472-1110-1000-014-000 NN F			138.30	138.30
TOTAL PAYMENT AMOUNT			138.30 *				138.30
021932/00	JOSEPHSON INSTITUTE OF ETHICS						
1767 PO-161551	04/07/2016	CC-011650	1 01-3010-0-4300-371-1110-1000-012-000 NN F			1,395.24	1,388.94
TOTAL PAYMENT AMOUNT			1,388.94 *				1,388.94

81 CENTER UNIFIED SCHOOL DIST.  
04-07-16

ACCOUNTS PAYABLE PRELIST  
BATCH: 0054 04-07-16  
FUND : 01 GENERAL FUND

J6354 APY500 H.02.05 04/07/16 PAGE 7  
<< Open >>

Vendor/Addr	Remit name	Description	Tax ID num	Deposit type	ABA num	Account num	Liq Amt	Net Amount
Req Reference	Date				FD RESO P OBJE SIT GOAL FUNC RES DEP T9MP			
017899/00	LAWSON, BECKY							
2381	PO-162081	04/07/2016 REIMB		1	01-0000-0-4300-103-0000-2110-003-000 NN F		12.98	12.98
					TOTAL PAYMENT AMOUNT		12.98 *	12.98
017218/00	LEARN WITH IPADS LLC							
2314	PO-162009	04/07/2016 CJUSD-JAN-8241		1	01-3010-0-5800-103-1110-1000-003-832 NN P		94.50	94.50
2314	PO-162009	04/07/2016 CJUSD-FEB-8144		1	01-3010-0-5800-103-1110-1000-003-832 NN P		102.90	102.90
					TOTAL PAYMENT AMOUNT		197.40 *	197.40
014800/00	LORD, KATHLEEN							
2313	PO-162015	04/07/2016 REIMB CUST.EQUIP		1	01-0000-0-4300-236-1110-1000-009-000 NN F		343.69	343.69
					TOTAL PAYMENT AMOUNT		343.69 *	343.69
018496/00	MCCLELLAN HIGH SCHOOL							
2277	PO-161999	04/07/2016 CAP & GOWNS		1	01-5630-0-4300-601-1220-1000-017-000 NN F		31.90	31.90
					TOTAL PAYMENT AMOUNT		31.90 *	31.90
017160/00	MCINNES, ROBERT							
2343	PO-162033	04/07/2016 MILEAGE		1	01-7220-0-5200-472-1110-1000-014-944 NN F		89.16	89.16
2343	PO-162033	04/07/2016 PARKING		2	01-7220-0-5800-472-1110-1000-014-000 NN F		97.38	97.38
					TOTAL PAYMENT AMOUNT		186.54 *	186.54
021058/00	MULDOON, CARRIE							
2324	PO-162031	04/07/2016 AIRFARE		1	01-0000-0-5200-472-1110-1000-014-000 NN F		433.20	433.20
					TOTAL PAYMENT AMOUNT		433.20 *	433.20
017315/00	NAPA AUTO PARTS - GENUINE AUTO							
109	PO-160104	04/07/2016 49414		1	01-0000-0-4300-112-0000-3600-007-000 NN P		420.44	420.44
109	PO-160104	04/07/2016 50436		1	01-0000-0-4300-112-0000-3600-007-000 NN P		46.98	46.98
109	PO-160104	04/07/2016 52841		1	01-0000-0-4300-112-0000-3600-007-000 NN P		42.09	42.09
109	PO-160104	04/07/2016 52877		1	01-0000-0-4300-112-0000-3600-007-000 NN P		95.32	95.32
109	PO-160104	04/07/2016 53567		1	01-0000-0-4300-112-0000-3600-007-000 NN P		68.88	68.88
					TOTAL PAYMENT AMOUNT		673.71 *	673.71

81 CENTER UNIFIED SCHOOL DIST.  
04-07-16

ACCOUNTS PAYABLE PRELIST  
BATCH: 0054 04-07-16  
FUND : 01 GENERAL FUND

J6354 APY500 H.02.05 04/07/16 PAGE 8  
<< Open >>

Vendor/Addr	Remit name	Description	Tax ID num	Deposit type	ABA num	Account num	Liq Amt	Net Amount
Req Reference	Date			FD RESO P OBJE	SIT GOAL FUNC	RES DEP T9MP		
010235/00	NASCO MODESTO							
2073 PO-161803	04/07/2016	147679		1 01-6382-0-4300-472-1110-1000-014-000	NN P		539.78	539.78
2073 PO-161803	04/07/2016	157133		1 01-6382-0-4300-472-1110-1000-014-000	NN F		26.59	21.91
TOTAL PAYMENT AMOUNT							561.69 *	561.69
016985/00	NEWEGG BUSINESS INC.							
2256 PO-161955	04/07/2016	1201762412		1 01-6382-0-4400-472-1110-1000-014-000	NN F		1,294.92	1,284.13
TOTAL PAYMENT AMOUNT							1,284.13 *	1,284.13
015787/00	O'REILLY AUTO PARTS							
2180 PO-161901	04/07/2016	1333147		1 01-0000-0-4300-112-0000-3600-007-000	NN P		829.54	829.54
TOTAL PAYMENT AMOUNT							829.54 *	829.54
017576/00	OFFICE DEPOT/BUS.SERVICES DIV							
2038 PO-161777	04/07/2016	826764082001		1 01-6500-0-4300-102-5750-1110-002-000	NN F		343.18	343.18
TOTAL PAYMENT AMOUNT							343.18 *	343.18
021050/00	PACHECO, SHAWNA							
2295 PO-162014	04/07/2016	TRAVEL EXPENSE		1 01-6520-0-5200-472-5770-1110-003-982	NN F		171.51	171.51
2330 PO-162021	04/07/2016	MILEAGE		1 01-6520-0-5210-472-5770-1110-003-982	NN F		428.38	428.38
2321 PO-162030	04/07/2016	CONFERENCE EXPENSES		1 01-6520-0-5200-472-5770-1110-003-982	NN F		23.00	23.00
TOTAL PAYMENT AMOUNT							622.89 *	622.89
020940/00	PARSHALL, LORETTA							
2386 PO-162067	04/07/2016	DRIVER CERT		1 01-0000-0-4300-112-0000-3600-007-000	NN F		12.00	12.00
TOTAL PAYMENT AMOUNT							12.00 *	12.00
011759/00	PAYLESS SHOESOURCE GOLD VALUE							
2276 PO-161998	04/07/2016	GV045-0000003521		1 01-5630-0-4300-601-1220-1000-017-000	NN F		900.00	900.00
TOTAL PAYMENT AMOUNT							900.00 *	900.00

81 CENTER UNIFIED SCHOOL DIST.  
04-07-16

ACCOUNTS PAYABLE PRELIST  
BATCH: 0054 04-07-16  
FUND : 01 GENERAL FUND

J6354 APY500 H.02.05 04/07/16 PAGE 9  
<< Open >>

Vendor/Addr	Remit name	Tax ID num	Deposit type	ABA num	Account num		Liq Amt	Net Amount
Req Reference	Date	Description	FD RESO	P OBJE	SIT GOAL	FUNC RES DEP T9MP		
022525/00	POST-IT LLC							
1695 PO-161491	04/07/2016	JAN2016	1	01-0000-0-5800-110-0000-7200-004-000	NN P		360.00	360.00
1695 PO-161491	04/07/2016	FEB2016	1	01-0000-0-5800-110-0000-7200-004-000	NN P		240.00	240.00
TOTAL PAYMENT AMOUNT				600.00 *				600.00
021194/00	PRUDENTIAL OVERALL SUPPLY INC							
119 PO-160114	04/07/2016	180243300	1	01-0000-0-5600-112-0000-3600-007-000	NN P		67.89	67.89
119 PO-160114	04/07/2016	180243765	1	01-0000-0-5600-112-0000-3600-007-000	NN P		67.89	67.89
TOTAL PAYMENT AMOUNT				135.78 *				135.78
010627/00	RIVERVIEW INTERNATIONAL TRUCKS							
113 PO-160108	04/07/2016	892962	1	01-0000-0-4300-112-0000-3600-007-000	NN P		109.40	109.40
113 PO-160108	04/07/2016	890752	1	01-0000-0-4300-112-0000-3600-007-000	NN F		86.01	249.21
TOTAL PAYMENT AMOUNT				358.61 *				358.61
018912/00	SAFETY-KLEEN CORPORATION							
1708 PO-161498	04/07/2016	69715712	1	01-0000-0-5800-106-0000-8110-007-000	NN P		718.43	718.43
TOTAL PAYMENT AMOUNT				718.43 *				718.43
019501/00	SAN JOSE STATE UNIVERSITY							
2323 PO-162016	04/07/2016	FCOE4397	1	01-6382-0-5200-472-1110-1000-014-000	NN F		3,700.00	3,700.00
TOTAL PAYMENT AMOUNT				3,700.00 *				3,700.00
014689/00	SARA							
2326 PO-162018	04/07/2016	TICKETS	1	01-0000-0-5200-236-1110-1000-009-000	NN F		105.00	105.00
TOTAL PAYMENT AMOUNT				105.00 *				105.00
020981/00	SAVE MART SUPERMARKETS							
557 PO-160494	04/07/2016	2296013	1	01-6500-0-4300-102-5750-1110-002-000	NN P		8.74	8.74
557 PO-160494	04/07/2016	2295681	1	01-6500-0-4300-102-5750-1110-002-000	NN P		8.79	8.79
557 PO-160494	04/07/2016	2295682	1	01-6500-0-4300-102-5750-1110-002-000	NN P		4.06	4.06
TOTAL PAYMENT AMOUNT				21.59 *				21.59

81 CENTER UNIFIED SCHOOL DIST.  
04-07-16

ACCOUNTS PAYABLE PRELIST  
BATCH: 0054 04-07-16  
FUND : 01 GENERAL FUND

J6354 APY500 H.02.05 04/07/16 PAGE 10  
<< Open >>

Vendor/Addr	Remit name	Tax ID num	Deposit type	ABA num	Account num	Liq Amt	Net Amount
Req Reference	Date	Description	FD RESO P OBJE SIT GOAL FUNC RES DEP T9MP				
017234/00	SCHIRO, BONNIE						
2373 PO-162063	04/07/2016	CART	2 01-0000-0-4300-472-1110-1000-014-000 NN F			27.50	27.50
2373 PO-162063	04/07/2016	STAMPS	1 01-0000-0-5901-472-1110-1000-014-604 NN F			10.23	10.23
TOTAL PAYMENT AMOUNT			37.73 *				37.73
018297/00	SCHOOL SERVICES OF CALIFORNIA						
2045 PO-161792	04/07/2016	P027842-IN	1 01-0000-0-5800-110-0000-7200-004-000 NN P			200.00	200.00
TOTAL PAYMENT AMOUNT			200.00 *				200.00
010492/00	SCHOOL TECH INC						
2273 PO-161972	04/07/2016	606506	1 01-0000-0-4300-371-1110-1000-012-000 YN F			45.56	42.85
TOTAL PAYMENT AMOUNT			42.85 *				42.85
TOTAL USE TAX AMOUNT			3.43				
011500/00	SCHOOLS INSURANCE AUTHORITY						
PV-161077	04/07/2016	April	01-0000-0-9552-000-0000-0000-000-000 NN				48,241.81
TOTAL PAYMENT AMOUNT			48,241.81 *				48,241.81
017106/00	SCHOOLS INSURANCE AUTHORITY						
PV-161078	04/07/2016	APRIL	01-0000-0-9552-000-0000-0000-000-000 NN				8,056.67
TOTAL PAYMENT AMOUNT			8,056.67 *				8,056.67
020983/00	SIERRA PACIFIC TURF SUPPLY						
93 PO-160087	04/07/2016	0473844-IN	1 01-0000-0-4300-106-0000-8110-007-000 NN P			593.96	593.96
TOTAL PAYMENT AMOUNT			593.96 *				593.96
010263/00	SMUD						
154 PO-160141	04/07/2016	7000000347	1 01-0000-0-5530-106-0000-8110-007-000 NN P			45,915.70	45,915.70
TOTAL PAYMENT AMOUNT			45,915.70 *				45,915.70

81 CENTER UNIFIED SCHOOL DIST.  
04-07-16

ACCOUNTS PAYABLE PRELIST  
BATCH: 0054 04-07-16  
FUND : 01 GENERAL FUND

J6354 APY500 H.02.05 04/07/16 PAGE 11  
<< Open >>

Vendor/Addr	Remit name	Description	Tax ID num	Deposit type	ABA num	Account num	Liq Amt	Net Amount
Req Reference	Date				FD RESO P OBJE SIT GOAL FUNC RES DEP T9MP			
018922/00	TRACY HO							
2349	PO-162051	04/07/2016 REIMB		1	01-5640-0-4300-601-9728-3150-017-000 NN F		32.26	32.26
					TOTAL PAYMENT AMOUNT		32.26 *	32.26
010294/00	TROPHY DEPOT							
2198	PO-161965	04/07/2016 1283458		1	01-0000-0-4300-371-1110-1000-012-000 NN F		462.80	430.21
					TOTAL PAYMENT AMOUNT		430.21 *	430.21
018071/00	VOTAW, ASHLEY							
2325	PO-162017	04/07/2016 TRAVEL EXPENSE		1	01-6520-0-5200-472-5770-1110-003-000 NN F		87.43	87.43
					TOTAL PAYMENT AMOUNT		87.43 *	87.43
010843/00	WILCO SUPPLY							
1716	PO-161503	04/07/2016 16B2906902		1	01-8150-0-4300-106-0000-8110-007-000 NN P		201.98	201.98
1716	PO-161503	04/07/2016 16C2907901		1	01-8150-0-4300-106-0000-8110-007-000 NN P		81.20	81.20
					TOTAL PAYMENT AMOUNT		283.18 *	283.18
022348/00	WILSON, SHERRY							
2367	PO-162046	04/07/2016 TRIP884		1	01-0000-0-5800-112-0000-3600-007-000 NN P		9.55	9.55
					TOTAL PAYMENT AMOUNT		9.55 *	9.55
019497/00	WOODS, HEATHER							
2345	PO-162035	04/07/2016 TRAVEL EXPENSES		1	01-7220-0-5800-472-1110-1000-014-000 NN F		102.29	102.29
					TOTAL PAYMENT AMOUNT		102.29 *	102.29
					TOTAL FUND PAYMENT		145,248.76 **	145,248.76
					TOTAL USE TAX AMOUNT		129.21	

81 CENTER UNIFIED SCHOOL DIST.  
04-07-16

ACCOUNTS PAYABLE PRELIST  
BATCH: 0054 04-07-16  
FUND : 09 CHARTER SCHOOLS

J6354 APY500 H.02.05 04/07/16 PAGE 12  
<< Open >>

Vendor/Addr	Remit name	Tax ID num	Deposit type	ABA num	Account num		
Req Reference	Date	Description	FD RESO P OBJE SIT GOAL FUNC RES DEP T9MP			Liq Amt	Net Amount
-----							
010669/00	ALHAMBRA & SIERRA SPRINGS						
2175 PO-161894	04/07/2016	4779099032616	1 09-0700-0-4300-503-0000-2700-018-000 NN P			42.40	42.40
			TOTAL PAYMENT AMOUNT	42.40 *			42.40
			TOTAL FUND PAYMENT	42.40 **			42.40

81 CENTER UNIFIED SCHOOL DIST.  
04-07-16

ACCOUNTS PAYABLE PRELIST  
BATCH: 0054 04-07-16  
FUND : 11 ADULT EDUCATION FUND

J6354 APY500 H.02.05 04/07/16 PAGE 13  
<< Open >>

Vendor/Addr	Remit name		Tax ID num	Deposit type	ABA num	Account num		
Req Reference	Date	Description			FD RESO P OBJE SIT GOAL FUNC RES DEP T9MP		Liq Amt	Net Amount
-----								
020834/00	CASAS							
2264	PO-161968	04/07/2016	6617	1	11-3926-0-5200-601-4130-1000-017-000	NN P	495.00	495.00
2264	PO-161968	04/07/2016	6618	1	11-3926-0-5200-601-4130-1000-017-000	NN P	495.00	495.00
2264	PO-161968	04/07/2016	6619	1	11-3926-0-5200-601-4130-1000-017-000	NN F	545.00	545.00
TOTAL PAYMENT AMOUNT							1,535.00 *	1,535.00
TOTAL FUND PAYMENT							1,535.00 **	1,535.00



81 CENTER UNIFIED SCHOOL DIST.  
04-07-16

ACCOUNTS PAYABLE PRELIST  
BATCH: 0054 04-07-16  
FUND : 13 CAFETERIA FUND

J6354 APY500 H.02.05 04/07/16 PAGE 14  
<< Open >>

Vendor/Addr	Remit name	Tax ID num	Deposit type	ABA num	Account num		
Req Reference	Date	Description	FD RESO P OBJE	SIT GOAL FUNC	RES DEP TSMP	Liq Amt	Net Amount
015699/00	CLARK SECURITY PRODUCTS						
2338 PO-162026	04/07/2016	22K-141502	1	13-5310-0-4300-108-0000-3700-007-000	NN F	63.49	63.49
TOTAL PAYMENT AMOUNT						63.49 *	63.49
011205/00	CULTURE SHOCK YOGURT						
2306 PO-162005	04/07/2016	3562	1	13-5310-0-4700-108-0000-3700-007-000	NN P	160.50	160.50
TOTAL PAYMENT AMOUNT						160.50 *	160.50
011602/00	DANIELSEN CO., THE						
1691 PO-161488	04/07/2016	99030	2	13-5310-0-4300-108-0000-3700-007-000	NN P	73.04	73.04
1691 PO-161488	04/07/2016	98748	2	13-5310-0-4300-108-0000-3700-007-000	NN P	8.00	8.00
1691 PO-161488	04/07/2016	98969	2	13-5310-0-4300-108-0000-3700-007-000	NN P	551.40	551.40
1691 PO-161488	04/07/2016	99030	1	13-5310-0-4700-108-0000-3700-007-000	NN P	877.73	877.73
1691 PO-161488	04/07/2016	98748	1	13-5310-0-4700-108-0000-3700-007-000	NN P	3,376.20	3,376.20
TOTAL PAYMENT AMOUNT						4,886.37 *	4,886.37
011255/00	EARTHGRAINS BAKING CO INC						
131 PO-160125	04/07/2016	64-01890-0300-04	1	13-5310-0-4700-108-0000-3700-007-000	NN P	573.87	573.87
131 PO-160125	04/07/2016	64-01891	1	13-5310-0-4700-108-0000-3700-007-000	NN P	1,016.25	1,016.25
131 PO-160125	04/07/2016	64-01893-0300-04	1	13-5310-0-4700-108-0000-3700-007-000	NN P	497.86	497.86
131 PO-160125	04/07/2016	64-01894-0300-04	1	13-5310-0-4700-108-0000-3700-007-000	NN P	252.00	252.00
131 PO-160125	04/07/2016	64-19052-0300-04	1	13-5310-0-4700-108-0000-3700-007-000	NN P	594.53	594.53
131 PO-160125	04/07/2016	64-19639-0300-04	1	13-5310-0-4700-108-0000-3700-007-000	NN P	408.47	408.47
TOTAL PAYMENT AMOUNT						3,342.98 *	3,342.98
011234/00	FULLER, CHRISTINE						
2333 PO-162023	04/07/2016	REFUND	1	13-5310-0-8634-000-0000-0000-000-000	NN F	84.01	84.01
TOTAL PAYMENT AMOUNT						84.01 *	84.01
022464/00	KASEY, LAURA						
2334 PO-162024	04/07/2016	KITCHEN SUPPLIES	1	13-5310-0-4300-108-0000-3700-007-000	NN F	397.95	397.95
TOTAL PAYMENT AMOUNT						397.95 *	397.95

81 CENTER UNIFIED SCHOOL DIST.  
04-07-16

ACCOUNTS PAYABLE PRELIST  
BATCH: 0054 04-07-16  
FUND : 13 CAFETERIA FUND

J6354 APY500 H.02.05 04/07/16 PAGE 15  
<< Open >>

Vendor/Addr	Remit name	Tax ID num	Deposit type	ABA num	Account num	Liq Amt	Net Amount
Req Reference	Date	Description	FD RESO P OBJE SIT GOAL FUNC RES DEP T9MP				
-----							
019992/00	PARRISH, BRANDY						
2336 PO-162025	04/07/2016	REFUND	1 13-5310-0-8634-000-0000-0000-000-000 NN F			24.80	24.80
TOTAL PAYMENT AMOUNT						24.80 *	24.80
019993/00	PROPACIFIC FRESH						
1291 PO-161134	04/07/2016	60270	1 13-5310-0-4700-108-0000-3700-007-000 NN P			10,006.89	10,006.89
1291 PO-161134	04/07/2016	65956	1 13-5310-0-4700-108-0000-3700-007-000 NN P			1,575.78	1,575.78
1291 PO-161134	04/07/2016	61883	1 13-5310-0-4700-108-0000-3700-007-000 NN P			544.12	544.12
1291 PO-161134	04/07/2016	61188	1 13-5310-0-4700-108-0000-3700-007-000 NN P			1,500.58	1,500.58
1291 PO-161134	04/07/2016	61169	1 13-5310-0-4700-108-0000-3700-007-000 NN P			1,373.66	1,373.66
1291 PO-161134	04/07/2016	60507	1 13-5310-0-4700-108-0000-3700-007-000 NN P			1,508.65	1,508.65
TOTAL PAYMENT AMOUNT						16,509.68 *	16,509.68
021194/00	PRUDENTIAL OVERALL SUPPLY INC						
136 PO-160129	04/07/2016	180241455	2 13-5310-0-5800-108-0000-3700-007-000 NN P			77.75	77.75
136 PO-160129	04/07/2016	180243764	2 13-5310-0-5800-108-0000-3700-007-000 NN P			77.75	77.75
TOTAL PAYMENT AMOUNT						155.50 *	155.50
TOTAL FUND PAYMENT						25,625.28 **	25,625.28
TOTAL BATCH PAYMENT						172,451.44 ***	172,451.44
TOTAL USE TAX AMOUNT						129.21	
TOTAL DISTRICT PAYMENT						172,451.44 ****	172,451.44
TOTAL USE TAX AMOUNT						129.21	
TOTAL FOR ALL DISTRICTS:						172,451.44 ****	172,451.44
TOTAL USE TAX AMOUNT						129.21	

Number of warrants to be printed: 88, not counting voids due to stub overflows.

Batch status: A All

From batch: 0055

To batch: 0055

Include Revolving Cash: Y

Include Address: N

81 CENTER UNIFIED SCHOOL DIST.

ACCOUNTS PAYABLE PRELIST  
 BATCH: 0055 04-14-16  
 FUND : 01 GENERAL FUND

J6599 APY500 H.02.05 04/14/16 PAGE 1  
 << Open >>

Vendor/Addr	Remit name	Description	Tax ID num	Deposit type	ABA num	Account num	Liq Amt	Net Amount
Req Reference	Date				FD RESO P OBJE SIT GOAL FUNC RES DEP T9MP			
018067/00	ACE IT! TUTORING POWERED BY							
1722 PO-161516	04/14/2016	4004			1 01-3010-0-5800-103-1110-1000-003-832 NN P		1,027.00	1,027.00
					TOTAL PAYMENT AMOUNT	1,027.00 *		1,027.00
010669/00	ALHAMBRA & SIERRA SPRINGS							
558 PO-160495	04/14/2016	4780818040616			1 01-0000-0-4300-105-0000-7200-005-000 NN P		38.37	38.37
					TOTAL PAYMENT AMOUNT	38.37 *		38.37
011617/00	AMADOR STAGE LINES							
2416 PO-162091	04/14/2016	64361			1 01-0472-0-5810-472-1110-4000-014-915 NN F		1,398.95	1,398.95
					TOTAL PAYMENT AMOUNT	1,398.95 *		1,398.95
017075/00	AMERICAN RIVER SPEECH INC.							
950 PO-160838	04/14/2016	MARCH			1 01-6500-0-5800-102-5750-1180-002-000 NN P		5,955.95	5,955.95
					TOTAL PAYMENT AMOUNT	5,955.95 *		5,955.95
021604/00	ATLAS DISPOSAL INDUSTRIES							
152 PO-160139	04/14/2016	01-1031-0			1 01-0000-0-5550-106-0000-8110-007-000 NN P		168.05	168.05
152 PO-160139	04/14/2016	01-149980			1 01-0000-0-5550-106-0000-8110-007-000 NN P		1,142.22	1,142.22
152 PO-160139	04/14/2016	01-1494040			1 01-0000-0-5550-106-0000-8110-007-000 NN P		255.31	255.31
152 PO-160139	04/14/2016	01-1494030			1 01-0000-0-5550-106-0000-8110-007-000 NN P		1,001.54	1,001.54
152 PO-160139	04/14/2016	01-1494020			1 01-0000-0-5550-106-0000-8110-007-000 NN P		378.85	378.85
152 PO-160139	04/14/2016	01-1494000			1 01-0000-0-5550-106-0000-8110-007-000 NN P		241.07	241.07
152 PO-160139	04/14/2016	01-1493990			1 01-0000-0-5550-106-0000-8110-007-000 NN P		595.45	595.45
152 PO-160139	04/14/2016	01-1493970			1 01-0000-0-5550-106-0000-8110-007-000 NN P		568.65	568.65
					TOTAL PAYMENT AMOUNT	4,351.14 *		4,351.14
019397/00	ATTAINMENT CO. INC.							
2191 PO-161917	04/14/2016	262576A			1 01-5640-0-4300-601-9728-3150-017-000 NN F		202.27	202.28
					TOTAL PAYMENT AMOUNT	202.28 *		202.28

81 CENTER UNIFIED SCHOOL DIST.

ACCOUNTS PAYABLE PRELIST  
 BATCH: 0055 04-14-16  
 FUND : 01 GENERAL FUND

J6599 APY500 H.02.05 04/14/16 PAGE 2  
 << Open >>

Vendor/Addr	Remit name	Description	Tax ID num	Deposit type	ABA num	Account num	Liq Amt	Net Amount
Req Reference	Date				FD RESO P OBJE SIT GOAL FUNC RES DEP T9MP			
019504/00	B & H PHOTO-VIDEO							
2317 PO-162010	04/14/2016	109184036		1	01-0000-0-4300-236-1110-1000-009-000	YN P	239.85	239.85
2317 PO-162010	04/14/2016	109424424		1	01-0000-0-4300-236-1110-1000-009-000	YN F	159.53	129.95
TOTAL PAYMENT AMOUNT							369.80 *	369.80
TOTAL USE TAX AMOUNT							29.59	
019075/00	BRIGHT FUTURES THERAPY							
1518 PO-161344	04/14/2016	3297		1	01-6500-0-5800-102-5750-1180-002-000	NN F	5,516.00	5,516.00
2230 PO-161995	04/14/2016	3297		1	01-6500-0-5800-102-5750-1180-002-000	NN F	6,040.00	6,040.00
2466 PO-162131	04/14/2016	3297		1	01-6500-0-5800-102-5750-1180-002-000	NN P	4,684.00	4,684.00
TOTAL PAYMENT AMOUNT							16,240.00 *	16,240.00
021678/00	CAPITOL ACADEMY							
1018 PO-160901	04/14/2016	862		1	01-6500-0-5800-102-5750-1180-002-000	NN P	600.00	600.00
1018 PO-160901	04/14/2016	851		1	01-6500-0-5800-102-5750-1180-002-000	NN F	2,736.20	5,800.40
TOTAL PAYMENT AMOUNT							6,400.40 *	6,400.40
021036/00	CCHAT CENTER							
951 PO-160839	04/14/2016	center3-16		1	01-6500-0-5800-102-5750-1180-002-000	NN P	2,162.74	2,162.74
TOTAL PAYMENT AMOUNT							2,162.74 *	2,162.74
020305/00	CDW GOVERNMENT INC.							
2377 PO-162057	04/14/2016	cpz9154		2	01-0000-0-4400-102-0000-3140-003-000	NN F	293.11	286.93
2377 PO-162057	04/14/2016	cpz9154		1	01-5640-0-4400-601-9728-3140-017-000	NN F	1,043.28	1,043.28
TOTAL PAYMENT AMOUNT							1,330.21 *	1,330.21
010407/00	CENTER UNIFIED REVOLVING FUND							
2453 PO-162120	04/14/2016	4176		1	01-0000-0-5800-112-0000-3600-007-000	NN F	60.00	60.00
TOTAL PAYMENT AMOUNT							60.00 *	60.00
018180/00	CITRUS HEIGHTS SAW & MOWER							
1776 PO-161559	04/14/2016	34364801		1	01-0000-0-4300-106-0000-8110-007-000	NN F	892.02	859.67
TOTAL PAYMENT AMOUNT							859.67 *	859.67

81 CENTER UNIFIED SCHOOL DIST.

ACCOUNTS PAYABLE PRELIST  
 BATCH: 0055 04-14-16  
 FUND : 01 GENERAL FUND

J6599 APY500 H.02.05 04/14/16 PAGE 3  
 << Open >>

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
016320/00	COLLIER, ALYSON							
2430 PO-162109	04/14/2016	REIMB-BAGS		1 01-5630-0-4300-601-1220-1000-017-000 NN F			64.66	64.66
		TOTAL PAYMENT AMOUNT		64.66 *				64.66
017195/00	CREPPS, TERRI							
2405 PO-162098	04/14/2016	REIMB-LAKESHORE		1 01-5640-0-4300-601-9728-1000-017-080 NN F			249.26	249.26
		TOTAL PAYMENT AMOUNT		249.26 *				249.26
015943/00	DAVISON, HUGH R.							
2438 PO-162094	04/14/2016	DISKING		1 01-0000-0-5800-106-0000-8110-007-000 NY F			990.00	990.00
		TOTAL PAYMENT AMOUNT		990.00 *				990.00
010177/00	DAY, CHRIS							
2451 PO-162124	04/14/2016	MARCH		1 01-6500-0-5800-102-5750-1180-002-000 NN F			1,434.63	1,434.63
		TOTAL PAYMENT AMOUNT		1,434.63 *				1,434.63
018507/00	DILES, JACQUELYN							
2434 PO-162084	04/14/2016	MILEAGE		1 01-0000-0-5210-105-0000-7200-005-000 NN P			27.50	27.50
		TOTAL PAYMENT AMOUNT		27.50 *				27.50
021794/00	EAGLE SOFTWARE INC							
1840 PO-161626	04/14/2016	RW-10223		1 01-0000-0-5200-475-3200-1000-015-000 NN F			800.00	800.00
		TOTAL PAYMENT AMOUNT		800.00 *				800.00
021610/00	EATON INTERPRETING SERVICES							
2400 PO-162077	04/14/2016	226618		1 01-0000-0-5800-103-1110-1000-003-000 NN P			105.00	105.00
		TOTAL PAYMENT AMOUNT		105.00 *				105.00
010336/00	ECOTECH PEST MANAGEMENT INC							
171 PO-160155	04/14/2016	10689		1 01-0000-0-5500-106-0000-8110-007-000 NN P			787.00	787.00
		TOTAL PAYMENT AMOUNT		787.00 *				787.00

81 CENTER UNIFIED SCHOOL DIST.

ACCOUNTS PAYABLE PRELIST  
 BATCH: 0055 04-14-16  
 FUND : 01 GENERAL FUND

J6599 APY500 H.02.05 04/14/16 PAGE 4  
 << Open >>

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
019262/00		ENTERPRISE RENT A CAR						
2365 PO-162086	04/14/2016	3VXOQQ		1 01-0472-0-5600-472-1110-4000-014-915 NN F			153.04	153.04
2366 PO-162087	04/14/2016	3W5TOS		1 01-0472-0-5600-472-1110-4000-014-915 NN F			153.04	153.04
		TOTAL PAYMENT AMOUNT			306.08 *			306.08
022167/00		ESPINOZA, ANGELA						
2443 PO-162117	04/14/2016	REIMB-STORE ITEMS		1 01-0000-0-4300-240-1110-1000-011-000 NN F			177.48	177.48
		TOTAL PAYMENT AMOUNT			177.48 *			177.48
017005/00		FERGUSON ENTERPRISES INC.						
2151 PO-161870	04/14/2016	2131539		1 01-8150-0-4300-106-0000-8110-007-000 NN P			148.75	148.75
		TOTAL PAYMENT AMOUNT			148.75 *			148.75
014243/00		GARY HENDERSON MFT						
1752 PO-161537	04/14/2016	MARCH		1 01-6512-0-5800-102-5001-3110-003-000 NN P			600.00	600.00
		TOTAL PAYMENT AMOUNT			600.00 *			600.00
017718/00		GUIDING HANDS INC.						
933 PO-160813	04/14/2016	3550		1 01-6500-0-5800-102-5750-1180-002-000 NN P			150.00	150.00
933 PO-160813	04/14/2016	3537		1 01-6500-0-5800-102-5750-1180-002-000 NN P			225.00	225.00
933 PO-160813	04/14/2016	3514		1 01-6500-0-5800-102-5750-1180-002-000 NN F			4,882.42	4,626.16
		TOTAL PAYMENT AMOUNT			5,001.16 *			5,001.16
021775/00		HD SUPPLY FACILITIES MAINT.						
47 PO-160049	04/14/2016	9144885651		1 01-8150-0-4300-106-0000-8110-007-000 NN P			285.90	285.90
		TOTAL PAYMENT AMOUNT			285.90 *			285.90
010602/00		HI-LINE ELECTRICAL & MECH						
718 PO-160639	04/14/2016	10451635		1 01-0000-0-4300-112-0000-3600-007-000 NN P			239.40	239.40
		TOTAL PAYMENT AMOUNT			239.40 *			239.40

81 CENTER UNIFIED SCHOOL DIST.

ACCOUNTS PAYABLE PRELIST  
 BATCH: 0055 04-14-16  
 FUND : 01 GENERAL FUND

J6599 APY500 H.02.05 04/14/16 PAGE 5  
 << Open >>

Vendor/Addr	Remit name	Description	Tax ID num	Deposit type	ABA num	Account num	Liq Amt	Net Amount
Req Reference	Date			FD RESO P OBJE	SIT GOAL FUNC	RES DEP T9MP		
011341/00	HUNT & SONS INC							
187	PO-160171	04/14/2016 152264		1	01-0000-0-4308-112-0000-3600-007-000	NN P	12,846.97	12,846.97
				TOTAL PAYMENT AMOUNT			12,846.97 *	12,846.97
014338/00	ILLUMINATE EDUCATION INC							
2464	PO-162129	04/14/2016 2010-5694		1	01-3010-0-5800-103-1110-1000-003-832	NN F	1,500.00	1,500.00
				TOTAL PAYMENT AMOUNT			1,500.00 *	1,500.00
021789/00	JABBERGYM INC							
1170	PO-161040	04/14/2016 6952		1	01-6500-0-5800-102-5750-1180-002-000	NN P	475.00	475.00
				TOTAL PAYMENT AMOUNT			475.00 *	475.00
019317/00	JENSEN, CARIN							
2421	PO-162102	04/14/2016 MILEAGE		1	01-0000-0-5210-103-0000-2110-003-000	NN F	17.39	17.39
				TOTAL PAYMENT AMOUNT			17.39 *	17.39
022208/00	JONES, LINDA							
2414	PO-162099	04/14/2016 REIMB		1	01-0000-0-4300-475-3200-2700-015-000	NN F	12.04	12.04
				TOTAL PAYMENT AMOUNT			12.04 *	12.04
017899/00	LAWSON, BECKY							
2428	PO-162107	04/14/2016 MILEAGE		1	01-4035-0-5210-103-0000-2100-003-000	NN F	17.28	17.28
				TOTAL PAYMENT AMOUNT			17.28 *	17.28
018215/00	LOEHR, SCOTT							
2447	PO-162122	04/14/2016 MILEAGE		1	01-6500-0-5210-102-5001-2700-002-000	NN F	78.08	78.08
				TOTAL PAYMENT AMOUNT			78.08 *	78.08
017726/00	LOS ANGELES FREIGHTLINER							
2362	PO-162043	04/14/2016 BN 75574		1	01-0000-0-4300-112-0000-3600-007-000	NN P	337.44	337.44
				TOTAL PAYMENT AMOUNT			337.44 *	337.44



81 CENTER UNIFIED SCHOOL DIST.

ACCOUNTS PAYABLE PRELIST  
 BATCH: 0055 04-14-16  
 FUND : 01 GENERAL FUND

J6599 APY500 H.02.05 04/14/16 PAGE 6  
 << Open >>

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
016167/00	LYONS, ANNE							
2360 PO-162097	04/14/2016	REIMB-DOLLS		1 01-5640-0-4300-601-9728-3110-017-087 NN F			106.42	106.42
TOTAL PAYMENT AMOUNT							106.42 *	106.42
015309/00	MAKERBOT INC							
2080 PO-161805	04/14/2016	INV087625		1 01-6382-0-4300-472-1110-1000-014-000 NN P			106.34	106.34
2080 PO-161805	04/14/2016	INV090120		1 01-6382-0-4300-472-1110-1000-014-000 NN F			398.00	398.00
TOTAL PAYMENT AMOUNT							504.34 *	504.34
017727/00	MASON L. DONALDSON							
1783 PO-161566	04/14/2016	INV#11		1 01-0000-0-5800-106-0000-7200-007-000 NY P			2,320.00	2,320.00
TOTAL PAYMENT AMOUNT							2,320.00 *	2,320.00
020602/00	MCGRAW HILL SCHOOL EDUCATION							
2223 PO-161942	04/14/2016	91685388001		1 01-0037-0-4100-103-1110-1000-003-000 NN F			1,739.42	1,769.28
TOTAL PAYMENT AMOUNT							1,769.28 *	1,769.28
019059/00	MILLENNIUM TERMITE & PEST							
165 PO-160150	04/14/2016	TR-71099		1 01-0000-0-5500-106-0000-8110-007-000 NN P			91.00	91.00
165 PO-160150	04/14/2016	TR-72628		1 01-0000-0-5500-106-0000-8110-007-000 NN P			57.00	57.00
165 PO-160150	04/14/2016	TR-72628		1 01-0000-0-5500-106-0000-8110-007-000 NN P			59.00	59.00
TOTAL PAYMENT AMOUNT							207.00 *	207.00
017576/00	OFFICE DEPOT/BUS.SERVICES DIV							
2300 PO-161992	04/14/2016	831838363001,2001		1 01-0000-0-4300-115-0000-7700-007-000 NN F			153.78	153.78
2300 PO-161992	04/14/2016	831838364001,5001		2 01-0000-0-4400-115-0000-7700-007-000 NN F			1,980.34	1,980.34
2372 PO-162047	04/14/2016	832490337001		1 01-3010-0-4300-371-1110-1000-012-000 NN F			65.06	64.75
TOTAL PAYMENT AMOUNT							2,198.87 *	2,198.87
014358/00	OPFER, JULIE							
2420 PO-162101	04/14/2016	REIMB-SUPPLIES		1 01-3010-0-4300-240-1110-1000-011-000 NN F			40.50	40.50
TOTAL PAYMENT AMOUNT							40.50 *	40.50

81 CENTER UNIFIED SCHOOL DIST.

ACCOUNTS PAYABLE PRELIST  
 BATCH: 0055 04-14-16  
 FUND : 01 GENERAL FUND

J6599 APY500 H.02.05 04/14/16 PAGE 7  
 << Open >>

Vendor/Addr	Remit name	Description	Tax ID num	Deposit type	ABA num	Account num	Liq Amt	Net Amount
Req Reference	Date				FD RESO P OBJE SIT GOAL FUNC RES DEP T9MP			
017778/00	PAC WEST TRAILERS CO.							
	PV-161079 04/14/2016	BAL-C36705			01-0000-0-5600-106-0000-8110-007-000 NN		48.14	48.14
					TOTAL PAYMENT AMOUNT		48.14 *	48.14
018635/00	PASCO SCIENTIFIC							
	1738 PO-161526 04/14/2016	569684			1 01-0000-0-5600-472-1275-1000-014-000 NN F		217.92	174.00
					TOTAL PAYMENT AMOUNT		174.00 *	174.00
014974/00	PLUMMER, RENEE'							
	2456 PO-162125 04/14/2016	605			1 01-0000-0-5800-112-0000-3600-007-000 NN F		875.00	875.00
					TOTAL PAYMENT AMOUNT		875.00 *	875.00
021401/00	PRACTI-CAL INC							
	1790 PO-161573 04/14/2016	334748			1 01-5640-0-5800-103-0000-3140-003-000 NN P		291.55	291.55
	1790 PO-161573 04/14/2016	334613			1 01-5640-0-5800-103-0000-3140-003-000 NN P		88.58	88.58
	1790 PO-161573 04/14/2016	334686			1 01-5640-0-5800-103-0000-3140-003-000 NN P		971.41	971.41
					TOTAL PAYMENT AMOUNT		1,351.54 *	1,351.54
021194/00	PRUDENTIAL OVERALL SUPPLY INC							
	119 PO-160114 04/14/2016	180244515			1 01-0000-0-5600-112-0000-3600-007-000 NN P		6.00	67.89
					TOTAL PAYMENT AMOUNT		67.89 *	67.89
013906/00	ROSEN PUBLISHING GROUP INC.							
	1880 PO-161664 04/14/2016	626486			1 01-6300-0-4200-240-1110-1000-011-000 NN F		242.35	243.47
					TOTAL PAYMENT AMOUNT		243.47 *	243.47
015769/00	SACRAMENTO COUNTY OFFICE OF ED							
	2463 PO-162128 04/14/2016	161245			1 01-4035-0-5200-103-0000-2100-003-000 NN F		3,000.00	3,000.00
					TOTAL PAYMENT AMOUNT		3,000.00 *	3,000.00

81 CENTER UNIFIED SCHOOL DIST.

ACCOUNTS PAYABLE PRELIST  
 BATCH: 0055 04-14-16  
 FUND : 01 GENERAL FUND

J6599 APY500 H.02.05 04/14/16 PAGE 8  
 << Open >>

Vendor/Addr	Remit name	Tax ID num	Deposit type	ABA num	Account num	Liq Amt	Net Amount
Reg Reference	Date	Description	FD RESO P OBJE	SIT GOAL FUNC	RES DEP T9MP		
010266/00	SACRAMENTO COUNTY UTILITIES						
153 PO-160140	04/14/2016	50000185866	1 01-0000-0-5540-106-0000-8110-007-000	NN	P	790.19	790.19
TOTAL PAYMENT AMOUNT						790.19 *	790.19
020981/00	SAVE MART SUPERMARKETS						
557 PO-160494	04/14/2016	2295683	1 01-6500-0-4300-102-5750-1110-002-000	NN	P	6.47	6.47
TOTAL PAYMENT AMOUNT						6.47 *	6.47
010373/00	SCHOOLS INSURANCE AUTHORITY						
2450 PO-162123	04/14/2016	2016-17 UST-01	1 01-0000-0-5800-112-0000-3600-007-000	NN	F	1,652.00	1,652.00
TOTAL PAYMENT AMOUNT						1,652.00 *	1,652.00
020811/00	SHRED-IT USA LLC						
499 PO-160430	04/14/2016	9410111564	1 01-0000-0-5800-472-0000-2700-014-000	NN	P	36.57	36.57
TOTAL PAYMENT AMOUNT						36.57 *	36.57
021452/00	SLAY, JENNIFER						
2436 PO-162113	04/14/2016	TRAVEL EXPENSE	1 01-3010-0-5200-371-1110-1000-012-000	NN	F	148.78	148.78
TOTAL PAYMENT AMOUNT						148.78 *	148.78
014558/00	SPURR						
166 PO-160151	04/14/2016	72142	1 01-0000-0-5520-106-0000-8110-007-000	NN	P	4,247.96	4,247.96
TOTAL PAYMENT AMOUNT						4,247.96 *	4,247.96
020252/00	STAPLES BUSINESS ADVANTAGE						
2249 PO-161947	04/14/2016	3297440101	1 01-6512-0-4300-102-5001-3110-003-000	NN	F	140.66	134.43
TOTAL PAYMENT AMOUNT						134.43 *	134.43
018066/00	SUPER DUPER INC.						
2268 PO-161997	04/14/2016	2156075A	1 01-5640-0-4300-601-9728-3150-017-000	YN	F	84.12	77.89
TOTAL PAYMENT AMOUNT						77.89 *	77.89
TOTAL USE TAX AMOUNT						6.23	

81 CENTER UNIFIED SCHOOL DIST.

ACCOUNTS PAYABLE PRELIST  
 BATCH: 0055 04-14-16  
 FUND : 01 GENERAL FUND

J6599 APY500 H.02.05 04/14/16 PAGE 9  
 << Open >>

Vendor/Addr	Remit name	Description	Tax ID num	Deposit type	ABA num	Account num	Liq Amt	Net Amount
Req Reference	Date				FD RESO P OBJE SIT GOAL FUNC RES DEP T9MP			
021888/00		SUPERIOR PRINTING INC.						
2297	PO-161989	04/14/2016	3318936		1 01-0000-0-5800-105-0000-7200-005-000 NN F		2,289.13	2,129.10
					TOTAL PAYMENT AMOUNT		2,129.10 *	2,129.10
018015/00		TOMPKINS, SHELLEY						
2429	PO-162108	04/14/2016	REIMB-UNDERWEAR		1 01-5630-0-4300-601-1220-1000-017-000 NN F		174.07	174.07
					TOTAL PAYMENT AMOUNT		174.07 *	174.07
011554/00		TRACTOR SUPPLY CO						
75	PO-160073	04/14/2016	200094489		1 01-8150-0-4300-106-0000-8110-007-000 NN P		90.01	90.01
2219	PO-161921	04/14/2016	200091675		1 01-0000-0-4300-106-0000-8110-007-000 NN P		15.98	15.98
2219	PO-161921	04/14/2016	200094370		1 01-0000-0-4300-106-0000-8110-007-000 NN P		36.46	36.46
2219	PO-161921	04/14/2016	200094482		1 01-0000-0-4300-106-0000-8110-007-000 NN P		29.97	29.97
2219	PO-161921	04/14/2016	200094680		1 01-0000-0-4300-106-0000-8110-007-000 NN P		20.43	20.43
					TOTAL PAYMENT AMOUNT		192.85 *	192.85
010127/00		UNITED PARCEL SERVICE						
2396	PO-162073	04/14/2016	YW013156		1 01-0036-0-4300-103-1110-1000-003-000 NN F		158.87	161.86
					TOTAL PAYMENT AMOUNT		161.86 *	161.86
022482/00		VERHAGEN, ANNELIES						
2437	PO-162114	04/14/2016	REIMB-T-SHIRTS		1 01-0000-0-5800-371-1110-1000-012-000 NN F		205.21	205.21
					TOTAL PAYMENT AMOUNT		205.21 *	205.21
015018/00		VERHOVETCHI, VEACESLAV						
1779	PO-161560	04/14/2016	TRIP 873		1 01-0000-0-5800-112-0000-3600-007-000 NN F		14.73	12.69
2458	PO-162126	04/14/2016	TRIP 886		1 01-0000-0-5800-112-0000-3600-007-000 NN P		13.98	13.98
					TOTAL PAYMENT AMOUNT		26.67 *	26.67
015191/00		WACHOB, CYNTHIA						
1701	PO-161493	04/14/2016	MARCH		1 01-6500-0-5210-102-5060-2110-002-000 NN P		133.38	133.38
					TOTAL PAYMENT AMOUNT		133.38 *	133.38

81 CENTER UNIFIED SCHOOL DIST.

ACCOUNTS PAYABLE PRELIST  
BATCH: 0055 04-14-16  
FUND : 01 GENERAL FUND

J6599 APY500 H.02.05 04/14/16 PAGE 10  
<< Open >>

Vendor/Addr	Remit name	Description	Tax ID num	Deposit type	ABA num	Account num	Liq Amt	Net Amount
Req Reference	Date			FD RESO P OBJE SIT GOAL FUNC RES DEP T9MP				
022288/00	WILDMAN, SARAH							
2435 PO-162112	04/14/2016	TRAVEL EXPENSE		1 01-3010-0-5200-371-1110-1000-012-000 NN F			168.97	168.97
TOTAL PAYMENT AMOUNT							168.97 *	168.97
022348/00	WILSON, SHERRY							
2367 PO-162046	04/14/2016	TRIP 994		1 01-0000-0-5800-112-0000-3600-007-000 NN P			16.18	16.18
2367 PO-162046	04/14/2016	TRIP 927		1 01-0000-0-5800-112-0000-3600-007-000 NN P			11.69	11.69
TOTAL PAYMENT AMOUNT							27.87 *	27.87
017313/00	XEROX							
425 PO-160387	04/14/2016	230029861		1 01-0000-0-5800-115-9790-8200-007-000 NN P			1,122.73	1,122.73
TOTAL PAYMENT AMOUNT							1,122.73 *	1,122.73
011411/00	ZEIHER, ALLISON							
2293 PO-162096	04/14/2016	TRAVEL EXPENSE		1 01-6512-0-5200-102-5001-3110-003-000 NN F			70.00	70.00
TOTAL PAYMENT AMOUNT							70.00 *	70.00
TOTAL FUND PAYMENT							91,310.98 **	91,310.98
TOTAL USE TAX AMOUNT							35.82	

81 CENTER UNIFIED SCHOOL DIST.

ACCOUNTS PAYABLE PRELIST  
 BATCH: 0055 04-14-16  
 FUND : 13 CAFETERIA FUND

J6599 APY500 H.02.05 04/14/16 PAGE 11  
 << Open >>

Vendor/Addr	Remit name	Description	Tax ID num	Deposit type	ABA num	Account num	Liq Amt	Net Amount
Req Reference	Date			FD RESO P OBJE SIT GOAL FUNC RES DEP T9MP				
020098/00	BIG TRAY							
137 PO-160130	04/14/2016	782030		1 13-5310-0-4400-108-0000-3700-007-000 NN P			176.49	176.49
TOTAL PAYMENT AMOUNT							176.49 *	176.49
014156/00	COUNTY OF SACRAMENTO							
2408 PO-162088	04/14/2016	AR0006768		1 13-5310-0-5800-108-0000-3700-007-000 NN F			925.00	925.00
TOTAL PAYMENT AMOUNT							925.00 *	925.00
011205/00	CULTURE SHOCK YOGURT							
2306 PO-162005	04/14/2016	3596		1 13-5310-0-4700-108-0000-3700-007-000 NN P			171.20	171.20
TOTAL PAYMENT AMOUNT							171.20 *	171.20
011602/00	DANIELSEN CO., THE							
1691 PO-161488	04/14/2016	99212,99512,99324		2 13-5310-0-4300-108-0000-3700-007-000 NN P			848.02	848.02
1691 PO-161488	04/14/2016	99212		1 13-5310-0-4700-108-0000-3700-007-000 NN P			967.24	967.24
TOTAL PAYMENT AMOUNT							1,815.26 *	1,815.26
016670/00	FATCAT BAKERY							
1983 PO-161723	04/14/2016	11402		1 13-5310-0-4700-108-0000-3700-007-000 NN P			2,100.00	2,100.00
TOTAL PAYMENT AMOUNT							2,100.00 *	2,100.00
021080/00	GOLD STAR FOODS INC							
130 PO-160124	04/14/2016	1651330		1 13-5310-0-4700-108-0000-3700-007-000 NN P			159.25	159.25
130 PO-160124	04/14/2016	1651075		1 13-5310-0-4700-108-0000-3700-007-000 NN P			5,159.45	5,159.45
130 PO-160124	04/14/2016	1657346		1 13-5310-0-4700-108-0000-3700-007-000 NN P			5,345.09	5,345.09
TOTAL PAYMENT AMOUNT							10,663.79 *	10,663.79
022364/00	HEARTLAND SCHOOL SOLUTIONS							
140 PO-160133	04/14/2015	INV 3554		1 13-5310-0-5300-108-0000-3700-007-000 NN F			507.55	540.00
TOTAL PAYMENT AMOUNT							540.00 *	540.00

81 CENTER UNIFIED SCHOOL DIST.

ACCOUNTS PAYABLE PRELIST  
 BATCH: 0055 04-14-16  
 FUND : 13 CAFETERIA FUND

J6599 APY500 H.02.05 04/14/16 PAGE 12  
 << Open >>

Vendor/Addr	Remit name	Description	Tax ID num	Deposit type	ABA num	Account num	Liq Amt	Net Amount
Req Reference	Date			FD RESO P OBJE SIT GOAL FUNC RES DEP T9MP				
014831/00	IN HARVEST INC.							
2241 PO-161943	04/14/2016	1032594098		1 13-5310-0-4700-108-0000-3700-007-000 NN F			171.80	169.20
				TOTAL PAYMENT AMOUNT	169.20 *			169.20
017267/00	LASER AGE							
2422 PO-162103	04/14/2016	81580		1 13-5310-0-4300-108-0000-3700-007-000 NN F			117.72	117.72
				TOTAL PAYMENT AMOUNT	117.72 *			117.72
021194/00	PRUDENTIAL OVERALL SUPPLY INC							
136 PO-160129	04/14/2016	180244514		2 13-5310-0-5800-108-0000-3700-007-000 NN P			77.75	77.75
				TOTAL PAYMENT AMOUNT	77.75 *			77.75
011422/00	SYSCO OF SAN FRANCISCO							
129 PO-160123	04/14/2016	604052019		3 13-5310-0-4300-108-0000-3700-007-000 NN P			306.20	306.20
129 PO-160123	04/14/2016	604052020		3 13-5310-0-4300-108-0000-3700-007-000 NN P			9.60	9.60
129 PO-160123	04/14/2016	604122446		3 13-5310-0-4300-108-0000-3700-007-000 NN P			357.79	357.79
129 PO-160123	04/14/2016	604052019		1 13-5310-0-4700-108-0000-3700-007-000 NN P			918.40	918.40
129 PO-160123	04/14/2016	604052020		1 13-5310-0-4700-108-0000-3700-007-000 NN P			89.36	89.36
129 PO-160123	04/14/2016	604122446		1 13-5310-0-4700-108-0000-3700-007-000 NN P			676.78	676.78
				TOTAL PAYMENT AMOUNT	2,358.13 *			2,358.13
				TOTAL FUND PAYMENT	19,114.54 **			19,114.54

81 CENTER UNIFIED SCHOOL DIST.

ACCOUNTS PAYABLE PRELIST  
 BATCH: 0055 04-14-16  
 FUND : 14 DEFERRED MAINTENANCE FUND

J6599 APY500 H.02.05 04/14/16 PAGE 13  
 << Open >>

Vendor/Addr	Remit name		Tax ID num	Deposit type	ABA num	Account num			
Req Reference	Date	Description			FD RESO P OBJE SIT GOAL FUNC RES DEP T9MP		Liq Amt	Net Amount	
015530/00		MADSEN ROOFING &							
2274	PO-161964	04/14/2016	162271		1 14-0024-0-5600-106-9605-8110-007-000 NN F		14,990.00	14,990.00	
				TOTAL PAYMENT AMOUNT	14,990.00 *			14,990.00	
				TOTAL FUND PAYMENT	14,990.00 **			14,990.00	
				TOTAL BATCH PAYMENT	125,415.52 ***	0.00		125,415.52	
				TOTAL USE TAX AMOUNT	35.82				
				TOTAL DISTRICT PAYMENT	125,415.52 ****	0.00		125,415.52	
				TOTAL USE TAX AMOUNT	35.82				
				TOTAL FOR ALL DISTRICTS:	125,415.52 ****	0.00		125,415.52	
				TOTAL USE TAX AMOUNT	35.82				

Number of warrants to be printed: 81, not counting voids due to stub overflows.



81 CENTER UNIFIED SCHOOL DIST.  
04-21-16

ACCOUNTS PAYABLE PRELIST

J6844 APY500 H.02.05 04/21/16 PAGE 0

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Batch status: A All

From batch: 0056

To batch: 0056

Include Revolving Cash: Y

Include Address: N

81 CENTER UNIFIED SCHOOL DIST.  
04-21-16

ACCOUNTS PAYABLE PRELIST  
BATCH: 0056 04-21-16  
FUND : 01 GENERAL FUND

J6844 APY500 H.02.05 04/21/16 PAGE 1  
<< Open >>

Vendor/Addr	Remit name	Description	Tax ID num	Deposit type	ABA num	Account num	Liq Amt	Net Amount
Req Reference	Date			FD RESO P OBJE SIT GOAL FUNC RES DEP T9MP				
019053/00	A TOUCH OF UNDERSTANDING INC							
1335 PO-161176	04/21/2016	15-16-196		1 01-9601-0-5800-601-1110-1000-017-000 NN F			1,950.00	1,500.00
TOTAL PAYMENT AMOUNT							1,500.00 *	1,500.00
010669/00	ALHAMBRA & SIERRA SPRINGS							
1121 PO-160986	04/21/2016	4782453040716		1 01-8150-0-4300-106-0000-8110-007-000 NN P			107.82	107.82
2009 PO-161752	04/21/2016	4781839140716		1 01-0000-0-4300-475-3200-1000-015-000 NN P			28.38	28.38
2015 PO-161758	04/21/2016	4781257040716		1 01-0000-0-4300-112-0000-3600-007-000 NN P			79.43	79.43
2048 PO-161785	04/21/2016	4780794040716		1 01-0000-0-4300-110-0000-7200-004-000 NN P			68.34	68.34
TOTAL PAYMENT AMOUNT							283.97 *	283.97
014006/00	ALTA CALIFORNIA REGIONAL CTR							
2484 PO-162155	04/21/2016	NATASHA NICHOLS		1 01-6500-0-5200-102-5001-3120-002-000 NN F			200.00	200.00
TOTAL PAYMENT AMOUNT							200.00 *	200.00
019769/00	AMERICAN EXPRESS							
2296 PO-161988	04/21/2016	0-3000		1 01-0000-0-4400-101-0000-7150-002-000 NN F			1,449.97	1,449.97
2446 PO-162121	04/21/2016	0-3000		1 01-0000-0-4300-103-0000-7200-003-000 NN F			230.83	270.83
TOTAL PAYMENT AMOUNT							1,720.80 *	1,720.80
010899/00	AMERICAN FIDELITY ASSURANCE							
PV-161080	04/21/2016	April,29		01-0000-0-9552-000-0000-0000-000-000 NN				115.00
TOTAL PAYMENT AMOUNT							115.00 *	115.00
016059/00	ANDERSON LUMBER							
2179 PO-161900	04/21/2016	191820212		1 01-8150-0-4300-106-0000-8110-007-000 NN P			117.83	117.83
TOTAL PAYMENT AMOUNT							117.83 *	117.83
018533/00	ATKINSON ANDELSON LOYA RUDD							
655 PO-160582	04/21/2016	495239		2 01-0000-0-5804-105-0000-7200-005-000 NE P			7,184.65	7,184.65
TOTAL PAYMENT AMOUNT							7,184.65 *	7,184.65

81 CENTER UNIFIED SCHOOL DIST.  
04-21-16

ACCOUNTS PAYABLE PRELIST  
BATCH: 0056 04-21-16  
FUND : 01 GENERAL FUND

J6844 APY500 H.02.05 04/21/16 PAGE 2  
<< Open >>

Vendor/Addr	Remit name	Description	Tax ID num	Deposit type	ABA num	Account num	Liq Amt	Net Amount
Req Reference	Date				FD RESO P OBJE SIT GOAL FUNC RES DEP T9MP			
021604/00	ATLAS DISPOSAL INDUSTRIES							
152 PO-160139	04/21/2016	01-149401-0		1	01-0000-0-5550-106-0000-8110-007-000 NN P	12.13	12.13	12.13
TOTAL PAYMENT AMOUNT						12.13 *		12.13
019504/00	B & H PHOTO-VIDEO							
2357 PO-162028	04/21/2016	109310404		1	01-0000-0-4300-105-0000-7200-005-000 NN F	323.99	299.99	299.99
TOTAL PAYMENT AMOUNT						299.99 *		299.99
010442/00	BAR HEIN							
1675 PO-161477	04/21/2016	494092		1	01-0000-0-4300-106-0000-8110-007-000 NN P	35.62	35.62	35.62
TOTAL PAYMENT AMOUNT						35.62 *		35.62
015718/00	BASIC PACIFIC							
PV-161082	04/21/2016	4/29/16		01-0000-0-9552-000-0000-0000-000-000 NN			4,654.56	4,654.56
TOTAL PAYMENT AMOUNT						4,654.56 *		4,654.56
021235/00	BECKER, LEE ANN							
354 PO-160327	04/21/2016	mar mileage		1	01-0000-0-5210-102-0000-3140-003-000 NN P	50.98	50.98	50.98
TOTAL PAYMENT AMOUNT						50.98 *		50.98
013988/00	BUTTES/CENTER STATE PIPE &							
2136 PO-161858	04/21/2016	S008958910		1	01-8150-0-4300-106-0000-8110-007-000 NN P	215.42	215.42	215.42
2136 PO-161858	04/21/2016	S008947471.001		1	01-8150-0-4300-106-0000-8110-007-000 NN P	541.65	541.65	541.65
TOTAL PAYMENT AMOUNT						757.07 *		757.07
020540/00	CALIFORNIA AMERICAN WATER CO							
161 PO-160147	04/21/2016	1015220012585445		2	01-0000-0-5540-106-0000-8110-007-000 NN P	315.35	315.35	315.35
161 PO-160147	04/21/2016	220012585520		2	01-0000-0-5540-106-0000-8110-007-000 NN P	768.95	768.95	768.95
161 PO-160147	04/21/2016	220012586479		2	01-0000-0-5540-106-0000-8110-007-000 NN P	199.95	199.95	199.95
161 PO-160147	04/21/2016	220012585490		2	01-0000-0-5540-106-0000-8110-007-000 NN P	484.31	484.31	484.31
161 PO-160147	04/21/2016	220012586486		2	01-0000-0-5540-106-0000-8110-007-000 NN P	626.61	626.61	626.61
161 PO-160147	04/21/2016	220012586462		2	01-0000-0-5540-106-0000-8110-007-000 NN P	157.71	157.71	157.71
161 PO-160147	04/21/2016	220012585506		2	01-0000-0-5540-106-0000-8110-007-000 NN P	484.31	484.31	484.31
161 PO-160147	04/21/2016	220012585513		2	01-0000-0-5540-106-0000-8110-007-000 NN P	305.73	305.73	305.73

81 CENTER UNIFIED SCHOOL DIST.  
04-21-16

ACCOUNTS PAYABLE PRELIST  
BATCH: 0056 04-21-16  
FUND : 01 GENERAL FUND

J6844 APY500 H.02.05 04/21/16 PAGE 3  
<< Open >>

Vendor/Addr	Remit name	Req Reference	Date	Description	Tax ID num	Deposit type	ABA num	Account num	Liq Amt	Net Amount
						FD RESO P OBJE SIT GOAL FUNC RES DEP T9MP				
020540 (CONTINUED)										
161	PO-160147	04/21/2016	220012585438			2 01-0000-0-5540-106-0000-8110-007-000 NN P			587.57	587.57
161	PO-160147	04/21/2016	220012585544			2 01-0000-0-5540-106-0000-8110-007-000 NN P			1,207.04	1,207.04
161	PO-160147	04/21/2016	220012585469			2 01-0000-0-5540-106-0000-8110-007-000 NN P			448.03	448.03
161	PO-160147	04/21/2016	220012585537			2 01-0000-0-5540-106-0000-8110-007-000 NN P			320.56	320.56
161	PO-160147	04/21/2016	210019694541			2 01-0000-0-5540-106-0000-8110-007-000 NN P			160.28	160.28
161	PO-160147	04/21/2016	220012586448			2 01-0000-0-5540-106-0000-8110-007-000 NN P			160.28	160.28
161	PO-160147	04/21/2016	220012586455			2 01-0000-0-5540-106-0000-8110-007-000 NN P			160.28	160.28
161	PO-160147	04/21/2016	220012585537			2 01-0000-0-5540-106-0000-8110-007-000 NN P			485.59	485.59
TOTAL PAYMENT AMOUNT									6,872.55 *	6,872.55
019750/00 CAPITAL PROGRAM MGMT INC										
556 PO-160501 04/21/2016 #15										
									4,707.50	4,707.50
TOTAL PAYMENT AMOUNT									4,707.50 *	4,707.50
020305/00 CDW GOVERNMENT INC.										
2383 PO-162060 04/21/2016 CRF1605										
2399 PO-162076 04/21/2016 CQW1043										
									738.83	684.10
									282.74	261.80
TOTAL PAYMENT AMOUNT									945.90 *	945.90
TOTAL USE TAX AMOUNT									75.67	
016261/00 CEBULA RN, GAIL										
353 PO-160326 04/21/2016 FEB MILEAGE										
353 PO-160326 04/21/2016 MAR MILEAGE										
									38.24	38.24
									24.79	24.79
TOTAL PAYMENT AMOUNT									63.03 *	63.03
020462/00 CHHANG, VANRITH										
2490 PO-162156 04/21/2016 MILEAGE										
									92.99	92.99
TOTAL PAYMENT AMOUNT									92.99 *	92.99
022562/00 CHRISTIAN RILEY										
2492 PO-162157 04/21/2016 REIMB SUPPLIES										
									131.85	131.85
TOTAL PAYMENT AMOUNT									131.85 *	131.85

81 CENTER UNIFIED SCHOOL DIST.  
04-21-16

ACCOUNTS PAYABLE PRELIST  
BATCH: 0056 04-21-16  
FUND : 01 GENERAL FUND

J6844 APY500 H.02.05 04/21/16 PAGE 4  
<< Open >>

Vendor/Addr	Remit name	Tax ID num	Deposit type	ABA num	Account num	Liq Amt	Net Amount
Req Reference	Date	Description	FD RESO P OBJE SIT GOAL FUNC RES DEP T9MP				
013928/00	CINTAS LOCATION 622						
189 PO-160177	04/21/2016	622618393	2 01-0000-0-4300-111-0000-8200-007-000 NN P			166.73	166.73
189 PO-160177	04/21/2016	622623030	2 01-0000-0-4300-111-0000-8200-007-000 NN P			166.73	166.73
TOTAL PAYMENT AMOUNT			333.46 *				333.46
018180/00	CITRUS HEIGHTS SAW & MOWER						
2483 PO-162149	04/21/2016	344404	1 01-0000-0-4300-106-0000-8110-007-000 NN P			196.81	196.81
TOTAL PAYMENT AMOUNT			196.81 *				196.81
014557/00	COLLEGE OAK TOW & TRANSPORT						
107 PO-160102	04/21/2016	490289	1 01-0000-0-5800-112-0000-3600-007-000 NN P			180.00	180.00
TOTAL PAYMENT AMOUNT			180.00 *				180.00
016320/00	COLLIER, ALYSON						
2455 PO-162137	04/21/2016	REIMB	1 01-5630-0-4300-601-1220-1000-017-000 NN F			484.38	484.38
TOTAL PAYMENT AMOUNT			484.38 *				484.38
016006/00	CSU CHICO RESEARCH FOUNDATION						
2481 PO-162161	04/21/2016	RF033571	1 01-6264-0-5200-101-0000-2700-002-000 NN P			1,000.00	1,000.00
2481 PO-162161	04/21/2016	RF33531	1 01-6264-0-5200-101-0000-2700-002-000 NN F			1,500.00	1,500.00
TOTAL PAYMENT AMOUNT			2,500.00 *				2,500.00
018079/00	DAUBENMIRE, TRACIE						
2497 PO-162163	04/21/2016	REIMB	1 01-6512-0-4300-102-5001-3110-003-000 NN F			58.26	58.26
TOTAL PAYMENT AMOUNT			58.26 *				58.26
010583/00	DEL PASO PIPE & STEEL CO.						
889 PO-160783	04/21/2016	393270	1 01-8150-0-4300-106-0000-8110-007-000 NN P			81.97	81.97
889 PO-160783	04/21/2016	393618	1 01-8150-0-4300-106-0000-8110-007-000 NN P			138.88	138.88
TOTAL PAYMENT AMOUNT			220.85 *				220.85

81 CENTER UNIFIED SCHOOL DIST.  
04-21-16

ACCOUNTS PAYABLE PRELIST  
BATCH: 0056 04-21-16  
FUND : 01 GENERAL FUND

J6844 APY500 H.02.05 04/21/16 PAGE 5  
<< Open >>

Vendor/Addr	Remit name	Tax ID num	Deposit type	ABA num	Account num	Liq Amt	Net Amount
Req Reference	Date	Description	FD RESO P OBJE	SIT GOAL FUNC	RES DEP T9MP		
015800/00		DISCOUNT SCHOOL SUPPLY					
2444 PO-162118	04/21/2016	D22461470101	1 01-3010-0-4300-601-1220-1000-017-000	NN	P	435.42	435.42
TOTAL PAYMENT AMOUNT						435.42 *	435.42
016580/00		DOMINGUEZ, KARINA					
2491 PO-162162	04/21/2016	REIMB	1 01-6500-0-4300-102-5770-1110-002-000	NN	F	83.57	83.57
TOTAL PAYMENT AMOUNT						83.57 *	83.57
018277/00		EASTER SEAL SOCIETY OF CA. INC					
952 PO-160840	04/21/2016	FEB 2016	1 01-6500-0-5800-102-5750-1180-002-000	NN	P	2,808.75	2,808.75
TOTAL PAYMENT AMOUNT						2,808.75 *	2,808.75
019262/00		ENTERPRISE RENT A CAR					
2482 PO-162148	04/21/2016	43QR9P	1 01-0472-0-5600-472-1110-4000-014-915	NN	F	153.04	153.04
2471 PO-162153	04/21/2016	4363XB	1 01-5630-0-5800-601-1220-1000-017-000	NN	F	141.66	141.66
TOTAL PAYMENT AMOUNT						294.70 *	294.70
010821/00		FASTENAL COMPANY					
2358 PO-162029	04/21/2016	CASA538991	1 01-8150-0-4300-106-0000-8110-007-000	NN	P	27.76	27.76
TOTAL PAYMENT AMOUNT						27.76 *	27.76
016159/00		GARLAND, LESLI					
732 PO-160652	04/21/2016	MARCH	1 01-6500-0-5210-102-5001-2700-002-000	NN	P	9.08	9.08
TOTAL PAYMENT AMOUNT						9.08 *	9.08
014044/00		HAGEDORN, ROGER					
1556 PO-161373	04/21/2016	MAR-MILEAGE	1 01-0000-0-5210-106-0000-8300-007-000	NN	P	12.96	12.96
TOTAL PAYMENT AMOUNT						12.96 *	12.96

81 CENTER UNIFIED SCHOOL DIST.  
04-21-16

ACCOUNTS PAYABLE PRELIST  
BATCH: 0056 04-21-16  
FUND : 01 GENERAL FUND

J6844 APY500 H.02.05 04/21/16 PAGE 6  
<< Open >>

Vendor/Addr	Remit name	Description	Tax ID num	Deposit type	ABA num	Account num	Liq Amt	Net Amount
Req Reference	Date				FD RESO P OBJE SIT GOAL FUNC RES DEP T9MP			
-----								
015750/00	HAYWOOD, ROCHELE							
2498	PO-162164	04/21/2016	REIMB	1	01-6512-0-4300-102-5001-3110-003-000 NN F		76.95	76.95
TOTAL PAYMENT AMOUNT							76.95 *	76.95
017002/00	HOME DEPOT CREDIT SERVICES							
92	PO-160086	04/21/2016	4242227	1	01-0000-0-4300-106-0000-8110-007-000 NN P		44.68	44.68
1662	PO-161465	04/21/2016	4561715	1	01-8150-0-4300-106-0000-8110-007-000 NN P		122.74	122.74
1662	PO-161465	04/21/2016	4020889	1	01-8150-0-4300-106-0000-8110-007-000 NN P		28.43	28.43
1662	PO-161465	04/21/2016	1020069	1	01-8150-0-4300-106-0000-8110-007-000 NN P		80.80	80.80
1662	PO-161465	04/21/2016	20152	1	01-8150-0-4300-106-0000-8110-007-000 NN P		61.86	61.86
1662	PO-161465	04/21/2016	7291612	1	01-8150-0-4300-106-0000-8110-007-000 NN P		76.75	76.75
1662	PO-161465	04/21/2016	1071685	1	01-8150-0-4300-106-0000-8110-007-000 NN P		145.54	145.54
1662	PO-161465	04/21/2016	4242225	1	01-8150-0-4300-106-0000-8110-007-000 NN P		39.83	39.83
1662	PO-161465	04/21/2016	9013777	1	01-8150-0-4300-106-0000-8110-007-000 NN P		28.70	28.70
1662	PO-161465	04/21/2016	8291593	1	01-8150-0-4300-106-0000-8110-007-000 NN P		13.42	13.42
1662	PO-161465	04/21/2016	7020569	1	01-8150-0-4300-106-0000-8110-007-000 NN P		21.97	21.97
1662	PO-161465	04/21/2016	5011626	1	01-8150-0-4300-106-0000-8110-007-000 NN P		17.26	17.26
1662	PO-161465	04/21/2016	5025463	1	01-8150-0-4300-106-0000-8110-007-000 NN P		44.64	44.64
1662	PO-161465	04/21/2016	43048	1	01-8150-0-4300-106-0000-8110-007-000 NN P		100.50	100.50
1662	PO-161465	04/21/2016	9291322-9201261	1	01-8150-0-4300-106-0000-8110-007-000 NN P		10.94	10.94
1662	PO-161465	04/21/2016	2291269	1	01-8150-0-4300-106-0000-8110-007-000 NN P		79.14	79.14
1662	PO-161465	04/21/2016	5014353	1	01-8150-0-4300-106-0000-8110-007-000 NN P		94.87	94.87
1662	PO-161465	04/21/2016	5291346	1	01-8150-0-4300-106-0000-8110-007-000 NN P		42.91	42.91
2205	PO-161924	04/21/2016	9570236	1	01-0000-0-4300-111-0000-8200-007-000 NN F		20.49	20.49
TOTAL PAYMENT AMOUNT							1,075.47 *	1,075.47
014614/00	IPEVO							
2397	PO-162074	04/21/2016	22016040000122	1	01-0000-0-4400-238-1110-1000-010-000 NN F		2,886.84	2,886.84
TOTAL PAYMENT AMOUNT							2,886.84 *	2,886.84
015165/00	JOHN L. SULLIVAN CHEVROLET							
2505	PO-162166	04/21/2016	C31645	1	01-0000-0-5600-106-0000-8110-007-000 NN F		116.60	116.60
TOTAL PAYMENT AMOUNT							116.60 *	116.60
010728/00	JOHNSTONE SUPPLY OF SACRAMENTO							
1710	PO-161500	04/21/2016	27-S2099315.001-CREDIT	1	01-8150-0-4300-106-0000-8110-007-000 NN P		88.45	88.45
1710	PO-161500	04/21/2016	27-S2096997.001	1	01-8150-0-4300-106-0000-8110-007-000 NN P		112.78	112.78
TOTAL PAYMENT AMOUNT							201.23 *	201.23

81 CENTER UNIFIED SCHOOL DIST.  
04-21-16

ACCOUNTS PAYABLE PRELIST  
BATCH: 0056 04-21-16  
FUND : 01 GENERAL FUND

J6844 APY500 H.02.05 04/21/16 PAGE 7  
<< Open >>

Vendor/Addr	Remit name	Description	Tax ID num	Deposit type	ABA num	Account num	Liq Amt	Net Amount
Req Reference	Date				FD RESO P OBJE SIT GOAL FUNC RES DEP T9MP			
010355/00		KAISER FOUNDATION HEALTH PLAN						
	PV-161081	04/21/2016 MAY			01-0000-0-9552-000-0000-0000-000 NN			163,305.89
					TOTAL PAYMENT AMOUNT	163,305.89 *		163,305.89
019801/00		KIRKLAND, ROSINA						
	2493 PO-162158	04/21/2016 MILEAGE			1 01-0000-0-5210-103-0000-2110-003-000 NN F		17.28	17.28
					TOTAL PAYMENT AMOUNT	17.28 *		17.28
016443/00		LENNOX INDUSTRIES INC.						
	2487 PO-162151	04/21/2016 549327980			1 01-8150-0-4300-106-0000-8110-007-000 NN F		115.10	115.10
					TOTAL PAYMENT AMOUNT	115.10 *		115.10
014389/00		LOMOVA, YELENA						
	887 PO-160781	04/21/2016 TRIP 897			1 01-0000-0-5800-112-0000-3600-007-000 NN P		10.67	10.67
					TOTAL PAYMENT AMOUNT	10.67 *		10.67
017726/00		LOS ANGELES FREIGHTLINER						
	2362 PO-162043	04/21/2016 BN6407			1 01-0000-0-4300-112-0000-3600-007-000 NN P		99.14	99.14
	2362 PO-162043	04/21/2016 BN76358			1 01-0000-0-4300-112-0000-3600-007-000 NN P		85.49	85.49
					TOTAL PAYMENT AMOUNT	184.63 *		184.63
021914/00		LOY MATTISON ENTERPRISES						
	61 PO-160061	04/21/2016 030116033116			1 01-0000-0-5800-106-0000-8110-007-000 NY P		2,062.50	2,062.50
					TOTAL PAYMENT AMOUNT	2,062.50 *		2,062.50
022230/00		MANAGED HEALTH NETWORK	953817988					
	38 PO-160035	04/21/2016 3200078822			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



81 CENTER UNIFIED SCHOOL DIST.  
04-21-16

ACCOUNTS PAYABLE PRELIST  
BATCH: 0056 04-21-16  
FUND : 01 GENERAL FUND

J6844 APY500 H.02.05 04/21/16 PAGE 8  
<< Open >>

Vendor/Addr	Remit name	Tax ID num	Deposit type	ABA num	Account num	Liq Amt	Net Amount
Req Reference	Date	Description	FD RESO P	OBJE SIT	GOAL FUNC RES DEP T9MP		
022406/00	MAXIM HEALTHCARE SERVICES INC						
2290 PO-161983	04/21/2016	4008340262	1	01-0000-0-5800-102-0000-3140-003-000	NN P	1,330.00	1,330.00
2290 PO-161983	04/21/2016	4052720262	1	01-0000-0-5800-102-0000-3140-003-000	NN P	310.00	310.00
TOTAL PAYMENT AMOUNT				1,640.00 *			1,640.00
016912/00	NATOMAS AUTOMOTIVE						
110 PO-160105	04/21/2016	21369	1	01-0000-0-5800-112-0000-3600-007-000	NN P	49.95	49.95
110 PO-160105	04/21/2016	21363	1	01-0000-0-5800-112-0000-3600-007-000	NN P	59.95	59.95
TOTAL PAYMENT AMOUNT				109.90 *			109.90
016985/00	NEWEGG BUSINESS INC.						
2340 PO-162027	04/21/2016	1201774257	1	01-0000-0-4300-115-0000-7700-007-000	NN P	26.86	26.86
2340 PO-162027	04/21/2016	1201774200	1	01-0000-0-4300-115-0000-7700-007-000	NN P	53.64	53.64
2340 PO-162027	04/21/2016	1201774199	1	01-0000-0-4300-115-0000-7700-007-000	NN P	32.20	32.20
2340 PO-162027	04/21/2016	1201774105	1	01-0000-0-4300-115-0000-7700-007-000	NN P	26.57	26.57
2340 PO-162027	04/21/2016	1201773598	1	01-0000-0-4300-115-0000-7700-007-000	NN F	50.87	50.87
TOTAL PAYMENT AMOUNT				190.14 *			190.14
017576/00	OFFICE DEPOT/BUS.SERVICES DIV						
2303 PO-162004	04/21/2016	832072574001	1	01-0000-0-4300-238-1110-1000-010-000	NN P	292.77	292.77
2303 PO-162004	04/21/2016	832072575001	1	01-0000-0-4300-238-1110-1000-010-000	NN P	34.20	34.20
2303 PO-162004	04/21/2016	832072573001	1	01-0000-0-4300-238-1110-1000-010-000	NN F	17.28	17.28
2395 PO-162072	04/21/2016	833276132001	1	01-0000-0-4300-238-1110-1000-010-000	NN P	209.30	209.30
2395 PO-162072	04/21/2016	833276133001	1	01-0000-0-4300-238-1110-1000-010-000	NN F	120.40	120.40
2424 PO-162104	04/21/2016	835225935001	1	01-3010-0-4300-601-1220-1000-017-000	NN F	1,300.16	1,300.16
2440 PO-162115	04/21/2016	835227064001	1	01-3010-0-4300-371-1110-1000-012-000	NN F	63.48	63.19
TOTAL PAYMENT AMOUNT				2,037.30 *			2,037.30
010426/00	PAULS SAFE & LOCK						
67 PO-160066	04/21/2016	23470	1	01-8150-0-4300-106-0000-8110-007-000	NY P	13.38	13.38
TOTAL PAYMENT AMOUNT				13.38 *			13.38
010890/00	PERMABOUND/HERTZBERG						
1994 PO-161742	04/21/2016	1672462-02	1	01-0000-0-4200-103-0000-2420-003-371	NN P	22.66	22.66
1994 PO-161742	04/21/2016	1672462-01	1	01-0000-0-4200-103-0000-2420-003-371	NN P	91.69	91.69
1994 PO-161742	04/21/2016	1672462-00	1	01-0000-0-4200-103-0000-2420-003-371	NN F	440.81	432.81

81 CENTER UNIFIED SCHOOL DIST.  
04-21-16

ACCOUNTS PAYABLE PRELIST  
BATCH: 0056 04-21-16  
FUND : 01 GENERAL FUND

J6844 APY500 H.02.05 04/21/16 PAGE 9  
<< Open >>

Vendor/Addr	Remit name	Description	Tax ID num	Deposit type	ABA num	Account num	Liq Amt	Net Amount
Req Reference	Date			FD RESO P OBJE	SIT GOAL FUNC	RES DEP T9MP		
TOTAL PAYMENT AMOUNT					547.16 *			547.16
011345/00	PLACER LEARNING CENTER							
1937 PO-161691	04/21/2016	MARCH		1 01-6500-0-5800-102-5750-1180-002-000	NN P		12,378.20	12,378.20
TOTAL PAYMENT AMOUNT					12,378.20 *			12,378.20
014069/00	PLATT ELECTRIC SUPPLY INC							
1120 PO-160985	04/21/2016	J220490		2 01-8150-0-4300-106-0000-8110-007-000	NN P		69.42	69.42
1120 PO-160985	04/21/2016	J215885		2 01-8150-0-4300-106-0000-8110-007-000	NN P		404.44	404.44
2501 PO-162165	04/21/2016	J196795		1 01-0000-0-4300-111-0000-8200-007-939	NN F		5,634.36	5,634.36
TOTAL PAYMENT AMOUNT					6,108.22 *			6,108.22
021194/00	PRUDENTIAL OVERALL SUPPLY INC							
119 PO-160114	04/21/2016	180245135		1 01-0000-0-5600-112-0000-3600-007-000	NN P		67.89	67.89
TOTAL PAYMENT AMOUNT					67.89 *			67.89
011238/00	RELIABLE TIRE							
2017 PO-161760	04/21/2016	136207		1 01-0000-0-4300-112-0000-3600-007-000	NN P		755.18	755.18
TOTAL PAYMENT AMOUNT					755.18 *			755.18
020616/00	RENT RITE							
2123 PO-161847	04/21/2016	8560		1 01-0000-0-5600-472-0000-2700-014-000	NN F		345.00	345.00
TOTAL PAYMENT AMOUNT					345.00 *			345.00
010552/00	SAC VAL JANITORIAL							
71 PO-160096	04/21/2016	10185194		1 01-0000-0-4300-111-0000-8200-007-000	NN P		28.03	28.03
71 PO-160096	04/21/2016	10185950		1 01-0000-0-4300-111-0000-8200-007-000	NN P		168.75	168.75
TOTAL PAYMENT AMOUNT					196.78 *			196.78
013973/00	SAMBA SAFETY							
114 PO-160109	04/21/2016	166137-201603		1 01-0000-0-5800-112-0000-3600-007-000	NN F		25.93	134.83
TOTAL PAYMENT AMOUNT					134.83 *			134.83

81 CENTER UNIFIED SCHOOL DIST.  
04-21-16

ACCOUNTS PAYABLE PRELIST  
BATCH: 0056 04-21-16  
FUND : 01 GENERAL FUND

J6844 APY500 H.02.05 04/21/16 PAGE 10  
<< Open >>

Vendor/Addr	Remit name	Description	Tax ID num	Deposit type	ABA num	Account num	Liq Amt	Net Amount
Req Reference	Date				FD RESO P OBJE SIT GOAL FUNC RES DEP T9MP			
020984/00	SAME DAY SIGNS							
2454	PO-162132	04/21/2016	40915		2 01-5640-0-5800-601-9728-1000-017-000 NN F		17.28	17.28
					TOTAL PAYMENT AMOUNT	17.28 *		17.28
020981/00	SAVE MART SUPERMARKETS							
557	PO-160494	04/21/2016	2295685		1 01-6500-0-4300-102-5750-1110-002-000 NN P		11.33	11.33
					TOTAL PAYMENT AMOUNT	11.33 *		11.33
018370/00	STANLEY CONVERGENT SECURITY							
1119	PO-160984	04/21/2016	13379206		1 01-8150-0-5600-106-0000-8110-007-000 NN P		3,520.05	3,520.05
					TOTAL PAYMENT AMOUNT	3,520.05 *		3,520.05
010137/00	STATE BOARD OF EQUALIZATION							
1043	PO-160923	04/21/2016	57-415168		1 01-0000-0-5800-112-0000-3600-007-000 NN P		112.96	112.96
					TOTAL PAYMENT AMOUNT	112.96 *		112.96
016370/00	TWIN RIVERS UNIFIED SCH DIST							
929	PO-160811	04/21/2016	161795		1 01-0000-0-5801-105-0000-8300-005-000 NN P		23,666.66	23,666.66
					TOTAL PAYMENT AMOUNT	23,666.66 *		23,666.66
011190/00	UNIVERSAL SPECIALTIES INC							
1099	PO-160966	04/21/2016	73228		1 01-8150-0-4300-106-0000-8110-007-000 NN P		233.60	233.60
					TOTAL PAYMENT AMOUNT	233.60 *		233.60
016626/00	VERHOVETCHI, RUVIM							
1661	PO-161464	04/21/2016	TRIP 887		1 01-0000-0-5800-112-0000-3600-007-000 NN P		13.45	13.45
					TOTAL PAYMENT AMOUNT	13.45 *		13.45
015018/00	VERHOVETCHI, VEACESLAV							
2458	PO-162126	04/21/2016	TRIP 947		1 01-0000-0-5800-112-0000-3600-007-000 NN P		25.78	25.78
2458	PO-162126	04/21/2016	TRIP950		1 01-0000-0-5800-112-0000-3600-007-000 NN P		26.02	26.02
2458	PO-162126	04/21/2016	TRIP 889		1 01-0000-0-5800-112-0000-3600-007-000 NN P		24.17	24.17

81 CENTER UNIFIED SCHOOL DIST.  
04-21-16

ACCOUNTS PAYABLE PRELIST  
BATCH: 0056 04-21-16  
FUND : 01 GENERAL FUND

J6844 APY500 H.02.05 04/21/16 PAGE 11  
<< 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				
015018 (CONTINUED)							
2458 PO-162126	04/21/2016	TRIP 951	1 01-0000-0-5800-112-0000-3600-007-000 NN P			15.67	15.67
2458 PO-162126	04/21/2016	TRIP910	1 01-0000-0-5800-112-0000-3600-007-000 NN P			13.98	13.98
TOTAL PAYMENT AMOUNT			105.62 *				105.62
022221/00 WESTERN HEALTH ADVANTAGE							
PV-161083	04/21/2016	MAY	01-0000-0-9552-000-0000-0000-000-000 NN				113,055.50
TOTAL PAYMENT AMOUNT			113,055.50 *				113,055.50
010843/00 WILCO SUPPLY							
1716 PO-161503	04/21/2016	1601502701	1 01-8150-0-4300-106-0000-8110-007-000 NN P			994.68	994.68
TOTAL PAYMENT AMOUNT			994.68 *				994.68
020672/00 WILLIAMS, CHERYL							
2410 PO-162147	04/21/2016	REIMB	1 01-5640-0-4300-601-9728-3110-017-085 NN F			230.69	230.69
2410 PO-162147	04/21/2016	REIMB	2 01-9601-0-4300-601-1110-1000-017-000 NN F			24.63	24.63
TOTAL PAYMENT AMOUNT			255.32 *				255.32
015900/00 WSU SPOKANE PLTW							
2478 PO-162144	04/21/2016	508	1 01-6382-0-5200-472-1110-1000-014-000 NN F			2,500.00	2,500.00
TOTAL PAYMENT AMOUNT			2,500.00 *				2,500.00
017313/00 XEROX							
425 PO-160387	04/21/2016	230028071	1 01-0000-0-5800-115-9790-8200-007-000 NN P			1,186.64	1,186.64
TOTAL PAYMENT AMOUNT			1,186.64 *				1,186.64
TOTAL FUND PAYMENT			378,838.13 **				378,838.13
TOTAL USE TAX AMOUNT			75.67				

81 CENTER UNIFIED SCHOOL DIST.  
04-21-16

ACCOUNTS PAYABLE PRELIST  
BATCH: 0056 04-21-16  
FUND : 11 ADULT EDUCATION FUND

J6844 APY500 H.02.05 04/21/16 PAGE 12  
<< 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
020984/00		SAME DAY SIGNS						
2454	PO-162132	04/21/2016	40915		1 11-0030-0-5800-601-4130-1000-017-000 NN F		10.80	10.80
				TOTAL PAYMENT AMOUNT	10.80 *			10.80
				TOTAL FUND	PAYMENT	10.80 **		10.80

81 CENTER UNIFIED SCHOOL DIST.  
04-21-16

ACCOUNTS PAYABLE PRELIST  
BATCH: 0056 04-21-16  
FUND : 13 CAFETERIA FUND

J6844 APY500 H.02.05 04/21/16 PAGE 13  
<< 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				
011205/00		CULTURE SHOCK YOGURT					
2306 PO-162005	04/21/2016	3605	1 13-5310-0-4700-108-0000-3700-007-000 NN P			171.20	171.20
TOTAL PAYMENT AMOUNT						171.20 *	171.20
021566/00		EZEQUIEL, ELSY					
2461 PO-162134	04/21/2016	REFUND	1 13-5310-0-8634-000-0000-0000-000-000 NN F			24.50	24.50
TOTAL PAYMENT AMOUNT						24.50 *	24.50
016279/00		P&R PAPER SUPPLY					
133 PO-160127	04/21/2016	30073531-01	1 13-5310-0-4300-108-0000-3700-007-000 NN P			46.06	46.06
TOTAL PAYMENT AMOUNT						46.06 *	46.06
021194/00		PRUDENTIAL OVERALL SUPPLY INC					
136 PO-160129	04/21/2016	180245134	2 13-5310-0-5800-108-0000-3700-007-000 NN P			77.75	77.75
TOTAL PAYMENT AMOUNT						77.75 *	77.75
TOTAL FUND PAYMENT						319.51 **	319.51

81 CENTER UNIFIED SCHOOL DIST.  
04-21-16

ACCOUNTS PAYABLE PRELIST  
BATCH: 0056 04-21-16  
FUND : 14 DEFERRED MAINTENANCE FUND

J6844 APY500 H.02.05 04/21/16 PAGE 14  
<< Open >>

Vendor/Addr	Remit name	Description	Tax ID num	Deposit type	ABA num	Account num	Liq Amt	Net Amount
Req Reference	Date				FD RESO P OBJE SIT GOAL FUNC RES DEP T9MP			
011806/00	FERGUSON ENTERPRISES INC							
2411 PO-162083	04/21/2016	4697837			1 14-0024-0-4300-106-9606-8110-007-000 NN P		1,514.86	1,514.86
TOTAL PAYMENT AMOUNT					1,514.86 *			1,514.86
017002/00	HOME DEPOT CREDIT SERVICES							
2168 PO-161889	04/21/2016	12382			1 14-0024-0-4300-106-9605-8110-007-000 NN P		112.28	112.28
2168 PO-161889	04/21/2016	1012265			1 14-0024-0-4300-106-9605-8110-007-000 NN P		35.80	35.80
2168 PO-161889	04/21/2016	2025897			1 14-0024-0-4300-106-9605-8110-007-000 NN P		327.92	327.92
TOTAL PAYMENT AMOUNT					476.00 *			476.00
TOTAL FUND PAYMENT					1,990.86 **			1,990.86
TOTAL BATCH PAYMENT					381,159.30 ***	0.00		381,159.30
TOTAL USE TAX AMOUNT					75.67			
TOTAL DISTRICT PAYMENT					381,159.30 ****	0.00		381,159.30
TOTAL USE TAX AMOUNT					75.67			
TOTAL FOR ALL DISTRICTS:					381,159.30 ****	0.00		381,159.30
TOTAL USE TAX AMOUNT					75.67			

Number of warrants to be printed: 78, not counting voids due to stub overflows.

81 CENTER UNIFIED SCHOOL DIST.  
042816

ACCOUNTS PAYABLE PRELIST

J7146 APY500 H.02.05 04/28/16 PAGE 0

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Batch status: A All

From batch: 0058

To batch: 0058

Include Revolving Cash: Y

Include Address: N



81 CENTER UNIFIED SCHOOL DIST.  
042816

ACCOUNTS PAYABLE PRELIST  
BATCH: 0058 04-28-16  
FUND : 01 GENERAL FUND

J7146 APY500 H.02.05 04/28/16 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				
017749/00	ACE TUTORING SERVICES INC						
2280 PO-161978	04/28/2016	MARCH	1 01-3010-0-5800-103-1110-1000-003-832 NN F			1,237.68	1,200.00
TOTAL PAYMENT AMOUNT			1,200.00 *				1,200.00
017647/00	ACT FINANCE						
2504 PO-162172	04/28/2016	31794815	1 01-3010-0-5800-371-1110-1000-012-000 NN F			406.00	406.00
TOTAL PAYMENT AMOUNT			406.00 *				406.00
019311/00	ALIGNMENT SPECIALTIES						
1096 PO-160963	04/28/2016	114049	1 01-0000-0-5600-112-0000-3600-007-000 NY P			1,184.44	1,184.44
TOTAL PAYMENT AMOUNT			1,184.44 *				1,184.44
013985/00	ALL DIESEL ELECTRIC INC.						
168 PO-160153	04/28/2016	11016	1 01-0000-0-4300-112-0000-3600-007-000 NN P			329.40	329.40
TOTAL PAYMENT AMOUNT			329.40 *				329.40
010564/00	APPLE COMPUTER						
2394 PO-162061	04/28/2016	4381267229	1 01-0000-0-4400-238-1110-1000-010-000 NN F			14,156.62	14,156.62
2394 PO-162061	04/28/2016	4381378975	2 01-6300-0-4400-238-1110-1000-010-000 NN P			0.00	0.00
2394 PO-162061	04/28/2016	4381250075	2 01-6300-0-4400-238-1110-1000-010-000 NN F			4,973.96	4,970.36
TOTAL PAYMENT AMOUNT			19,126.98 *				19,126.98
019504/00	B & H PHOTO-VIDEO						
2158 PO-161873	04/28/2016	108266699	1 01-7220-0-4300-472-1110-1000-014-000 YN F			506.75	288.95
2158 PO-161873	04/28/2016	108912903	2 01-7220-0-4400-472-1110-1000-014-000 YN F			1,904.07	1,763.02
2194 PO-161912	04/28/2016	108500486	2 01-0000-0-4300-115-0000-7700-007-995 YN F			481.84	441.90
2194 PO-161912	04/28/2016	108500486	1 01-0000-0-6400-115-0000-7700-007-995 YN F			6,474.60	6,000.00
2361 PO-162042	04/28/2016	109351937	1 01-0000-0-4400-371-1110-1000-002-995 YN P			1,229.00	1,229.00
2361 PO-162042	04/28/2016	109854840	1 01-0000-0-4400-371-1110-1000-002-995 YN F			38,590.60	35,641.00
2442 PO-162116	04/28/2016	109703143	1 01-0000-0-4300-238-0000-2700-010-000 YN F			391.98	355.00
2442 PO-162116	04/28/2016	109703143	2 01-0000-0-4300-238-1110-1000-010-000 NN F			141.91	136.60
TOTAL PAYMENT AMOUNT			45,855.47 *				45,855.47
TOTAL USE TAX AMOUNT			3,657.51				

81 CENTER UNIFIED SCHOOL DIST.  
042816

ACCOUNTS PAYABLE PRELIST  
BATCH: 0058 04-28-16  
FUND : 01 GENERAL FUND

J7146 APY500 H.02.05 04/28/16 PAGE 2  
<< Open >>

Vendor/Addr	Remit name	Description	Tax ID num	Deposit type	ABA num	Account num	Liq Amt	Net Amount
Req Reference	Date			FD RESO P OBJE SIT GOAL FUNC RES DEP T9MP				
020650/00	BLACKWELL, BARBARA							
2506 PO-162173	04/28/2016	REIMB-TISSUES		1 01-0000-0-4300-371-0000-2700-012-000 NN F			29.57	29.57
TOTAL PAYMENT AMOUNT							29.57 *	29.57
020155/00	BROWN, PETER							
2507 PO-162174	04/28/2016	REIMB		1 01-3010-0-4300-371-1110-1000-012-000 NN F			270.83	270.83
TOTAL PAYMENT AMOUNT							270.83 *	270.83
013988/00	BUTTES/CENTER STATE PIPE &							
2136 PO-161858	04/28/2016	5008962978.001		1 01-8150-0-4300-106-0000-8110-007-000 NN P			234.64	234.64
TOTAL PAYMENT AMOUNT							234.64 *	234.64
020540/00	CALIFORNIA AMERICAN WATER CO							
161 PO-160147	04/28/2016	1015220012585421		2 01-0000-0-5540-106-0000-8110-007-000 NN P			212.09	212.09
TOTAL PAYMENT AMOUNT							212.09 *	212.09
010407/00	CENTER UNIFIED REVOLVING FUND							
2517 PO-162179	04/28/2016	4177		1 01-0000-0-4300-101-0000-7150-002-000 NN F			25.00	25.00
2517 PO-162179	04/28/2016	4177		2 01-0000-0-4300-120-0000-7110-001-000 NN F			75.00	75.00
TOTAL PAYMENT AMOUNT							100.00 *	100.00
020462/00	CHHANG, VANRITH							
2503 PO-162169	04/28/2016	MILEAGE		1 01-4035-0-5210-472-1110-1000-003-000 NN F			30.46	30.46
TOTAL PAYMENT AMOUNT							30.46 *	30.46
022562/00	CHRISTIAN RILEY							
2521 PO-162183	04/28/2016	REIMB		1 01-6500-0-4300-102-5770-1110-002-000 NN F			84.10	84.10
TOTAL PAYMENT AMOUNT							84.10 *	84.10

81 CENTER UNIFIED SCHOOL DIST.  
042816

ACCOUNTS PAYABLE PRELIST  
BATCH: 0058 04-28-16  
FUND : 01 GENERAL FUND

J7146 APY500 H.02.05 04/28/16 PAGE 3  
<< Open >>

Vendor/Addr	Remit name	Tax ID num	Deposit type	ABA num	Account num	Liq Amt	Net Amount
Req Reference	Date	Description	FD RESO P OBJE SIT GOAL FUNC RES DEP T9MP				
013928/00	CINTAS LOCATION 622						
189 PO-160177	04/28/2016	622631470	1 01-0000-0-5800-111-0000-8200-007-000 NN F			116.54	166.73
TOTAL PAYMENT AMOUNT						166.73 *	166.73
018180/00	CITRUS HEIGHTS SAW & MOWER						
2519 PO-162181	04/28/2016	342494	1 01-0000-0-4300-106-0000-8110-007-000 NN F			14,403.96	14,403.96
TOTAL PAYMENT AMOUNT						14,403.96 *	14,403.96
014557/00	COLLEGE OAK TOW & TRANSPORT						
107 PO-160102	04/28/2016	T13392	1 01-0000-0-5800-112-0000-3600-007-000 NN P			195.00	195.00
TOTAL PAYMENT AMOUNT						195.00 *	195.00
010236/00	CREATIVE BUS SALES						
108 PO-160103	04/28/2016	8015542	1 01-0000-0-4300-112-0000-3600-007-000 NN P			586.49	586.49
TOTAL PAYMENT AMOUNT						586.49 *	586.49
018951/00	DELL						
1971 PO-161725	04/28/2016	XJWN1FXM6	1 01-6300-0-4300-475-3200-1000-015-000 NN F			2,984.85	2,933.57
TOTAL PAYMENT AMOUNT						2,933.57 *	2,933.57
021788/00	DITCH WITCH EQUIPMENT CO INC						
2459 PO-162127	04/28/2016	SVC037885-1	2 01-0000-0-4300-106-0000-8110-007-000 NN F			555.38	555.38
2459 PO-162127	04/28/2016	SVC037885-1	1 01-0000-0-5600-106-0000-8110-007-000 NN F			682.50	682.50
TOTAL PAYMENT AMOUNT						1,237.88 *	1,237.88
010590/00	ELECTRONIX EXPRESS						
2074 PO-161804	04/28/2016	514041	1 01-6382-0-4300-472-1110-1000-014-000 YN P			1,497.00	1,497.00
2074 PO-161804	04/28/2016	510424	1 01-6382-0-4300-472-1110-1000-014-000 YN P			1,718.25	1,718.25
2074 PO-161804	04/28/2016	5141785	1 01-6382-0-4300-472-1110-1000-014-000 YN F			324.17	267.75
TOTAL PAYMENT AMOUNT						3,483.00 *	3,483.00
TOTAL USE TAX AMOUNT						278.64	

81 CENTER UNIFIED SCHOOL DIST.  
042816

ACCOUNTS PAYABLE PRELIST  
BATCH: 0058 04-28-16  
FUND : 01 GENERAL FUND

J7146 APY500 H.02.05 04/28/16 PAGE 4  
<< Open >>

Vendor/Addr	Remit name		Tax ID num	Deposit type	ABA num	Account num		
Req Reference	Date	Description		FD RESO P OBJE SIT GOAL FUNC RES DEP T9MP			Liq Amt	Net Amount
022347/00		GIVE SOMETHING BACK						
2469 PO-162138	04/28/2016	IN-0492172		1 01-6500-0-4300-102-5770-1110-002-000 NN P			36.60	36.60
2469 PO-162138	04/28/2016	IN-0491707		1 01-6500-0-4300-102-5770-1110-002-000 NN F			243.53	243.47
2476 PO-162142	04/28/2016	IN-0491708		1 01-6500-0-4300-102-5770-1110-002-000 NN F			117.20	117.20
2477 PO-162143	04/28/2016	IN-0491709		1 01-6500-0-4300-102-5770-1110-002-000 NN P			60.79	60.79
2477 PO-162143	04/28/2016	IN-0492173		1 01-6500-0-4300-102-5770-1110-002-000 NN F			1.85	1.71
2499 PO-162159	04/28/2016	IN-0492174		1 01-6382-0-4300-472-1110-1000-014-000 NN F			755.57	755.58
				TOTAL PAYMENT AMOUNT			1,215.35 *	1,215.35
015750/00		HAYWOOD, ROCHELE						
2522 PO-162189	04/28/2016	REIMB		1 01-6512-0-4300-102-5001-3110-003-000 NN F			20.37	20.37
2522 PO-162189	04/28/2016	REIMB		2 01-6512-0-5200-102-5001-3110-003-000 NN F			155.00	155.00
				TOTAL PAYMENT AMOUNT			175.37 *	175.37
020566/00		INDUSTRIAL DOOR COMPANY						
2229 PO-162188	04/28/2016	3192		1 01-0000-0-5600-112-0000-3600-007-000 NN F			556.25	556.25
				TOTAL PAYMENT AMOUNT			556.25 *	556.25
018990/00		INTERSTATE BATTERY SYSTEM						
1290 PO-161141	04/28/2016	100031120		1 01-0000-0-4300-112-0000-3600-007-000 NN P			243.97	243.97
1290 PO-161141	04/28/2016	100031117		1 01-0000-0-4300-112-0000-3600-007-000 NN P			770.80	770.80
				TOTAL PAYMENT AMOUNT			1,014.77 *	1,014.77
014426/00		JOSTENS INC.						
2404 PO-162078	04/28/2016	31186		1 01-0000-0-5800-103-0000-3160-003-000 NN F			202.50	202.50
				TOTAL PAYMENT AMOUNT			202.50 *	202.50
022480/00		LAL, KRISHNELL						
2515 PO-162177	04/28/2016	REIMB TROPHIES		1 01-0000-0-5800-371-0000-2700-012-000 NN F			118.79	118.79
				TOTAL PAYMENT AMOUNT			118.79 *	118.79

81 CENTER UNIFIED SCHOOL DIST.  
042816

ACCOUNTS PAYABLE PRELIST  
BATCH: 0058 04-28-16  
FUND : 01 GENERAL FUND

J7146 APY500 H.02.05 04/28/16 PAGE 5  
<< Open >>

Vendor/Addr	Remit name	Tax ID num	Deposit type	ABA num	Account num	Liq Amt	Net Amount
Req Reference	Date	Description	FD RESO P OBJE SIT GOAL FUNC RES DEP T9MP				
014389/00	LOMOVA, YELENA						
887	PO-160781	04/28/2016	trip 942	1 01-0000-0-5800-112-0000-3600-007-000 NN P		12.10	12.10
	TOTAL PAYMENT AMOUNT			12.10 *			12.10
017726/00	LOS ANGELES FREIGHTLINER						
2362	PO-162043	04/28/2016	BN76514-BH74969	1 01-0000-0-4300-112-0000-3600-007-000 NN P		114.64	114.64
	TOTAL PAYMENT AMOUNT			114.64 *			114.64
017576/00	OFFICE DEPOT/BUS.SERVICES DIV						
2387	PO-162068	04/28/2016	833275819001	1 01-0000-0-4300-234-1110-1000-008-000 NN P		152.04	152.04
2387	PO-162068	04/28/2016	833275820001	1 01-0000-0-4300-234-1110-1000-008-000 NN P		12.96	12.96
2387	PO-162068	04/28/2016	833275821001	1 01-0000-0-4300-234-1110-1000-008-000 NN F		41.64	15.71
2406	PO-162079	04/28/2016	833275422001	1 01-6300-0-4300-238-1110-1000-010-000 NN P		100.19	100.19
2406	PO-162079	04/28/2016	833275422002	1 01-6300-0-4300-238-1110-1000-010-000 NN F		17.24	17.24
2475	PO-162141	04/28/2016	834870546001	1 01-6500-0-4300-102-5770-1110-002-000 NN F		66.06	71.46
	TOTAL PAYMENT AMOUNT			369.60 *			369.60
011822/00	OLARIU, STEFAN						
1541	PO-161363	04/28/2016	TRIP952	1 01-0000-0-5800-112-0000-3600-007-000 NN P		11.94	11.94
	TOTAL PAYMENT AMOUNT			11.94 *			11.94
018199/00	PRESTWICK HOUSE						
2376	PO-162056	04/28/2016	303702	1 01-6500-0-4200-102-5770-1110-002-000 YN F		170.99	158.32
	TOTAL PAYMENT AMOUNT			158.32 *			158.32
	TOTAL USE TAX AMOUNT			12.67			
021194/00	PRUDENTIAL OVERALL SUPPLY INC						
119	PO-160114	04/28/2016	180245750	1 01-0000-0-5600-112-0000-3600-007-000 NN P		67.89	67.89
	TOTAL PAYMENT AMOUNT			67.89 *			67.89
018509/00	QUINTESSENTIAL SCHOOL SYSTEMS						
2511	PO-162170	04/28/2016	0305191	1 01-0000-0-5612-115-0000-7700-007-000 NN F		71,896.00	71,896.00
	TOTAL PAYMENT AMOUNT			71,896.00 *			71,896.00

81 CENTER UNIFIED SCHOOL DIST.  
042816

ACCOUNTS PAYABLE PRELIST  
BATCH: 0058 04-28-16  
FUND : 01 GENERAL FUND

J7146 APY500 H.02.05 04/28/16 PAGE 6  
<< Open >>

Vendor/Addr	Remit name	Description	Tax ID num	Deposit type	ABA num	Account num	Liq Amt	Net Amount
Req Reference	Date				FD RESO P OBJE SIT GOAL FUNC	RES DEP T9MP		
018241/00	RAMIREZ, SANDRA							
2542 PO-162187	04/28/2016	REFUND FOR BOOK		1	01-0000-0-4200-103-0000-2420-003-240	NN F	16.00	16.00
TOTAL PAYMENT AMOUNT							16.00 *	16.00
011238/00	RELIABLE TIRE							
2017 PO-161760	04/28/2016	136538		1	01-0000-0-4300-112-0000-3600-007-000	NN P	204.55	204.55
TOTAL PAYMENT AMOUNT							204.55 *	204.55
010627/00	RIVERVIEW INTERNATIONAL TRUCKS							
113 PO-160108	04/28/2016	894202		2	01-0000-0-5600-112-0000-3600-007-000	NN P	46.58	46.58
TOTAL PAYMENT AMOUNT							46.58 *	46.58
010552/00	SAC VAL JANITORIAL							
2066 PO-161800	04/28/2016	10186205		1	01-0000-0-9320-000-0000-0000-000-000	NN P	3,300.05	3,300.05
2066 PO-161800	04/28/2016	10186415		1	01-0000-0-9320-000-0000-0000-000-000	NN P	137.96	137.96
TOTAL PAYMENT AMOUNT							3,438.01 *	3,438.01
015592/00	SACRAMENTO CNTY OFFICE OF ED							
2398 PO-162075	04/28/2016	161383		1	01-0000-0-5200-238-1110-1000-010-000	NN F	100.00	100.00
TOTAL PAYMENT AMOUNT							100.00 *	100.00
016909/00	SACRAMENTO CO OFFICE OF ED							
2388 PO-162069	04/28/2016	161382		1	01-0000-0-5200-234-1110-1000-008-000	NN F	50.00	50.00
TOTAL PAYMENT AMOUNT							50.00 *	50.00
022536/00	SACRAMENTO COUNTY OFFICE OF ED							
2500 PO-162160	04/28/2016	161290		1	01-6500-0-7142-102-5770-9200-002-000	NN F	234,300.00	234,300.00
TOTAL PAYMENT AMOUNT							234,300.00 *	234,300.00

81 CENTER UNIFIED SCHOOL DIST.  
042816

ACCOUNTS PAYABLE PRELIST  
BATCH: 0058 04-28-16  
FUND : 01 GENERAL FUND

J7146 APY500 H.02.05 04/28/16 PAGE 7  
<< 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				
010266/00	SACRAMENTO COUNTY UTILITIES						
153 PO-160140	04/28/2016	50000878546	1 01-0000-0-5540-106-0000-8110-007-000 NN P			677.16	677.16
153 PO-160140	04/28/2016	50006974207	1 01-0000-0-5540-106-0000-8110-007-000 NN P			1,713.64	1,713.64
153 PO-160140	04/28/2016	50000878608	1 01-0000-0-5540-106-0000-8110-007-000 NN P			314.21	314.21
TOTAL PAYMENT AMOUNT			2,705.01 *				2,705.01
010279/00	SARGENT-WELCH LLC						
PV-161084	04/28/2016	8044629833	01-6382-0-4300-472-1110-1000-014-000 NN				74.32
TOTAL PAYMENT AMOUNT			74.32 *				74.32
020981/00	SAVE MART SUPERMARKETS						
557 PO-160494	04/28/2016	2295686	1 01-6500-0-4300-102-5750-1110-002-000 NN P			13.76	13.76
TOTAL PAYMENT AMOUNT			13.76 *				13.76
017234/00	SCHIRO, BONNIE						
2516 PO-162178	04/28/2016	REIMB	1 01-0000-0-4300-472-1110-1000-014-000 NN F			39.56	39.56
TOTAL PAYMENT AMOUNT			39.56 *				39.56
018297/00	SCHOOL SERVICES OF CALIFORNIA						
2045 PO-161792	04/28/2016	p027872	1 01-0000-0-5800-110-0000-7200-004-000 NN F			400.00	400.00
TOTAL PAYMENT AMOUNT			400.00 *				400.00
010373/00	SCHOOLS INSURANCE AUTHORITY						
686 PO-160611	04/28/2016	2016USTKAM.22	1 01-0000-0-5800-112-0000-3600-007-000 NN P			150.00	150.00
TOTAL PAYMENT AMOUNT			150.00 *				150.00
016043/00	SHELTONS UNLIMITED MECHANICAL						
2530 PO-162190	04/28/2016	16-16537	1 01-8150-0-5800-106-0000-8110-007-000 NN F			79.20	79.20
TOTAL PAYMENT AMOUNT			79.20 *				79.20

81 CENTER UNIFIED SCHOOL DIST.  
042816

ACCOUNTS PAYABLE PRELIST  
BATCH: 0058 04-28-16  
FUND : 01 GENERAL FUND

J7146 APY500 H.02.05 04/28/16 PAGE 8  
<< Open >>

Vendor/Addr	Remit name	Tax ID num	Deposit type	ABA num	Account num		
Req Reference	Date	Description	FD RESO P OBJE SIT GOAL FUNC RES DEP T9MP			Liq Amt	Net Amount
018967/00	SPRINT CUSTOMER SERVICE						
175 PO-160158	04/28/2016	811116315-173	1 01-0000-0-5903-101-0000-7150-002-000 NN P			93.84	93.84
2236 PO-161940	04/28/2016	811116315-173	2 01-0000-0-5902-115-0000-7700-007-000 NN P			213.90	213.90
2236 PO-161940	04/28/2016	811116315-173	1 01-0000-0-5903-106-0000-8110-007-000 NN P			937.88	937.88
2244 PO-161944	04/28/2016	811116315-173	1 01-0000-0-5903-102-0000-3140-003-000 NN P			7.86	7.86
2246 PO-161946	04/28/2016	811116315-173	1 01-0000-0-5903-103-0000-2110-003-000 NN P			105.49	105.49
2327 PO-162012	04/28/2016	811116315-173	1 01-0000-0-4300-472-1110-1000-014-000 NN P			0.06	0.06
			TOTAL PAYMENT AMOUNT	1,359.03 *			1,359.03
020252/00	STAPLES BUSINESS ADVANTAGE						
2427 PO-162106	04/28/2016	3299243003	1 01-6512-0-4300-102-5001-3110-003-000 NN F			196.13	195.22
			TOTAL PAYMENT AMOUNT	195.22 *			195.22
014278/00	TOUCHBOARDS						
2419 PO-162100	04/28/2016	0428732-IN	1 01-6500-0-4300-102-5750-1110-002-000 YN F			671.48	621.74
			TOTAL PAYMENT AMOUNT	621.74 *			621.74
			TOTAL USE TAX AMOUNT	49.74			
018562/00	U PAY WE TRAVEL						
1930 PO-161671	04/28/2016	1159	1 01-0000-0-5800-475-3200-1000-015-000 NN F			580.00	580.00
			TOTAL PAYMENT AMOUNT	580.00 *			580.00
016626/00	VERHOVETCHI, RUVIM						
1661 PO-161464	04/28/2016	TRIP 973	1 01-0000-0-5800-112-0000-3600-007-000 NN P			9.99	9.99
			TOTAL PAYMENT AMOUNT	9.99 *			9.99
010843/00	WILCO SUPPLY						
1716 PO-161503	04/28/2016	16D2006301	1 01-8150-0-4300-106-0000-8110-007-000 NN P			166.03	166.03
			TOTAL PAYMENT AMOUNT	166.03 *			166.03
			TOTAL FUND PAYMENT	412,533.13 **			412,533.13
			TOTAL USE TAX AMOUNT	3,998.56			



81 CENTER UNIFIED SCHOOL DIST.  
042816

ACCOUNTS PAYABLE PRELIST  
BATCH: 0058 04-28-16  
FUND : 09 CHARTER SCHOOLS

J7146 APY500 H.02.05 04/28/16 PAGE 9  
<< Open >>

Vendor/Addr	Remit name	Tax ID num	Deposit type	ABA num	Account num		
Req Reference	Date	Description	FD RESO P OBJE SIT GOAL FUNC RES DEP T9MP			Liq Amt	Net Amount
017186/00	HERFF JONES LLC						
2389 PO-162070	04/28/2016	770320	1 09-0700-0-5800-503-0000-2700-018-000 NN F			211.55	203.41
			TOTAL PAYMENT AMOUNT	203.41 *			203.41
			TOTAL FUND	PAYMENT	203.41 **		203.41

81 CENTER UNIFIED SCHOOL DIST.  
042816

ACCOUNTS PAYABLE PRELIST  
BATCH: 0058 04-28-16  
FUND : 13 CAFETERIA FUND

J7146 APY500 H.02.05 04/28/16 PAGE 10  
<< Open >>

Vendor/Addr	Remit name	Tax ID num	Deposit type	ABA num	Account num	Liq Amt	Net Amount
Req Reference	Date	Description	FD RESO P OBJE SIT GOAL FUNC RES DEP T9MP				
011602/00	DANIELSEN CO., THE						
1691 PO-161488	04/28/2016	100166	2 13-5310-0-4300-108-0000-3700-007-000 NN P			194.60	194.60
1691 PO-161488	04/28/2016	100647	2 13-5310-0-4300-108-0000-3700-007-000 NN P			260.84	260.84
1691 PO-161488	04/28/2016	100166-100042	1 13-5310-0-4700-108-0000-3700-007-000 NN P			3,378.65	3,378.65
1691 PO-161488	04/28/2016	100647	1 13-5310-0-4700-108-0000-3700-007-000 NN P			1,779.84	1,779.84
TOTAL PAYMENT AMOUNT			5,613.93 *				5,613.93
014101/00	EVANS, MENDY						
2532 PO-162191	04/28/2016	REFUND	1 13-5310-0-8634-000-0000-0000-000-000 NN F			15.00	15.00
TOTAL PAYMENT AMOUNT			15.00 *				15.00
016670/00	FATCAT BAKERY						
1983 PO-161723	04/28/2016	11444	1 13-5310-0-4700-108-0000-3700-007-000 NN F			2,100.00	2,100.00
TOTAL PAYMENT AMOUNT			2,100.00 *				2,100.00
021080/00	GOLD STAR FOODS INC						
130 PO-160124	04/28/2016	1668405	1 13-5310-0-4700-108-0000-3700-007-000 NN P			7,077.30	7,077.30
130 PO-160124	04/28/2016	1675152-1081239	1 13-5310-0-4700-108-0000-3700-007-000 NN P			8,055.58	8,055.58
TOTAL PAYMENT AMOUNT			15,132.88 *				15,132.88
021194/00	PRUDENTIAL OVERALL SUPPLY INC						
136 PO-160129	04/28/2016	180244514	2 13-5310-0-5800-108-0000-3700-007-000 NN P			77.75	77.75
TOTAL PAYMENT AMOUNT			77.75 *				77.75
016043/00	SHELTONS UNLIMITED MECHANICAL						
138 PO-160131	04/28/2016	16-05NUTRI	1 13-5310-0-5612-108-0000-3700-007-000 NN P			1,785.00	1,785.00
TOTAL PAYMENT AMOUNT			1,785.00 *				1,785.00
018967/00	SPRINT CUSTOMER SERVICE						
2247 PO-161951	04/28/2016	811116315-173	1 13-5310-0-5903-108-0000-3700-007-000 NN P			1.36	1.36
TOTAL PAYMENT AMOUNT			1.36 *				1.36

81 CENTER UNIFIED SCHOOL DIST.  
042816

ACCOUNTS PAYABLE PRELIST  
BATCH: 0058 04-28-16  
FUND : 13 CAFETERIA FUND

J7146 APY500 H.02.05 04/28/16 PAGE 11  
<< Open >>

Vendor/Addr	Remit name	Description	Tax ID num	Deposit type	ABA num	Account num	Liq Amt	Net Amount
Req Reference	Date			FD RESO P OBJE SIT GOAL FUNC RES DEP T9MP				
011422/00		SYSO OF SAN FRANCISCO						
129 PO-160123	04/28/2016	604192353		3 13-5310-0-4300-108-0000-3700-007-000 NN F			104.27	306.20
129 PO-160123	04/28/2016	604192353		1 13-5310-0-4700-108-0000-3700-007-000 NN F			24,852.80	2,280.40
TOTAL PAYMENT AMOUNT							2,586.60 *	2,586.60
TOTAL FUND PAYMENT							27,312.52 **	27,312.52
TOTAL BATCH PAYMENT							440,049.06 ***	440,049.06
TOTAL USE TAX AMOUNT							3,998.56	
TOTAL DISTRICT PAYMENT							440,049.06 ****	440,049.06
TOTAL USE TAX AMOUNT							3,998.56	
TOTAL FOR ALL DISTRICTS:							440,049.06 ****	440,049.06
TOTAL USE TAX AMOUNT							3,998.56	

Number of warrants to be printed: 62, not counting voids due to stub overflows.

## *Center Joint Unified School District*

Dept./Site: Superintendent's Office

To: Board of Trustees

Date: May 18, 2016

From: Scott A. Loehr, Superintendent

Principal/Administrator Initials: \_\_\_\_\_

**AGENDA REQUEST FOR:**

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

Information Item X

# Attached Pages \_\_\_\_\_

**SUBJECT:** Local Control Accountability Plan (LCAP) - Draft Copy of the Draft

**RECOMMENDATION:** Information Item only



# **CENTER JOINT UNIFIED SCHOOL DISTRICT**

## **Local Control Accountability Plan**

**2016-2017**

**2017-2018**

**2018-2019**

**DRAFT**

**DRAFT**

2016-17

## CJUSD LOCAL CONTROL ACCOUNTABILITY PLAN

GOAL 1, Year 1 .....	10
GOAL 1, Year 2 .....	17
GOAL 1, Year 3 .....	24
GOAL 2, Year 1 .....	32
GOAL 2, Year 2 .....	34
GOAL 2, Year 3 .....	36
GOAL 3, Year 1 .....	39
GOAL 3, Year 2 .....	41
GOAL 3, Year 3 .....	43
ANNUAL REVIEW .....	46
GLOSSARY .....	73

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**Introduction:**

**LEA:** Center Joint Unified School District **Contact (Name, Title, Email, Phone Number):** Scott A. Loehr, Superintendent, sloehr@centerusd.org, (916) 338-6409 **LCAP Year:** 2015-16

## ***Local Control and Accountability Plan and Annual Update Template***

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

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

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

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

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

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



## State Priorities

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

### **A. Conditions of Learning:**

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

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

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

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

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

### **B. Pupil Outcomes:**

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

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

### **C. Engagement:**

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

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

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

## Section 1: Stakeholder Engagement

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

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

### Guiding Questions:

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

Involvement Process	Impact on LCAP
District Meetings: Superintendent presents draft LCAP and budget for review and comment to Leadership team and Parent Superintendent Council Leadership Meeting 5/10/2016 Parent Superintendent Council 5/11/2016 District Advisory Groups: Superintendent presents draft LCAP and budget for review and comment to DELAC 4/7/2016 Site Meetings: Site leadership presents draft LCAP and budget for review & comment May 2016	

Union Meetings: Superintendent presents draft LCAP and budget for review and comment to CUTA and CSEA

CUTA 1/20/16 (Rep Council), 3/10/16, 4/14/16

CSEA 4/27/2016, 5/17/2016

Survey: October 2015-January 2016 All stakeholders invited to comment

Draft LCAP Posted online: 5/2016 All stakeholders invited to comment

Submitted for public hearing: 6/1/2016 District holds public hearing to solicit public comments on the LCAP and budget. Community questions and comments responded to and posted on CIUSD website.

Submitted for CIUSD Board approval: 6/8/2016 CIUSD Board adopts the LCAP and the budget.

**Annual Update:**

District Meetings: Superintendent presents draft LCAP and budget for review and comment to Leadership team and Parent Superintendent Council

Leadership Meeting 5/10/2016

Parent Superintendent Council 5/11/2016

District Advisory Groups: Superintendent presents draft LCAP and budget for review and comment to DELAC 4/7/2016

Site Meetings: Site leadership presents draft LCAP and budget for review & comment May 2016

Union Meetings: Superintendent presents draft LCAP and budget for review and comment to CUTA and CSEA

CUTA 1/20/16 (Rep Council), 3/10/16, 4/14/16

CSEA 4/27/2016, 5/17/2016

Students: March 2015 High School leadership students were asked for comments on LCAP draft

Survey: October 2015-January 2016 All stakeholders invited to comment

**Annual Update:**

Draft LCAP Posted online: 5/2016 All stakeholders invited to comment

Submitted for public hearing: 6/1/2016 District holds public hearing to solicit public comments on the LCAP and budget. Community questions and comments responded to and posted on CJUSD website.

Submitted for CJUSD Board approval: 6/8/2016 CJUSD Board adopts the LCAP and the budget.

## Section 2: Goals, Actions, Expenditures, and Progress Indicators

### Instructions:

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

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

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

To facilitate alignment between the LCAP and school plans, the LCAP shall identify and incorporate school-specific goals related to the state and local priorities from the school plans submitted pursuant to Education Code section 64001. Furthermore, the LCAP should be shared with, and input requested from, schoolsite-level advisory groups, as applicable (e.g., schoolsite councils, English Learner Advisory Councils, pupil advisory groups, etc.) to facilitate alignment between school-site and district-level goals and actions. An LEA may incorporate or reference actions described in other plans that are being undertaken to meet the goal.

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

**Goal:** Describe the goal:

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

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

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

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

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

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

The metrics used to describe the expected measurable outcomes may be quantitative or qualitative, although the goal tables must address all required metrics for every state priority in each LCAP year. The required metrics are the specified measures and objectives for each state priority as set forth in Education Code sections 52060(d) and 52066(d). For the pupil engagement priority metrics, LEAs must calculate the rates specified in Education Code sections 52060(d)(5)(B), (C), (D) and (E) as described in the Local Control Accountability Plan and Annual Update Template Appendix, sections (a) through (d).

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

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

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

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

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

**Guiding Questions:**

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

GOAL 1:	GOAL 1: Center JUSD students will be challenged and supported to achieve academic success in a clean, safe environment		Related State and/or Local Priorities: 1 <input checked="" type="checkbox"/> 2 <input checked="" type="checkbox"/> 3 <input type="checkbox"/> 4 <input checked="" type="checkbox"/> 5 <input checked="" type="checkbox"/> 6 <input type="checkbox"/> 7 <input type="checkbox"/> 8 <input checked="" type="checkbox"/>  COE only: 9 <input type="checkbox"/> 10 <input type="checkbox"/>  Local : Specify
Identified Need :	To address basic services, pupil achievement, pupil engagement and other pupil outcomes, it is a priority of CJUSD to challenge and support student learning		
Goal Applies to:	Schools: ALL Applicable Pupil Subgroups: Low Income pupils, English Learners, Foster Youth, Redesignated fluent English proficient, Special Education, GATE		
<b>LCAP Year 1: 2016-17</b>			
Expected Annual Measurable Outcomes:	<ul style="list-style-type: none"> <li>• Common Core State Standards and ELD standards and Next Generation Science Standards are being implemented in all CJUSD classrooms and measured by district and site personnel through classroom walk throughs and observations using observation tool.</li> <li>• CAASPP metric ...NEED TO MAP</li> <li>• API calculation suspended, baseline established once reinstated</li> <li>• Increase percentage of EL students meeting English proficiency and annual growth by 4%</li> <li>• Increase reclassification of EL students by 2%</li> <li>• &lt;3 students will not graduate as a result of not passing the CAHSEE</li> <li>• Increase percentage of K-2 students achieving proficiency in ELA by 2%</li> <li>• Increase percentage of K-2 students achieving proficiency in mathematics by 2%</li> <li>• Teacher mis-assignment will not exceed 4%</li> <li>• Provide 100% of students access to standards aligned materials as certified by the CJUSD Board of Trustees</li> <li>• 100% of schools will pass the Facilities Inspection within 30 days</li> <li>• Increase students served through ERMHS, increase daily attendance of students served through ERMHS by 1%, increase GPA of students served through ERMHS by 1%</li> </ul>		
Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
K-12 teachers will use the California State Standards in ELA, ELD, Literacy, History, Social Studies, Science and Technical Subjects. K-12 Teachers will use the California State Standards in mathematics.	LEA	<input checked="" type="checkbox"/> All OR: Low Income pupils English Learners Foster Youth Redesignated fluent English proficient Other Subgroups: (Specify)	Resource All 1000-1999: Certificated Personnel Salaries \$15,212,715 3000-3999: Employee Benefits \$2,089,925



Purchase K-12 English/Language Arts Common Core and ELD aligned curriculum	LEA	<input checked="" type="checkbox"/> All OR: Low Income pupils English Learners Foster Youth Redesignated fluent English proficient Other Subgroups: (Specify)	Resource 0000 4000-4999: Books And Supplies \$400,000
K-12 Teachers will access choices of Professional Development to support the implementation of newly purchased English/Language Arts and ELD curriculum	LEA	<input checked="" type="checkbox"/> All OR: Low Income pupils English Learners Foster Youth Redesignated fluent English proficient Other Subgroups: (Specify)	Resource 4035 5000-5999: Services And Other Operating Expenditures \$76,172
Provide BTSA support to new teachers	LEA	<input checked="" type="checkbox"/> All OR: Low Income pupils English Learners Foster Youth Redesignated fluent English proficient Other Subgroups: (Specify)	Resource 4035 1000-1999: Certificated Personnel Salaries \$35,000 3000-3999: Employee Benefits \$4,810 5800: Professional/Consulting Services And Operating Expenditures \$5,190
District will work closely with site administrators to reduce or eliminate the need for combination classes.	K-6	<input checked="" type="checkbox"/> All OR: Low Income pupils English Learners Foster Youth Redesignated fluent English proficient Other Subgroups: (Specify)	Resource 0000 1000-1999: Certificated Personnel Salaries \$120,000 3000-3999: Employee Benefits \$16,486
McClellan HS will provide support classes: Success,	10-12	<input checked="" type="checkbox"/> All	

Study Skills and Math Lab  Site Admin will regularly meet with struggling students to provide individualized support and guidance in achieving greater academic success	McClellan High	OR: Low Income pupils English Learners Foster Youth Redesignated fluent English proficient Other Subgroups: (Specify)	
Center HS will provide support classes: Math Lab, English lab, and Summer School program	9-12 Center HS	<input checked="" type="checkbox"/> All OR: Low Income pupils English Learners Foster Youth Redesignated fluent English proficient Other Subgroups: (Specify)	Resource 0000 1000-1999: Certificated Personnel Salaries \$87,638 3000-3999: Employee Benefits \$12,040
Wilson Riles Middle School will provide support: Math Support Class, EL Support Class, PAWS period during the school day and Husky Help after school	7-8 Wilson Riles	<input checked="" type="checkbox"/> All OR: Low Income pupils English Learners Foster Youth Redesignated fluent English proficient Other Subgroups: (Specify)	Resource 3010 1000-1999: Certificated Personnel Salaries \$10,480
Oak Hill Elementary will provide after school intervention for grades 1st-6th in English/Language Arts and 3rd-6th in math	1-6 Oak Hill Elem	<input checked="" type="checkbox"/> All OR: Low Income pupils English Learners Foster Youth Redesignated fluent English proficient Other Subgroups: (Specify)	Resource 0000 1000-1999: Certificated Personnel Salaries \$15,000 3000-3999: Employee Benefits \$2,060
Spinelli Elementary will provide morning intervention for grades 1st-6th in English/Language Arts and Math. Title I push in and pull out support for grades K-6th in English/Language Arts and math.	1-6 Spinelli Elementary	<input checked="" type="checkbox"/> All OR: Low Income pupils English Learners	Resource 3010 1000-1999: Certificated Personnel Salaries \$40,266 3000-3999: Employee Benefits \$5,531

		Foster Youth Redesignated fluent English proficient Other Subgroups: (Specify)	
North Country will provide morning intervention for grades 1st-6th in English/Language Arts and Title I pull out for grades 1st-6th in English/Language Arts.	1-6 North Country Elem	<input checked="" type="checkbox"/> All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	Resource 3010 1000-1999: Certificated Personnel Salaries \$98,607 3000-3999: Employee Benefits \$13,550
Dudley will provide Intervention, within the school day, in grades K-6. Intervention occurs two ways: during a 30 minute Intervention Rotation and during a 30 minute Workshop. Teachers are able to provide support to targeted groups as well as to individuals using this strategy. Qualifying for Intervention support is related to local common assessments. Title I staff push in to classrooms to provide support to students. This push-in support may occur during direct instruction, independent practice, workshop, and/or Intervention rotation. This support can be in ELA or Math.	2-6 Dudley Elem	<input checked="" type="checkbox"/> All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	Resource 3010 1000-1999: Certificated Personnel Salaries \$95,820 3000-3999: Employee Benefits \$15,370
GATE opportunities: <ul style="list-style-type: none"> <li>Wilson Riles Middle School GATE Academy</li> <li>Oak Hill Elementary: Differentiated learning within the GATE/high achiever class 4th-5th. GATE challenge activities before and after school</li> <li>Spinelli: Differentiated learning within the classroom. Weekly GATE challenge activities after school. Annual participation in Nature Bowl.</li> <li>North Country: Differentiated learning within the classroom. GATE challenge activities after school: video production and editing including story boards, script writing and public speaking</li> <li>Dudley: Differentiated learning within the classroom</li> </ul>	LEA 3-8	_ All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient <input checked="" type="checkbox"/> Other Subgroups: (Specify) <u>GATE</u>	Resource 0000 1000-1999: Certificated Personnel Salaries \$38,000 3000-3999: Employee Benefits \$5,220
Teacher collaboration: vertical between elementary-middle, horizontal between elementary sites, grade	LEA	<input checked="" type="checkbox"/> All OR:	

level/dept		<input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	
Provide academic support and intervention at all sites <ul style="list-style-type: none"> <li>• Push-in and pull out programs at elementary sites and Wilson Riles MS</li> <li>• Morning or after school intervention at elementary sites</li> <li>• EL Support at Wilson Riles Middle and EL Tutorial Center High School</li> <li>• Husky Help, PAWS period at Wilson Riles MS</li> <li>• Bilingual assistants</li> <li>• Math lab, English lab, Summer School Program at Center High</li> </ul>	LEA	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	Resource 0740 1000-1999: Certificated Personnel Salaries Supplemental and Concentration \$395,000 3000-3999: Employee Benefits \$54,265
Add .5 FTE EL Teacher at Dudley Elementary and .5 FTE EL Teacher at Oak Hill	LEA	<input type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	
Support transition of EL students from middle to high school with summer school for incoming 9th grade EL students.  Implement a reclassification roadmap to target and support potential R-FEPs and LTELs with individualized plans toward reclassification that includes goal setting, collaboration between EL teacher, classroom teachers and parents. EL students targeted for the reclassification roadmap planning, have an overall CELDT score of EA or A with all subsets EA or A or an overall CELDT score of EA or	7-9	<input type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	Resource 0740 1000-1999: Certificated Personnel Salaries Supplemental and Concentration \$10,000 3000-3999: Employee Benefits \$1,559

A with one or more intermediate subsets.  Support transition of EL students from elementary to middle school with summer school for incoming 7th graders.			
Support long-term EL students with Long Term EL Support class at Center High School and Wilson Riles Middle School.  ELteacher at CHS to be given extra prep in schedule to track/monitor/support EL students, long term EL students and monitor Redesignated Fluent English Proficient students.	7-12	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	Resource 0740 1000-1999: Certificated Personnel Salaries \$42,497 3000-3999: Employee Benefits \$6,625
Americorp will provide academic support, mentoring, tutoring and counseling, coordinated by Family Resource Center	LEA	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	Resource 0000 5800: Professional/Consulting Services And Operating Expenditures \$27,500
Family Resource Center will provide clothing and school supplies, consultation services, mental health counseling services and coordinate appropriate services through Americorp, United Way and the \$en\$ibility Program		<input type="checkbox"/> All OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	Resource 5630 4000-4999: Books And Supplies \$2,250 5000-5999: Services And Other Operating Expenditures \$1,854 Resource 0740 1000-1999: Certificated Personnel Salaries Supplemental and Concentration \$20,346 3000-3999: Employee Benefits \$3172
Provide academic support for Special Education Students: study skills classes, instructional assistants	7-12 WCR & CHS	<input type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils	Resource 6500 2000-2999: Classified Personnel Salaries \$41,386 3000-3999: Employee Benefits \$10,142

		<input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input checked="" type="checkbox"/> Other Subgroups: (Specify) <u>Special Education</u>	
School Psychologists, School Counselors, and the Behavior Specialist on the Educationally-related Mental Health Services (ERMHS) Team will provide evidence-based social, emotional, and behavioral interventions to students in individual and group counseling, psychoeducational lessons in classroom settings, and consultation to staff and parents in order to enable students to reach IEP goals and access their educational programs.	LEA	<input type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input checked="" type="checkbox"/> Other Subgroups: (Specify) <u>Special Education</u>	Resource 6512 1000-1999: Certificated Personnel Salaries \$195,363 2000-2999: Classified Personnel Salaries \$6,908 3000-3999: Employee Benefits \$32,236
Conduct research, identify and prioritize needs to begin the process for developing a Facilities Master Plan	LEA	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	
Review staff levels and create a plan to add district administrative positions accordingly	LEA K-12	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	TO BE DETERMINED
Add 1 FTE Vice Principal at North Country Elementary and 1 FTE Vice Principal at Oak Hill Elementary	K-6	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth	To Be Determined

		<input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	
<p>Begin limiting pull-out instruction for special education students, replacing with a push-in model offering Multi Tiered Systems of Support (MTSS)</p> <p>Establish a baseline number of students served districtwide through push-in model versus pull-out model</p> <p>Provide Professional Development</p> <p>Visit districts throughout the state to observe pull out programs, identify and implement best practices</p>	K-8	<input type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify) <u>special education</u>	
<b>LCAP Year 2: 2017-18</b>			
Expected Annual Measurable Outcomes:	<ul style="list-style-type: none"> <li>Common Core State Standards and ELD standards and Next Generation Science Standards are being implemented in all CJUSD classrooms and measured by district and site personnel through classroom walk throughs and observations using observation tool.</li> <li>CAASPP metric: NEED TO MAP</li> <li>API calculation suspended, baseline established once reinstated</li> <li>Increase percentage of EL students meeting English proficiency and annual growth by 4%</li> <li>Increase reclassification of EL students by 2%</li> <li>Increase percentage of K-2 students achieving proficiency in ELA by 2%</li> <li>Increase percentage of K-2 students achieving proficiency in mathematics by 2%</li> <li>Teacher mis-assignment will not exceed 3%</li> <li>Provide 100% of students access to standards aligned materials as certified by the CJUSD Board of Trustees</li> <li>100% of schools will pass the Facilities Inspection within 30 days</li> <li>Increase students served through ERMHS, increase daily attendance of students served through ERMHS by 1%, increase GPA of students served through ERMHS by 1%</li> </ul>		
Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
K-12 teachers will use the California State Standards in ELA, ELD, Literacy, History, Social Studies, Science and Technical Subjects. K-12 Teachers will use the California State Standards in mathematics.	LEA	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth	Resource All 1000-1999: Certificated Personnel Salaries \$15,212,715 3000-3999: Employee Benefits \$2,089,925

		<input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	
Fully implement CJUSD Board adopted English/Language Arts and ELD curriculum with fidelity in all K-12 classrooms	LEA	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	Resource 0000 1000-1999: Certificated Personnel Salaries \$10,000 3000-3999: Employee Benefits 1372
K-12 Teachers will access choices of Professional Development to support the implementation of California Common Core State Standards	LEA	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	Resource 4035 5000-5999: Services And Other Operating Expenditures \$76,172
Provide BTSA support to new teachers	LEA	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	Resource 4035 1000-1999: Certificated Personnel Salaries \$35,000 3000-3999: Employee Benefits \$5,460
District will work closely with site administrators to reduce or eliminate the need for combination classes.	K-6	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient	Resource 0000 1000-1999: Certificated Personnel Salaries \$120,000 3000-3999: Employee Benefits \$16,486 Resource 0000 1000-1999: Certificated Personnel Salaries \$87,638 3000-3999: Employee Benefits \$13,662



		_ Other Subgroups: (Specify)	
McClellan HS will provide support classes: Success, Study Skills and Math Lab  Site Admin will regularly meet with struggling students to provide individualized support and guidance in achieving greater academic success	10-12 McClellan High	<input checked="" type="checkbox"/> All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	
Center HS will provide support classes: Math Lab, English lab and Summer School program	9-12 Center HS	<input checked="" type="checkbox"/> All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	Resource 0000 1000-1999: Certificated Personnel Salaries \$87,638 3000-3999: Employee Benefits \$12,040
Wilson Riles Middle School will provide support: Math Support Class, EL Support Class, PAWS period during the school day and Husky Help after school	7-8 Wilson Riles	<input checked="" type="checkbox"/> All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	Resource 3010 1000-1999: Certificated Personnel Salaries \$10,480
Oak Hill Elementary will provide after school intervention for grades 1st-6th in English/Language Arts and 3rd-6th in math	1-6 Oak Hill Elem	<input checked="" type="checkbox"/> All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	Resource 0000 1000-1999: Certificated Personnel Salaries \$15,000 3000-3999: Employee Benefits \$2,060

Spinelli Elementary will provide morning intervention for grades 1st-6th in English/Language Arts and Math. Title I push in and pull out support for grades K-6th in English/Language Arts and math.	1-6 Spinelli Elementary	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	Resource 3010 1000-1999: Certificated Personnel Salaries \$40,266 3000-3999: Employee Benefits \$5,531
North Country will provide morning intervention for grades 1st-6th in English/Language Arts and Title I pull out for grades 1st-6th in English/Language Arts.	1-6 North Country Elem	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	Resource 3010 1000-1999: Certificated Personnel Salaries \$98,607 3000-3999: Employee Benefits \$13,550
Dudley will provide Intervention, within the school day, in grades K-6. Intervention occurs two ways: during a 30 minute Intervention Rotation and during a 30 minute Workshop. Teachers are able to provide support to targeted groups as well as to individuals using this strategy. Qualifying for Intervention support is related to local common assessments. Title I staff push in to classrooms to provide support to students. This push-in support may occur during direct instruction, independent practice, workshop, and/or Intervention rotation. This support can be in ELA or Math.	2-6 Dudley Elem	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	Resource 3010 1000-1999: Certificated Personnel Salaries \$95,820 3000-3999: Employee Benefits \$15,370
GATE opportunities: <ul style="list-style-type: none"> <li>Wilson Riles Middle School GATE Academy</li> <li>Oak Hill Elementary: Differentiated learning within the GATE/high achiever class 4th-5th. GATE challenge activities before and after school</li> <li>Spinelli: Differentiated learning within the classroom. Weekly GATE challenge activities after school. Annual participation in Nature Bowl.</li> <li>North Country: Differentiated learning within the classroom. GATE challenge activities after school: video production and editing including story boards, script writing and public speaking</li> </ul>	LEA 3-8	<input type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input checked="" type="checkbox"/> Other Subgroups: (Specify) <u>GATE</u>	Resource 0000 1000-1999: Certificated Personnel Salaries \$38,000 3000-3999: Employee Benefits \$5,220

<ul style="list-style-type: none"> <li>Dudley: Differentiated learning within the classroom</li> </ul>			
Teacher collaboration: vertical between elementary-middle, horizontal between elementary sites, grade level/dept	LEA	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	
Provide academic support and intervention at all sites <ul style="list-style-type: none"> <li>Push-in and pull out programs at elementary sites and Wilson Riles MS</li> <li>Morning or after school intervention at elementary sites</li> <li>EL Support at Wilson Riles Middle and EL Tutorial Center High School</li> <li>Husky Help, PAWS period at Wilson Riles MS</li> <li>Bilingual assistants</li> <li>Math lab, English lab, Summer School Program at Center High</li> </ul>	LEA	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	Resource 0740 1000-1999: Certificated Personnel Salaries Supplemental and Concentration \$395,000 3000-3999: Employee Benefits \$54,265
Add .5 FTE EL Teacher at Spinelli Elementary and .5 FTE EL Teacher at North Country Elementary	LEA	<input type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	
Support transition of EL students from middle to high school with summer school for incoming 9th grade EL students.  Measure the effectiveness of the reclassification roadmap, making adjustments as needed to account for changes in standardized language assessment and	7-9	<input type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient	Resource 0740 1000-1999: Certificated Personnel Salaries Supplemental and Concentration \$10,000 3000-3999: Employee Benefits \$1,559

other adjustments deemed appropriate to meet the needs of the EL population.  Support transition of EL students from elementary to middle school with summer school for incoming 7th graders.		<input type="checkbox"/> Other Subgroups: (Specify)	
Support long-term EL students with Long Term EL Support class at Center High School and Wilson Riles Middle School.  EL teacher at CHS to be given extra prep in schedule to track/monitor/support EL students, long term EL students and monitor Redesignated Fluent English Proficient students.	7-12	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	Resource 0740 1000-1999: Certificated Personnel Salaries \$42,497 3000-3999: Employee Benefits \$6,625
Americorp will provide academic support, mentoring, tutoring and counseling, coordinated by Family Resource Center	LEA	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	Resource 0000 5800: Professional/Consulting Services And Operating Expenditures \$27,500
Family Resource Center will provide clothing and school supplies, consultation services, mental health counseling services and coordinate appropriate services through Americorp, United Way and the \$en\$ibility Program		<input type="checkbox"/> All OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	Resource 5630 4000-4999: Books And Supplies \$2,250 5000-5999: Services And Other Operating Expenditures \$1,854 Resource 0740 1000-1999: Certificated Personnel Salaries Supplemental and Concentration \$20,346 Resource 0740 3000-3999: Employee Benefits \$3172 3000-3999: Employee Benefits \$3,330
Provide academic support for Special Education Students: study skills classes, instructional assistants	7-12 WCR & CHS	<input type="checkbox"/> All	Resource 6500 2000-2999: Classified Personnel Salaries

		OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input checked="" type="checkbox"/> Other Subgroups: (Specify) <u>Special Education</u>	\$41,386 3000-3999: Employee Benefits \$10,142
School Psychologists, School Counselors, and the Behavior Specialist on the Educationally-related Mental Health Services (ERMHS) Team will provide evidence-based social, emotional, and behavioral interventions to students in individual and group counseling, psychoeducational lessons in classroom settings, and consultation to staff and parents in order to enable students to reach IEP goals and access their educational programs.	LEA	<input type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input checked="" type="checkbox"/> Other Subgroups: (Specify) <u>Special Education</u>	Resource 6512 1000-1999: Certificated Personnel Salaries \$195,363 2000-2999: Classified Personnel Salaries \$6,908 3000-3999: Employee Benefits \$32,236
Conduct research, identify and prioritize needs to begin the process for developing a Facilities Master Plan	LEA	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	
Review staff levels and create a plan to add district administrative positions accordingly	LEA K-12	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	TO BE DETERMINED
Review staff levels and create a plan to add administrative positions accordingly	K-6	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils	To Be Determined

		_ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	
Continue implementing push-in model offering MTSS (Multi Tiered Systems of Support), increasing push-in services by 10 students district wide		_ All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	
<b>LCAP Year 3: 2018-19</b>			
Expected Annual Measurable Outcomes:	<ul style="list-style-type: none"> <li>• Common Core State Standards and ELD standards and Next Generation Science Standards are being implemented in all CJUSD classrooms and measured by district and site personnel through classroom walk throughs and observations using observation tool.</li> <li>• CAASPP metric to be determined using 2014-15 baseline data</li> <li>• API calculation suspended, baseline established once reinstated</li> <li>• Increase percentage of EL students meeting English proficiency and annual growth by 4%</li> <li>• Increase reclassification of EL students by 2%</li> <li>• &lt;3 students will not graduate as a result of not passing the CAHSEE</li> <li>• Increase percentage of K-2 students achieving proficiency in ELA by 2%</li> <li>• Increase percentage of K-2 students achieving proficiency in mathematics by 2%</li> <li>• Teacher mis-assignment will not exceed 4%</li> <li>• Provide 100% of students access to standards aligned materials as certified by the CJUSD Board of Trustees</li> <li>• 100% of schools will pass the Facilities Inspection within 30 days</li> <li>• Increase students served through ERMHS, increase daily attendance of students served through ERMHS by 1%, increase GPA of students served through ERMHS by 1%</li> </ul>		
Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
K-12 teachers will use the California State Standards in ELA, ELD, Literacy, History, Social Studies, Science and Technical Subjects. K-12 Teachers will use the California State Standards in mathematics.	LEA	<input checked="" type="checkbox"/> All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent	Resource All 1000-1999: Certificated Personnel Salaries \$15,212,715 3000-3999: Employee Benefits \$2,089,925

		English proficient _ Other Subgroups: (Specify)	
Review K-12 adoption materials for Next Generation Science Standards	LEA	<input checked="" type="checkbox"/> All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	Resource 0000 4000-4999: Books And Supplies \$400,000
K-12 Teachers will access choices of Professional Development to support the implementation of Next Generation Science Standards	LEA	<input checked="" type="checkbox"/> All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	Resource 4035 5000-5999: Services And Other Operating Expenditures \$76,172
Provide BTSA support to new teachers	LEA	<input checked="" type="checkbox"/> All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	Resource 4035 1000-1999: Certificated Personnel Salaries \$35,000 3000-3999: Employee Benefits \$4,810 5800: Professional/Consulting Services And Operating Expenditures \$5,190
District will work closely with site administrators to reduce or eliminate the need for combination classes.	K-6	<input checked="" type="checkbox"/> All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	Resource 0000 1000-1999: Certificated Personnel Salaries \$120,000 3000-3999: Employee Benefits \$16,486

McClellan HS will provide support classes: Success, Study Skills and Math Lab  Site Admin will regularly meet with struggling students to provide individualized support and guidance in achieving greater academic success	10-12 McClellan High	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	
Center HS will provide support classes: Math Lab, English lab, credit recovery, Summer School program	9-12 Center HS	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	Resource 0000 1000-1999: Certificated Personnel Salaries \$87,638 3000-3999: Employee Benefits \$12,040
Wilson Riles Middle School will provide support: Math Support Class, EL Support Class, PAWS period during the school day and Husky Help after school	7-8 Wilson Riles	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	Resource 3010 1000-1999: Certificated Personnel Salaries \$10,480
Oak Hill Elementary will provide after school intervention for grades 1st-6th in English/Language Arts and 3rd-6th in math	1-6 Oak Hill Elem	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	Resource 0000 1000-1999: Certificated Personnel Salaries \$15,000 3000-3999: Employee Benefits \$2,060
Spinelli Elementary will provide morning intervention for	1-6	<input checked="" type="checkbox"/> All	Resource 3010 1000-1999: Certificated Personnel Salaries



grades 1st-6th in English/Language Arts and Math. Title I push in and pull out support for grades K-6th in English/Language Arts and math.	Spinelli Elementary	OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	\$40,266 3000-3999: Employee Benefits \$5,531
North Country will provide morning intervention for grades 1st-6th in English/Language Arts and Title I pull out for grades 1st-6th in English/Language Arts.	1-6 North Country Elem	<input checked="" type="checkbox"/> All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	Resource 3010 1000-1999: Certificated Personnel Salaries \$98,607 3000-3999: Employee Benefits \$13,550
Dudley will provide Intervention, within the school day, in grades K-6. Intervention occurs two ways: during a 30 minute Intervention Rotation and during a 30 minute Workshop. Teachers are able to provide support to targeted groups as well as to individuals using this strategy. Qualifying for Intervention support is related to local common assessments. Title I staff push in to classrooms to provide support to students. This push-in support may occur during direct instruction, independent practice, workshop, and/or Intervention rotation. This support can be in ELA or Math.	2-6 Dudley Elem	<input checked="" type="checkbox"/> All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	Resource 3010 1000-1999: Certificated Personnel Salaries \$95,820 3000-3999: Employee Benefits \$15,370
GATE opportunities: <ul style="list-style-type: none"> <li>Wilson Riles Middle School GATE Academy</li> <li>Oak Hill Elementary: Differentiated learning within the GATE/high achiever class 4th-5th. GATE challenge activities before and after school</li> <li>Spinelli: Differentiated learning within the classroom. Weekly GATE challenge activities after school. Annual participation in Nature Bowl.</li> <li>North Country: Differentiated learning within the classroom. GATE challenge activities after school: video production and editing including story boards, script writing and public speaking</li> <li>Dudley: Differentiated learning within the classroom</li> </ul>	LEA 3-8	_ All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient <input checked="" type="checkbox"/> Other Subgroups: (Specify) <u>GATE</u>	Resource 0000 1000-1999: Certificated Personnel Salaries \$38,000 3000-3999: Employee Benefits \$5,220

Teacher collaboration: vertical between elementary-middle, horizontal between elementary sites, grade level/dept	LEA	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	
Provide academic support and intervention at all sites <ul style="list-style-type: none"> <li>• Push-in and pull out programs at elementary sites and Wilson Riles MS</li> <li>• Morning or after school intervention at elementary sites</li> <li>• EL Support at Wilson Riles Middle and EL Tutorial Center High School</li> <li>• Husky Help, PAWS period at Wilson Riles MS</li> <li>• Bilingual assistants</li> <li>• Math lab, English lab, credit recovery, Summer School Program at Center High</li> </ul>	LEA	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	Resource 0740 1000-1999: Certificated Personnel Salaries Supplemental and Concentration \$395,000 3000-3999: Employee Benefits \$54,265
Maintain EL coverage at each site	LEA	<input type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	
Support transition of EL students from middle to high school with summer school for incoming 9th grade EL students.  Support transition of EL students from elementary to middle school with summer school for incoming 7th graders.	7-9	<input type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:	Resource 0740 1000-1999: Certificated Personnel Salaries Supplemental and Concentration \$10,000 3000-3999: Employee Benefits \$1,559

		(Specify)	
<p>Support long-term EL students with Long Term EL Support class at Center High School and Wilson Riles Middle School.</p> <p>ELteacher at CHS to be given extra prep in schedule to track/monitor/support EL students, long term EL students and monitor Redesignated Fluent English Proficient students.</p>	7-12	<p><input checked="" type="checkbox"/> All</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils</p> <p><input checked="" type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth</p> <p><input checked="" type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups: (Specify)</p>	<p>Resource 0740 1000-1999: Certificated Personnel Salaries \$42,497</p> <p>3000-3999: Employee Benefits \$6,625</p>
Americorp will provide academic support, mentoring, tutoring and counseling, coordinated by Family Resource Center	LEA	<p><input checked="" type="checkbox"/> All</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils</p> <p><input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth</p> <p><input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups: (Specify)</p>	<p>Resource 0000 5800: Professional/Consulting Services And Operating Expenditures \$27,500</p>
Family Resource Center will provide clothing and school supplies, consultation services, mental health counseling services and coordinate appropriate services through Americorp, United Way and the \$en\$ibility Program		<p><input type="checkbox"/> All</p> <p>OR:</p> <p><input checked="" type="checkbox"/> Low Income pupils</p> <p><input checked="" type="checkbox"/> English Learners</p> <p><input checked="" type="checkbox"/> Foster Youth</p> <p><input checked="" type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups: (Specify)</p>	<p>Resource 5630 4000-4999: Books And Supplies \$2,250</p> <p>5000-5999: Services And Other Operating Expenditures \$1,854</p> <p>Resource 0740 1000-1999: Certificated Personnel Salaries Supplemental and Concentration \$20,346</p> <p>3000-3999: Employee Benefits \$3172</p>
Provide academic support for Special Education Students: study skills classes, instructional assistants	7-12 WCR & CHS	<p><input type="checkbox"/> All</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils</p> <p><input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth</p> <p><input type="checkbox"/> Redesignated fluent English proficient</p> <p><input checked="" type="checkbox"/> Other Subgroups: (Specify)</p>	<p>Resource 6500 2000-2999: Classified Personnel Salaries \$41,386</p> <p>3000-3999: Employee Benefits \$10,142</p>

		(Specify) Special Education	
School Psychologists, School Counselors, and the Behavior Specialist on the Educationally-related Mental Health Services (ERMHS) Team will provide evidence-based social, emotional, and behavioral interventions to students in individual and group counseling, psychoeducational lessons in classroom settings, and consultation to staff and parents in order to enable students to reach IEP goals and access their educational programs.	LEA	<input type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input checked="" type="checkbox"/> Other Subgroups: (Specify) Special Education	Resource 6512 1000-1999: Certificated Personnel Salaries \$195,363 2000-2999: Classified Personnel Salaries \$6,908 3000-3999: Employee Benefits \$32,236
Conduct research, identify and prioritize needs to begin the process for developing a Facilities Master Plan	LEA	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	
Review staff levels and create a plan to add district administrative positions accordingly	LEA K-12	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	TO BE DETERMINED
Review staff levels and create a plan to add site administrative positions accordingly	K-6	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	To Be Determined

Continue implementing push-in model offering MTSS (Multi Tiered Systems of Support), increasing push-in services by 10 students district wide		<input type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	
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Complete a copy of this table for each of the LEA's goals. Duplicate and expand the fields as necessary.

<b>GOAL 2:</b>	Center JUSD students will be college and career ready		Related State and/or Local Priorities: 1 2 3 4 5 <u>X</u> 6 7 <u>X</u> 8  COE only: 9 10  Local : Specify
<b>Identified Need :</b> To prepare students for College & Career, it is a priority of CJUSD to increase CTE opportunities, a-g participation and completion rate, increase AP offerings and AP test passage rate, increase graduation rate			
<b>Goal Applies to:</b> Schools: ALL Applicable Pupil Subgroups: Low Income pupils, English Learners, Foster Youth, Redesignated fluent English proficient, Special Education			
<b>LCAP Year 1: 2016-17</b>			
Expected Annual Measurable Outcomes:	~Increase CTE offerings by adding 1 new CTE course or 1 additional section of existing CTE program ~Increase a-g completion rate to 26% by adjusting to 8 period block schedule at CHS ~Increase AP offerings at CHS by adding 1 section ~66% of students enrolled in AP courses will pass AP exams with a 3 or better ~44% of ELA students and 85% of math students determined prepared for college as measured by the EAP		
<b>Actions/Services</b>	<b>Scope of Service</b>	<b>Pupils to be served within identified scope of service</b>	<b>Budgeted Expenditures</b>
Increase CTE offerings by adding 1 CTE course or 1 additional section	9-12 CHS MHS	<u>X</u> All OR: Low Income pupils English Learners Foster Youth Redesignated fluent English proficient Other Subgroups: (Specify)	Resource 0029 1000-1999: Certificated Personnel Salaries \$42,568 3000-3999: Employee Benefits \$6,636
Increase participation and completion of a-g by changing high school schedule to 8 period block	9-12 CHS	<u>X</u> All OR: Low Income pupils English Learners Foster Youth Redesignated fluent English proficient	No cost until 8 period block schedule reaches 3rd year of implementation, fiscal year 2017–18

		Other Subgroups: (Specify)	
Increase AP offerings at CHS 1 section	10-12 CHS	<input checked="" type="checkbox"/> All OR: Low Income pupils English Learners Foster Youth Redesignated fluent English proficient Other Subgroups: (Specify)	Resource 0000 1000-1999: Certificated Personnel Salaries \$16,106 3000-3999: Employee Benefits \$2,510
Remove barriers and implement new programs relative to college & career opportunities that feed into and support programs at CHS	WCR	<input checked="" type="checkbox"/> All OR: Low Income pupils English Learners Foster Youth Redesignated fluent English proficient Other Subgroups: (Specify)	Resource 0000 1000-1999: Certificated Personnel Salaries \$16,106 3000-3999: Employee Benefits \$2,510
Center HS Intervention Teachers, EL teachers, Counseling Dept and Administration to provide purposeful and targeted outreach to increase participation in course completion of CTE offerings at Center HS	9-12 CHS	All OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient Other Subgroups: (Specify)	
Counselor will provide individualized support to ensure students are meeting graduation requirements and are successfully transitioning into post secondary college and career through college/career exploration, college enrollment assistance, financial aid application assistance and scholarship assistance.  Staff will schedule presentations from businesses, colleges and the military to expose students to post secondary options	10-12 McClellan HS	<input checked="" type="checkbox"/> All OR: Low Income pupils English Learners Foster Youth Redesignated fluent English proficient Other Subgroups: (Specify)	

Provide transitional support to prepare for college & career provided through WorkAbility and Department of Rehabilitation	9-12 CHS	All OR: Low Income pupils English Learners Foster Youth Redesignated fluent English proficient <input checked="" type="checkbox"/> Other Subgroups: (Specify) <u>Special Education</u>	
<b>LCAP Year 2: 2017-18</b>			
Expected Annual Measurable Outcomes:	~Increase CTE offerings by adding 1 new CTE course or 1 additional section of existing CTE program ~Increase a-g completion rate to 26% by adjusting to 8 period block schedule at high school ~Increase number of CHS students enrolled in at least one AP class by 3% ~68% of students enrolled in AP courses will pass AP exams with a 3 or better ~47% of ELA students and 85% of math students determined prepared for college as measured by the EAP		
Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
CHS will increase the number of CTE sections offerings by at least one	9-12 CHS MHS	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	Resource 0029 1000-1999: Certificated Personnel Salaries \$42,568 3000-3999: Employee Benefits \$6,636
Increase participation and completion of a-g	9-12 CHS	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	No cost until 8 period block schedule reaches 3rd year of implementation, fiscal year 2017-18



CHS will increase the number of students taking AP courses by 3%	10-12 CHS	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	Resource 0000 1000-1999: Certificated Personnel Salaries \$16,106 3000-3999: Employee Benefits \$2,510
Remove barriers and implement new programs relative to college & career opportunities that feed into and support programs at CHS	WCR	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	Resource 0000 1000-1999: Certificated Personnel Salaries \$16,106 3000-3999: Employee Benefits \$2,510
CHS will work with American River College to provide field trips to learn about CTE offerings that correspond to pathways at CHS. Counselors will discuss CTE course offerings with students during yearly one-on-one meetings with students.	9-12 CHS	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	
Counselor will provide individualized support to ensure students are meeting graduation requirements and are successfully transitioning into post secondary college and career through college/career exploration, college enrollment assistance, financial aid application assistance and scholarship assistance.  Staff will schedule presentations from businesses, colleges and the military to expose students to post secondary options	10-12 McClellan HS	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	
Provide transitional support to prepare for college & career provided through WorkAbility and Department of	9-12 CHS	<input type="checkbox"/> All OR:	

Rehabilitation		<input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input checked="" type="checkbox"/> Other Subgroups: (Specify) Special Education	
<b>LCAP Year 3: 2018-19</b>			
Expected Annual Measurable Outcomes:	~Establish baseline data on CTE student participation in the 2017-18 school year and increase student participation in 2018-19 by 3% ~Increase a-g completion rate to 26% by adjusting to 8 period block schedule at high school ~Increase number of students enrolled in at least one AP class by 3% ~70% of students enrolled in AP courses will pass AP exams with a 3 or better ~50% of ELA students and 85% of math students determined prepared for college as measured by the EAP		
Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
CHS will increase the number of students taking CTE courses	9-12 CHS MHS	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	Resource 0029 1000-1999: Certificated Personnel Salaries \$42,568 3000-3999: Employee Benefits \$6,636
Increase participation and completion of a-g	9-12 CHS	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	No cost until 8 period block schedule reaches 3rd year of implementation, fiscal year 2017–18
CHS will increase the number of students taking AP courses by 3%	10-12 CHS	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils	Resource 0000 1000-1999: Certificated Personnel Salaries \$16,106

		<input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	3000-3999: Employee Benefits \$2,510
Remove barriers and implement new programs relative to college & career opportunities that feed into and support programs at CHS	WCR	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	Resource 0000 1000-1999: Certificated Personnel Salaries \$16,106 3000-3999: Employee Benefits \$2,510
CHS will work with Sierra College to provide field trips to learn about CTE offerings that correspond to pathways at CHS. Counselors will discuss CTE course offerings with students during yearly one-on-one meetings with students.	9-12 CHS	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	
Counselor will provide individualized support to ensure students are meeting graduation requirements and are successfully transitioning into post secondary college and career through college/career exploration, college enrollment assistance, financial aid application assistance and scholarship assistance.  Staff will schedule presentations from businesses, colleges and the military to expose students to post secondary options	10-12 McClellan HS	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	
Provide transitional support to prepare for college & career provided through WorkAbility and Department of Rehabilitation	9-12 CHS	<input type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth	

		<input type="checkbox"/> Redesignated fluent English proficient <input checked="" type="checkbox"/> Other Subgroups: (Specify) Special Education	
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Complete a copy of this table for each of the LEA's goals. Duplicate and expand the fields as necessary.

<b>GOAL 3:</b>	<b>GOAL 3: Center JUSD students and families will be engaged and informed regarding the educational process and opportunities</b>		<b>Related State and/or Local Priorities:</b> 1 2 3 <input checked="" type="checkbox"/> 4 5 <input checked="" type="checkbox"/> 6 <input checked="" type="checkbox"/> 7 8  COE only: 9 10  Local : Specify
<b>Identified Need :</b>	To address pupil engagement and school engagement, while improving school climate and increasing family involvement, it is a priority of CJUSD to decrease absence rates and increase the number of students and families actively involved, connected and engaged in a comprehensive school experience through involvement outside the classroom.		
<b>Goal Applies to:</b>	Schools: ALL Applicable Pupil Subgroups: English Learner, Redesignated fluent English proficient		
<b>LCAP Year 1: 2016-17</b>			
<b>Expected Annual Measurable Outcomes:</b>	<ul style="list-style-type: none"> <li>Maintain average daily attendance at 95%</li> <li>Increase district-wide participation in clubs, activities and athletics to 35%</li> <li>Increase Center HS graduation rate to 96%</li> <li>Decrease CJUSD chronic absenteeism rates to 28%</li> <li>Maintain 1% or fewer middle school drop-out rates</li> <li>Decrease CJUSD High School drop out to 4%</li> <li>Decrease CJUSD suspension rate to 8%</li> <li>Decrease CJUSD expulsions to 16</li> <li>Increase secondary students who feel "very safe" at school to 47% (measured by California Healthy Kids Survey and other local measures including surveys of pupils, parents and teachers on the sense of safety and school connectedness)</li> <li>Increase 5th grade students who feel "very safe" at school "all of the time" to 44% (measured by California Healthy Kids Survey and other local measures including surveys of pupils, parents and teachers on the sense of safety and school connectedness)</li> <li>All parents will be solicited to provide input into decision making locally and at the LEA level.</li> <li>Increase parental participation in academic achievement by increasing family Homelink accounts by 5%</li> </ul>		
<b>Actions/Services</b>	<b>Scope of Service</b>	<b>Pupils to be served within identified scope of service</b>	<b>Budgeted Expenditures</b>
Review effectiveness of committee (staff, parents, students) recommendations and plan next steps to increase daily attendance. Review SARB process to engage more stakeholders	LEA	<input checked="" type="checkbox"/> All OR: Low Income pupils English Learners Foster Youth Redesignated fluent English proficient	Resource 0000/Department 740 4000-4999: Books And Supplies Supplemental and Concentration \$500

		Other Subgroups: (Specify)	
Implement recommended strategies that lessen or eliminate the barrier of after school transportation that is hindering participating in after school activities.  Continue to brainstorm ways to increase student and staff involvement in extracurricular opportunities	LEA	<input checked="" type="checkbox"/> All OR: Low Income pupils English Learners Foster Youth Redesignated fluent English proficient Other Subgroups: (Specify)	Resource 0000/Department 740 4000-4999: Books And Supplies Supplemental and Concentration \$500
Establish parent education outreach relating to school topics by eliminating barriers and implementing committee (staff, parents, students) recommendations	LEA	<input checked="" type="checkbox"/> All OR: Low Income pupils English Learners Foster Youth Redesignated fluent English proficient Other Subgroups: (Specify)	Resource 0000/Department 740 4000-4999: Books And Supplies Supplemental and Concentration \$500
Continue to utilize new ways to communicate opportunities that will increase participation in school activities and in supporting roles	LEA	<input type="checkbox"/> All OR: Low Income pupils <input checked="" type="checkbox"/> English Learners Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient Other Subgroups: (Specify)	Resource 0000/Department 740 4000-4999: Books And Supplies Supplemental and Concentration \$500
Continue to reach out to EL families with TK children for enrollment in TK program. Continue to conduct annual needs assessment at DELAC. Compile and distribute meeting dates and topics for ELAC and DELAC meetings at beginning of each school year	LEA	<input type="checkbox"/> All OR: Low Income pupils <input checked="" type="checkbox"/> English Learners Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient Other Subgroups: (Specify)	Resource 0000/Department 740 4000-4999: Books And Supplies Supplemental and Concentration \$500

Increase family Homelink accounts and continue to investigate and implement alternatives to engage more parents	K-6 LEA	<input checked="" type="checkbox"/> All OR: Low Income pupils English Learners Foster Youth Redesignated fluent English proficient Other Subgroups: (Specify)	Resource 0000/Department 740 4000-4999: Books And Supplies Supplemental and Concentration \$500
<b>LCAP Year 2: 2017-18</b>			
Expected Annual Measurable Outcomes:	<ul style="list-style-type: none"> <li>• Maintain average daily attendance at 95%</li> <li>• Increase district-wide participation in clubs, activities and athletics to 35%</li> <li>• Increase Center HS graduation rate to 96%</li> <li>• Decrease CJUSD chronic absenteeism rates to 28%</li> <li>• Maintain 1% or fewer middle school drop-out rates</li> <li>• Decrease CJUSD High School drop out to 4%</li> <li>• Decrease CJUSD suspension rate to 8%</li> <li>• Decrease CJUSD expulsions to 16</li> <li>• Increase secondary students who feel "very safe" at school to 47% (measured by California Healthy Kids Survey and other local measures including surveys of pupils, parents and teachers on the sense of safety and school connectedness)</li> <li>• Increase 5th grade students who feel "very safe" at school "all of the time" to 44% (measured by California Healthy Kids Survey and other local measures including surveys of pupils, parents and teachers on the sense of safety and school connectedness)</li> <li>• All parents will be solicited to provide input into decision making locally and at the LEA level.</li> <li>• Increase parental participation of parents of unduplicated groups and specials needs students by 5%</li> </ul>		
Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Review effectiveness of committee (staff, parents, students) recommendations and plan next steps to increase daily attendance. Review SARB process to engage more stakeholders	LEA	<input checked="" type="checkbox"/> All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	Resource 0000/Department 740 4000-4999: Books And Supplies Supplemental and Concentration \$500
Implement recommended strategies that lessen or eliminate the barrier of after school transportation that is	LEA	<input checked="" type="checkbox"/> All OR:	Resource 0000/Department 740 4000-4999: Books And Supplies Supplemental and Concentration \$500

hindering participating in after school activities.  Continue to brainstorm ways to increase student and staff involvement in extracurricular opportunities		<input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	
Establish parent education outreach relating to school topics by eliminating barriers and implementing committee (staff, parents, students) recommendations	LEA	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	Resource 0000/Department 740 4000-4999: Books And Supplies Supplemental and Concentration \$500
Continue to utilize new ways to communicate opportunities that will increase participation in school activities and in supporting roles	LEA	<input type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	Resource 0000/Department 740 4000-4999: Books And Supplies Supplemental and Concentration \$500
Continue to reach out to EL families with TK children for enrollment in TK program. Continue to conduct annual needs assessment at DELAC. Compile and distribute meeting dates and topics for ELAC and DELAC meetings at beginning of each school year	LEA	<input type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	Resource 0000/Department 740 4000-4999: Books And Supplies Supplemental and Concentration \$500
Increase family Homelink accounts and continue to investigate and implement alternatives to engage more parents	K-6 LEA	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth	Resource 0000/Department 740 4000-4999: Books And Supplies Supplemental and Concentration \$500



		<input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	
<b>LCAP Year 3: 2018-19</b>			
Expected Annual Measurable Outcomes:	<ul style="list-style-type: none"> <li>• Maintain average daily attendance at 95%</li> <li>• Increase district-wide participation in clubs, activities and athletics to 35%</li> <li>• Increase Center HS graduation rate to 96%</li> <li>• Decrease CJUSD chronic absenteeism rates to 28%</li> <li>• Maintain 1% or fewer middle school drop-out rates</li> <li>• Decrease CJUSD High School drop out to 4%</li> <li>• Decrease CJUSD suspension rate to 8%</li> <li>• Decrease CJUSD expulsions to 16</li> <li>• Increase secondary students who feel "very safe" at school to 47% (measured by California Healthy Kids Survey and other local measures including surveys of pupils, parents and teachers on the sense of safety and school connectedness)</li> <li>• Increase 5th grade students who feel "very safe" at school "all of the time" to 44% (measured by California Healthy Kids Survey and other local measures including surveys of pupils, parents and teachers on the sense of safety and school connectedness)</li> <li>• All parents will be solicited to provide input into decision making locally and at the LEA level.</li> <li>• Increase parental participation of parents of unduplicated groups and specials needs students by 5%</li> </ul>		
Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Review effectiveness of committee (staff, parents, students) recommendations and plan next steps to increase daily attendance. Review SARB process to engage more stakeholders	LEA	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	Resource 0000/Department 740 4000-4999: Books And Supplies Supplemental and Concentration \$500
Implement recommended strategies that lessen or eliminate the barrier of after school transportation that is hindering participating in after school activities.  Continue to brainstorm ways to increase student and staff involvement in extracurricular opportunities	LEA	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient	Resource 0000/Department 740 4000-4999: Books And Supplies Supplemental and Concentration \$500

		<input type="checkbox"/> Other Subgroups: (Specify)	
Establish parent education outreach relating to school topics by eliminating barriers and implementing committee (staff, parents, students) recommendations	LEA	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	Resource 0000/Department 740 4000-4999: Books And Supplies Supplemental and Concentration \$500
Continue to utilize new ways to communicate opportunities that will increase participation in school activities and in supporting roles	LEA	<input type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	Resource 0000/Department 740 4000-4999: Books And Supplies Supplemental and Concentration \$500
Continue to reach out to EL families with TK children for enrollment in TK program. Continue to conduct annual needs assessment at DELAC. Compile and distribute meeting dates and topics for ELAC and DELAC meetings at beginning of each school year	LEA	<input type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	Resource 0000/Department 740 4000-4999: Books And Supplies Supplemental and Concentration \$500
Increase family Homelink accounts and continue to investigate and implement alternatives to engage more parents	K-6 LEA	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	Resource 0000/Department 740 4000-4999: Books And Supplies Supplemental and Concentration \$500

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

## Annual Update

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

### Guiding Questions:

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

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

Original GOAL 1 from prior year LCAP:	GOAL 1: Center JUSD students will be challenged and supported to achieve academic success in a clean, safe environment	Related State and/or Local Priorities: 1 <input checked="" type="checkbox"/> 2 <input checked="" type="checkbox"/> 3 <input type="checkbox"/> 4 <input checked="" type="checkbox"/> 5 <input checked="" type="checkbox"/> 6 <input type="checkbox"/> 7 <input type="checkbox"/> 8 <input checked="" type="checkbox"/>  COE only: 9 <input type="checkbox"/> 10 <input type="checkbox"/>  Local : Specify		
Goal Applies to:	Schools: ALL			
	Applicable Pupil Subgroups: Low Income pupils, English Learners, Foster Youth, Redesignated fluent English proficient, Special Education, GATE			
Expected Annual Measurable Outcomes:	<ul style="list-style-type: none"> <li>Common Core State Standards and ELD standards are being implemented in all CJUSD classrooms and measured by district and site personnel through classroom walk-throughs and observations using observation tool</li> <li>CAASPP metric to be determined using 2014-15 baseline data</li> <li>API calculation suspended, baseline established once reinstated</li> <li>Increase percentage of EL students meeting English proficiency and annual growth by 4% (2014-15: 65.1% meeting AMAO 1)</li> <li>Increase reclassification of EL students to 9%</li> <li>&lt;3 students will not graduate as a result of not passing the CAHSEE</li> <li>Increase percentage of K-2 students achieving proficiency in ELA by 2%</li> <li>Increase percentage of K-2 students achieving proficiency in mathematics by 2%</li> <li>Teacher mis-assignment will not exceed 5%</li> <li>Provide 100% of students access to standards aligned</li> </ul>	<table border="1"> <tr> <td data-bbox="1092 609 1249 730">Actual Annual Measurable Outcomes:</td> <td data-bbox="1249 609 1953 1446"> <ul style="list-style-type: none"> <li>Common Core State Standards and ELD standards are being implemented in all CJUSD classrooms and measured by district and site personnel through classroom walk-throughs and observations using observation tool.</li> <li>CAASPP Baseline from 2014-15 assessment</li> </ul> <p>ELA:</p> <p>3rd Grade: 22% (67/304) Standards Met, 11.2% (34/304) Standards Exceeded</p> <p>4th Grade: 27.4% (82/299) Standards Met, 17.4% (52/299) Standards Exceeded</p> <p>5th Grade: 30.6% (87/284) Standards Met, 12.7% (36/284) Standards Exceeded</p> <p>6th Grade: 33.9% (92/271) Standards Met, 7.4% (20/271) Standards Exceeded</p> <p>7th Grade: 31.1% (88/283) Standards Met, 10.6% (30/283) Standards Exceeded</p> <p>8th Grade: 32.6% (89/273) Standards Met, 4.8% (13/273) Standards Exceeded</p> <p>11th Grade: 32.8% (102/311) Standards Met, 19.3% (60/311) Standards Exceeded</p> <p>MATH:</p> <p>3rd Grade: 23.4% (71/304) Standards Met, 5.3% (16/304) Standards Exceeded</p> <p>4th Grade: 29.9% (89/298) Standards Met, 7.7% (23/298) Standards Exceeded</p> <p>5th Grade: 15.5% (44/284) Standards Met, 4.2% (12/284) Standards Exceeded</p> </td> </tr> </table>	Actual Annual Measurable Outcomes:	<ul style="list-style-type: none"> <li>Common Core State Standards and ELD standards are being implemented in all CJUSD classrooms and measured by district and site personnel through classroom walk-throughs and observations using observation tool.</li> <li>CAASPP Baseline from 2014-15 assessment</li> </ul> <p>ELA:</p> <p>3rd Grade: 22% (67/304) Standards Met, 11.2% (34/304) Standards Exceeded</p> <p>4th Grade: 27.4% (82/299) Standards Met, 17.4% (52/299) Standards Exceeded</p> <p>5th Grade: 30.6% (87/284) Standards Met, 12.7% (36/284) Standards Exceeded</p> <p>6th Grade: 33.9% (92/271) Standards Met, 7.4% (20/271) Standards Exceeded</p> <p>7th Grade: 31.1% (88/283) Standards Met, 10.6% (30/283) Standards Exceeded</p> <p>8th Grade: 32.6% (89/273) Standards Met, 4.8% (13/273) Standards Exceeded</p> <p>11th Grade: 32.8% (102/311) Standards Met, 19.3% (60/311) Standards Exceeded</p> <p>MATH:</p> <p>3rd Grade: 23.4% (71/304) Standards Met, 5.3% (16/304) Standards Exceeded</p> <p>4th Grade: 29.9% (89/298) Standards Met, 7.7% (23/298) Standards Exceeded</p> <p>5th Grade: 15.5% (44/284) Standards Met, 4.2% (12/284) Standards Exceeded</p>
Actual Annual Measurable Outcomes:	<ul style="list-style-type: none"> <li>Common Core State Standards and ELD standards are being implemented in all CJUSD classrooms and measured by district and site personnel through classroom walk-throughs and observations using observation tool.</li> <li>CAASPP Baseline from 2014-15 assessment</li> </ul> <p>ELA:</p> <p>3rd Grade: 22% (67/304) Standards Met, 11.2% (34/304) Standards Exceeded</p> <p>4th Grade: 27.4% (82/299) Standards Met, 17.4% (52/299) Standards Exceeded</p> <p>5th Grade: 30.6% (87/284) Standards Met, 12.7% (36/284) Standards Exceeded</p> <p>6th Grade: 33.9% (92/271) Standards Met, 7.4% (20/271) Standards Exceeded</p> <p>7th Grade: 31.1% (88/283) Standards Met, 10.6% (30/283) Standards Exceeded</p> <p>8th Grade: 32.6% (89/273) Standards Met, 4.8% (13/273) Standards Exceeded</p> <p>11th Grade: 32.8% (102/311) Standards Met, 19.3% (60/311) Standards Exceeded</p> <p>MATH:</p> <p>3rd Grade: 23.4% (71/304) Standards Met, 5.3% (16/304) Standards Exceeded</p> <p>4th Grade: 29.9% (89/298) Standards Met, 7.7% (23/298) Standards Exceeded</p> <p>5th Grade: 15.5% (44/284) Standards Met, 4.2% (12/284) Standards Exceeded</p>			

<p>materials as certified by the CJUSD Board of Trustees</p> <ul style="list-style-type: none"> <li>• 100% of schools will pass inspection within 30 days</li> <li>• Increase students served through ERMHS, increase daily attendance of students served through ERMHS by 1%, increase GPA of students served through ERMHS by 1%</li> </ul>	<p>6th Grade: 19.2% (52/271) Standards Met, 7.7% (21/271) Standards Exceeded          7th Grade: 27.3% (77/282) Standards Met, 14.5% (41/282) Standards Exceeded          8th Grade: 20.8% (57/274) Standards Met, 8% (22/274) Standards Exceeded          11th Grade: 25.6% (77/301) Standards Met, 11.3% (34/301) Standards Exceeded</p> <ul style="list-style-type: none"> <li>• API suspended</li> <li>• Percentage of EL Students meeting English proficiency did not reach 4% growth. Rather, percentage decreased from 65.1% in 2014-15 measure to 56.8% in 2015-16. (Title III Accountability Report)</li> <li>• Reclassification of EL Students 7.1% (CDE Data Quest 2014-15)</li> <li>• CAHSEE not applicable</li> <li>• (K2 Benchmarks, Becky Lawson)</li> <li>• (K2 benchmarks, Becky Lawson)</li> <li>• .02% (6 out of 201) teachers mis-assigned</li> <li>• 100% of students have access to standards aligned curriculum, as certified by CJUSD Board, 9/16/2015. No Williams Act findings.</li> <li>• 100% of schools passed 2015-16 Facilities Inspection</li> <li>• ERMHS            Students served: 42 in 2014-15, 62 in 2015-16, 48% increase            Daily Attendance: 94% in 2014-15, 93% in 2015-16, 1% decrease            Average GPA: 1.98 in 2014-15, 2.24 in 2015-16, 13% increase</li> </ul>
LCAP Year: 2015-16	
Planned Actions/Services	Actual Actions/Services
Budgeted Expenditures	Estimated Actual Annual Expenditures

K-12 teachers will use the California State Standards in ELA, Literacy, History, Social Studies, Science and Technical Subjects. K-12 Teachers will use the California Common Core State Standards in mathematics.	Resource All 1000-1999: Certificated Personnel Salaries \$11,614,672 3000-3999: Employee Benefits \$1,595,623	K-12 Teachers continue to use the California State Standards in ELA, Literacy, Social Studies, Science and Technical Subjects to align lessons and assess students	All Resources - all elementary teachers + secondary English 1000-1999: Certificated Personnel Salaries \$9,285,265 3000-3999: Employee Benefits \$1,289,630
<div>Scope of LEA Service</div> <div> <input checked="" type="checkbox"/> All  OR:  <input type="checkbox"/> Low Income pupils  <input type="checkbox"/> English Learners  <input type="checkbox"/> Foster Youth  <input type="checkbox"/> Redesignated fluent English proficient  <input type="checkbox"/> Other Subgroups: (Specify) </div>		<div>Scope of LEA Service</div> <div> <input checked="" type="checkbox"/> All  OR:  <input type="checkbox"/> Low Income pupils  <input type="checkbox"/> English Learners  <input type="checkbox"/> Foster Youth  <input type="checkbox"/> Redesignated fluent English proficient  <input type="checkbox"/> Other Subgroups: (Specify) </div>	
Pilot English/Language Arts Common Core and ELD Standards Aligned curriculum	Resource 0000 1000-1999: Certificated Personnel Salaries \$10,000 3000-3999: Employee Benefits \$1372	K-8 teachers piloted English/Language Arts curriculum  9-12 teachers will begin to pilot English/Language Arts curriculum in the fall 2016	Resource 0000 1000-1999: Certificated Personnel Salaries Base \$12,775 3000-3999: Employee Benefits Base \$1,775
<div>Scope of LEA Service</div> <div> <input checked="" type="checkbox"/> All  OR:  <input type="checkbox"/> Low Income pupils  <input type="checkbox"/> English Learners  <input type="checkbox"/> Foster Youth  <input type="checkbox"/> Redesignated fluent English proficient  <input type="checkbox"/> Other Subgroups: (Specify) </div>		<div>Scope of LEA Service</div> <div> <input checked="" type="checkbox"/> All  OR:  <input type="checkbox"/> Low Income pupils  <input type="checkbox"/> English Learners  <input type="checkbox"/> Foster Youth  <input type="checkbox"/> Redesignated fluent English proficient  <input type="checkbox"/> Other Subgroups: (Specify) </div>	
K-12 Teachers will access choices of	Resource 4035 5000-5999: Services	K-8 teachers received Standard	Resource 4035 5000-5999: Services

Professional Development to support the implementation of California Common Core State Standards	And Other Operating Expenditures Title II \$76,172	Overview Professional Development	And Other Operating Expenditures Title II \$33,500 1000-1999: Certificated Personnel Salaries Title II \$42,058 3000-3999: Employee Benefits Title II \$5,841
Scope of Service LEA  <input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)		Scope of Service LEA  <input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	
Provide BTSA support to new teachers	Resource 4035 1000-1999: Certificated Personnel Salaries \$35,000 3000-3999: Employee Benefits \$4810 5800: Professional/Consulting Services And Operating Expenditures \$5190	13 teachers supported through BTSA	Resource 4035 1000-1999: Certificated Personnel Salaries Title II \$29,000 3000-3999: Employee Benefits Title II \$4,028 County Contract 5800: Professional/Consulting Services And Operating Expenditures Title II \$27,000
Scope of Service LEA  <input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)		Scope of Service LEA  <input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	
Center HS will provide support Classes; math lab, English lab, credit	Resource 0000 1000-1999:	Math Lab offered 1 section daily, 58 minutes, serving 25 students.	Resource 0000 1000-1999:



recovery, Summer School program	<p>Certificated Personnel Salaries \$87,638</p> <p>3000-3999: Employee Benefits \$12,040</p>	<p>Foundations in English offered 1 section daily, 58 minutes, serving 25 students</p> <p>CARE offered 1 section, 58 minutes, serving 22 students</p> <p>Credit Recovery offered 1 section daily, 58 minutes, serving 138 students</p> <p>Summer School: TBD</p>	<p>Certificated Personnel Salaries Base \$74,733</p> <p>3000-3999: Employee Benefits Base \$9,441</p>
<p>Scope of Service 9-12 CENTER HIGH</p> <p><input checked="" type="checkbox"/> All</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils</p> <p><input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth</p> <p><input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups: (Specify)</p>		<p>Scope of Service 9-12 CENTER HIGH</p> <p><input checked="" type="checkbox"/> All</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils</p> <p><input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth</p> <p><input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups: (Specify)</p>	
<p>Wilson Riles Middle School will provide support classes; Math Support Class, English Support, PAWS period during the school day and Husky Help after school</p>	<p>Resource 3010 1000-1999: Certificated Personnel Salaries \$76,292</p> <p>3000-3999: Employee Benefits \$10,480</p>	<p>3 sections of Math Support (two 7th and one 8th) serving 56 students</p> <p>1 section of 8th grade English Support serving 12 students</p> <p>PAWS offered 4 times a week (Tuesday - Friday), 20 minutes per day, rotating through each class in a 6 day cycle</p> <p>Husky Help offered 4 times a week (Tuesday - Friday), 60 minutes, average daily attendance per section is 20 students. Husky Help support All subjects (3 English sections, 7 Math, 3 Science, 2 Social Studies, 3 Special</p>	<p>Title I 1000-1999: Certificated Personnel Salaries Title I \$37,368</p> <p>3000-3999: Employee Benefits Title I \$9,441</p>

		Services)	
Scope of Service 7-8 RILES MIDDLE <input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)		Scope of Service 7-8 RILES MIDDLE <input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	
Oak Hill Elementary will provide after school intervention for grades 1st-6th in English/Language Arts 3rd-6th in math	Resource 0000 1000-1999: Certificated Personnel Salaries \$15,000 3000-3999: Employee Benefits \$2,060	Oak Hill provides intervention 2days per week for 60 minutes, serving 164 students	Intervention 1000-1999: Certificated Personnel Salaries Supplemental and Concentration \$24,000 3000-3999: Employee Benefits Supplemental and Concentration \$3,305
Scope of Service 1-6 OAK HILL ELEMENTARY <input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)		Scope of Service 1-6 OAK HILL ELEMENTARY <input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	
Spinelli Elementary will provide intervention for grades 1st-6th in English/Language Arts and Math. Title I push in and pull out support for grades 1st-6th in English/Language Arts and math.	Resource 3010 1000-1999: Certificated Personnel Salaries \$40,266 3000-3999: Employee Benefits \$5,531	Morning intervention provided 5 days a week, for 50 minutes per day, serving 14 students.  Title I support provided 5 days a week, 30-65 minutes per day, serving 46 students.	Morning intervention 1000-1999: Certificated Personnel Salaries Title I \$25,512 3000-3999: Employee Benefits Title I \$3,544 Title I Support 1000-1999: Certificated Personnel Salaries Title I \$24,912 3000-3999: Employee Benefits Title I

			\$6,294
Scope of Service    1-6 SPINELLI ELEMENTARY		Scope of Service    1-6 SPINELLI ELEMENTARY	
<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)		<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	
North Country will provide morning intervention for grades 1st-6th in English/Language Arts and Title I pull out for grades 1st-6th in English/Language Arts.	Resource 3010 1000-1999: Certificated Personnel Salaries \$98,607 3000-3999: Employee Benefits \$13,550	Morning intervention provided 3 days a week, for 60 minutes per day, serving 72 students.  Title I support provided 4 days a week, 30 minutes per day, serving 116 students.	Morning Intervention 1000-1999: Certificated Personnel Salaries Title I \$42,377 3000-3999: Employee Benefits Title I \$6,112 Hourly intervention 1000-1999: Certificated Personnel Salaries Title I \$2,544 3000-3999: Employee Benefits Title I \$354 Support 1000-1999: Certificated Personnel Salaries Supplemental and Concentration \$39,722 3000-3999: Employee Benefits Supplemental and Concentration \$13,476
Scope of Service    2-6 NORTH COUNTRY ELEM		Scope of Service    2-6 NORTH COUNTRY ELEM	
<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)		<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	

<p>Dudley will provide morning intervention for grades 2nd-6th in English/Language Arts and math, and Title I pull out for grades 1st-6th in English/Language Arts and math.</p>	<p>Resource 3010 1000-1999: Certificated Personnel Salaries \$95,820 3000-3999: Employee Benefits \$13,164</p>	<p>Title I support provided 5 days a week, 30 minutes per day, serving 302 students.</p>	<p>Title I Support 1000-1999: Certificated Personnel Salaries Title I \$83,123 3000-3999: Employee Benefits Title I \$12,783</p>
<p>Scope of Service <b>K-6 DUDLEY ELEMENTARY</b></p> <p><input checked="" type="checkbox"/> All OR:  <input type="checkbox"/> Low Income pupils  <input type="checkbox"/> English Learners  <input type="checkbox"/> Foster Youth  <input type="checkbox"/> Redesignated fluent English proficient  <input type="checkbox"/> Other Subgroups: (Specify)</p>		<p>Scope of Service <b>K-6 DUDLEY ELEMENTARY</b></p> <p><input checked="" type="checkbox"/> All OR:  <input type="checkbox"/> Low Income pupils  <input type="checkbox"/> English Learners  <input type="checkbox"/> Foster Youth  <input type="checkbox"/> Redesignated fluent English proficient  <input type="checkbox"/> Other Subgroups: (Specify)</p>	
<p>GATE opportunities</p> <ul style="list-style-type: none"> <li>• Wilson Riles Middle School Academy</li> <li>• Oak Hill Elem combo GATE class 4th-5th, after school challenge activities 4th-6th</li> <li>• Spinelli: after school challenge activities</li> <li>• North Country: GATE challenge activities before and after school</li> <li>• Dudley: combo GATE Academy for 4th-5th</li> </ul>	<p>Resource 0000 1000-1999: Certificated Personnel Salaries \$38,000 3000-3999: Employee Benefits \$5,220</p>	<p>Students Served:  ~Riles Middle: 56  ~Oak Hill: 35 in GATE/High Achiever class, 34 of 35 GATE students participate in afterschool challenge activities  ~ Spinelli Elementary: 17  ~ North Country: 14  ~ Dudley: GATE combo dissolved. 17 GATE students served in 4th-6th grade classrooms</p>	<p>Resource 0000 1000-1999: Certificated Personnel Salaries Base \$39,956 3000-3999: Employee Benefits Base \$6,967</p>
<p>Scope of Service <b>3-8 LEA</b></p> <p><input checked="" type="checkbox"/> All OR:  <input type="checkbox"/> Low Income pupils  <input type="checkbox"/> English Learners  <input type="checkbox"/> Foster Youth  <input type="checkbox"/> Redesignated fluent English proficient  <input type="checkbox"/> Other Subgroups: (Specify)</p>		<p>Scope of Service <b>3-8 LEA</b></p> <p><input checked="" type="checkbox"/> All OR:  <input type="checkbox"/> Low Income pupils  <input type="checkbox"/> English Learners  <input type="checkbox"/> Foster Youth  <input type="checkbox"/> Redesignated fluent English proficient  <input type="checkbox"/> Other Subgroups: (Specify)</p>	

Teacher collaboration: vertical between elementary middle and middle-high, horizontal between elementary sites, grade level/dept	Built into schedule	Site collaboration happened as built into school site calendar. Vertical and horizontal collaboration between sites did not happen.	
Scope of LEA Service <input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input checked="" type="checkbox"/> Other Subgroups: (Specify) GATE		Scope of LEA Service <input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	
Provide instructional classified staff with training opportunities on Common Core State Standards	Resource 0000 (subs) 2000-2999: Classified Personnel Salaries \$5,000 3000-3999: Employee Benefits \$1,050	13 classified staff received 1 hour training on Common Core State Standards	Training 2000-2999: Classified Personnel Salaries Base \$258 3000-3999: Employee Benefits Base \$55
Scope of LEA Service <input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)		Scope of LEA Service <input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	
Scope of 7-12 WCR & CHS Service <input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners		Scope of 7-12 WCR & CHS Service <input type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners	

_ Foster Youth _ Redesignated fluent English proficient X Other Subgroups: (Specify) <u>Special Education Students</u>		_ Foster Youth _ Redesignated fluent English proficient X Other Subgroups: (Specify) <u>Special Education Students</u>	
Provide academic support and intervention at all sites <ul style="list-style-type: none"> <li>• EL Tutorial class at WCR Middle School and Center High School</li> <li>• Long Term EL support class at WCR Middle School and Center High School</li> <li>• Long Term EL Case Manager at each elementary site to provide targeted intervention</li> <li>• Bilingual assistants</li> <li>• EL teacher at CHS to be given extra prep in schedule to track/monitor/support EL students, long term EL students and monitor Redesignated Fluent English Proficient Students</li> </ul>	Resource 0740 1000-1999: Certificated Personnel Salaries Supplemental and Concentration \$311,000 3000-3999: Employee Benefits \$56,000 Obj 1100 1000-1999: Certificated Personnel Salaries \$4,000 3000-3999: Employee Benefits \$551	Riles EL Tutorial: one section, serving 8 students Riles LTEL: 2 sections (one 7th, one 8th) serving 32(23 in 7th, 9 in 8th) LTEL students Number of sections of Long Term EL (LTEL): <u>2</u> (1 7th and 1 8th), Number of students served in LTEL class: <u>32</u> , number of bilingual assistants: <u>1</u> Long Term Case Managers @ Elementary Sites: ~Spinelli: LTEL intervention provided 50 minutes per day, 4 days per week, serving 7 students ~North Country: LTEL intervention provided 30 minutes per day, 4 days per week, serving 7 students. ~Dudley: LTEL intervention provided 30 minutes per day, 3 days per week, serving 6 students. ~Oak Hill: LTEL intervention provided 60 minutes per day, 2 days per week, serving 8 students Bilingual Assistants: Spinelli 1, North Country 3, Dudley 1, Oak Hill 1, Riles Middle 1, Center HS 2 CHS EL Teacher has an extra prep to fulfill the duties outlined in the LCAP	Certificated Costs 1000-1999: Certificated Personnel Salaries Supplemental and Concentration \$318,280 3000-3999: Employee Benefits Supplemental and Concentration \$60,124 Bilingual Assistants 2000-2999: Classified Personnel Salaries Supplemental and Concentration \$85,952 3000-3999: Employee Benefits Supplemental and Concentration \$36,709
Scope of LEA Service X All		Scope of LEA Service X All	

OR: <input type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)		OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	
Investigate level of staffing support needed at the elementary level to meet needs of EL population		Added 2 EL teachers at the elementary level. Each EL teacher served 2 elementary sites.	
Scope of Service      K-6  <input type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)		Scope of Service      K-6  <input type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	
Support transition of EL students from middle to high school with summer school session for incoming 9th grade EL students	Resource 0740 1000-1999: Certificated Personnel Salaries Supplemental and Concentration \$4,000  3000-3999: Employee Benefits \$550	CHS provided summer school session for incoming 9th grade EL students: 3 hours per day, 3 days per week for a total of 4 weeks, serving 6 students	EL Support 1000-1999: Certificated Personnel Salaries Supplemental and Concentration \$4,305  3000-3999: Employee Benefits Supplemental and Concentration \$598
Scope of Service      8th-9th  <input type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)		Scope of Service      8th-9th  <input type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	

Support long-term EL students with Long Term EL Support Class. EL Teacher to be given extra prep period in schedule to track/monitor/support EL students and monitor Redesignated Fluent English Proficient students	Resource 0740 1000-1999: Certificated Personnel Salaries Supplemental and Concentration \$26,390 3000-3999: Employee Benefits \$3,630	Center High School : 1 section of EL Tutorial, serving 21 students 1 section of LTEL, serving 9 students  EL Teacher given extra prep to track/monitor/support EL students	EL LTEL Support 1000-1999: Certificated Personnel Salaries Supplemental and Concentration \$45,529 3000-3999: Employee Benefits Supplemental and Concentration \$22,498
Scope of Service 9th-12th Center High  <input type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)		Scope of Service  <input type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	
Americorp will provide academic support, mentoring, tutoring and counseling coordinated by Family Resource Center	Resource 0000 5800: Professional/Consulting Services And Operating Expenditures \$25,000	Americorp provided mentoring for 57 foster and unaccompanied youth, an increase of 24 contacts over prior year  Americorps provided tutoring for 51 foster and unaccompanied youth, an increase of 18 contacts over prior year	Resource 0000 5800: Professional/Consulting Services And Operating Expenditures Base \$25,000
Scope of Service LEA  <input type="checkbox"/> All OR: <input checked="" type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)		Scope of Service LEA  <input type="checkbox"/> All OR: <input checked="" type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	
Family Resource Center will provide clothing and school supplies,	Resource 5630 1000-1999: Certificated Personnel Salaries	The Family Resource Center provided students with the following:	Homeless Programs - Resource 5630 1000-1999: Certificated Personnel



consultation services, mental health counseling services and coordinate appropriate services through Americorp, United Way and the \$en\$ibility Program	\$20,346 3000-3999: Employee Benefits \$3,172 Resource 5630 4000-4999: Books And Supplies \$2,250 5000-5999: Services And Other Operating Expenditures \$1,854	Backpacks for 97 students Clothing for 108 students School Supplies for 124 students Mental Health Referral for 31 students Shoes for 13 students District transport for 16 homeless students	Salaries Federal Funds \$14,833 3000-3999: Employee Benefits Federal Funds \$3,679 4000-4999: Books And Supplies Federal Funds \$1,046 5000-5999: Services And Other Operating Expenditures Federal Funds \$4,862
Scope of Service 9-12  <input type="checkbox"/> All OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input checked="" type="checkbox"/> Other Subgroups: (Specify) Special Education		Scope of Service 9-12  <input type="checkbox"/> All OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	
What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?	<ul style="list-style-type: none"> <li>• Adding implementation of ELD standards to better meet the needs of EL students</li> <li>• Adjusted metric for reclassification of EL students from a percentage of reclassified students to a percentage of growth in reclassification.</li> <li>• Dudley Elementary changed the structure of their intervention program to better meet the needs of the student population. Intervention plan is detailed as an action in Goal 1 of the 2016-17 LCAP</li> <li>• Center HS temporarily suspended their credit recovery course using Odysseyware for the 2016-17 and 2017-18 school years. With the 8 period block and grandfathering in of graduation requirements, students can accomplish credit recovery by taking 8 classes. Odysseyware for credit recovery purposes will be reinstated 2018-19</li> <li>• K-8 teachers and administrators received ELD standards overview. 9-12 teachers did not.</li> <li>• Teacher collaboration happened at sites, no vertical or horizontal collaboration occurred.</li> <li>• MHS identified as Title I, implementing Targetted Assistance Plan</li> <li>• Adding action steps into 2016-17 LCAP to guide development of Multi Tiered Systems of Support</li> </ul>		

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

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

Original GOAL 2 from prior year LCAP:	Center JUSD students will be college and career ready		Related State and/or Local Priorities: 1 _ 2 _ 3 _ 4 _ 5 <input checked="" type="checkbox"/> 6 _ 7 <input checked="" type="checkbox"/> 8 _  COE only: 9 _ 10 _  Local : Specify	
Goal Applies to:	Schools: ALL	Applicable Pupil Subgroups: Low Income pupils, English Learners, Foster Youth, Redesignated fluent English proficient, Special Education		
Expected Annual Measurable Outcomes:	<ul style="list-style-type: none"> <li>• Increase CTE offerings by adding 1 new CTE course or 1 additional section of existing CTE program</li> <li>• Remove barriers to increase a-g completion rate to 24%</li> <li>• Increase AP offerings at CHS by adding 1 section</li> <li>• 62% of students enrolled in AP courses will pass AP exams with a 3 or better</li> <li>• 39% of ELA students and 84% of math students determined prepared for college as measured by the EAP</li> </ul>		Actual Annual Measurable Outcomes:	<ul style="list-style-type: none"> <li>• CTE courses decrease from 14 in 2014-15 to 13 in 2015-16. Total sections remained the same at 18</li> <li>• 85.66% students enrolled in a-g coursework (based upon English course), 22% completed a-g. No change from 2014-15 to 2015-16</li> <li>• Number of AP sections offered remained at 15 for 2014-15 and 2015-16</li> <li>• Increase in students taking AP test, from 114 in 2014-15 to 136 in 2015-16. Increase in number of tests taken from 233 in 2014-15 to 324 in 2015-16. Increase in AP passage rate, from 52.7% in 2014-15 to 63.3% in 2015-16.</li> <li>• 52% of ELA students and 77% of math students determined prepared for college as measured by EAP</li> </ul>
<b>LCAP Year: 2015-16</b>				
Planned Actions/Services		Actual Actions/Services		
	Budgeted Expenditures		Estimated Actual Annual Expenditures	
Increase CTE offerings by adding a new course at Center High School which consists of 2 blocked periods:	Resource 0029 1000-1999: Certificated Personnel Salaries	20 students enrolled in Geometry in Construction 20 students enrolled in Construction in	Project Lead The Way 1000-1999: Certificated Personnel Salaries Base	

Geometry in Construction and Construction in Geometry	\$42,568 3000-3999: Employee Benefits \$6,636	Geometry	\$30,659 3000-3999: Employee Benefits Base \$7,515
Scope of Service 9-12 CHS  <input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)		Scope of Service  <input type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	
Increase participation and completion of a-g by removing barriers that restrict students from meeting a-g requirements, change graduation requirements and prepare for the transition to an 8 period block	No cost in first year	Center High School will be moving in to an 8 period A/B day block in the beginning of 2016-17. As a result, the following is occurring: graduation requirement now reflects 3 years of mathematics to coincide with a-g requirements; the 8 period block will allow students to repeat course for which they earned a grade of D or lower to raise it to the required C or higher; more course offerings in a-g approved courses allows students more of a selection to courses to complete.	No cost this year.
Scope of Service 9-12 CHS  <input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient		Scope of Service  <input type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	

_ Other Subgroups: (Specify)			
Remove barriers and implement new programs relative to College & Career opportunities that feed into and support programs at CHS	Resource 0000 1000-1999: Certificated Personnel Salaries \$16,106 3000-3999: Employee Benefits \$2,510	Adding one section of Project Lead the Way, fall 2016  New elective wheel to include Art, Home Economics, and Technology, in a 12 week block, feed into similar programs at CHS  Continue to provide AVID elective to feed into CHS AVID program	College & Career - Resource 0000 1000-1999: Certificated Personnel Salaries Base \$17,838 3000-3999: Employee Benefits Base \$5,613
Scope of LEA Service  <input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)		Scope of Service  <input type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	
Center HS Intervention Teachers, EL Teachers, Counseling Dept and Administration to provide purposeful and targeted outreach to increase participation in course completion of CTE offerings at Center HS	Possibly add Master Schedule in spring for 2016-17. No cost in first year.	Counselors discuss CTE option with students when they meet with them one on one each year. Flyers sent out regarding CTE offerings available to students. CTE teachers speak with students individually regarding their programs.	No cost this year.
Scope of 9-12 Service CHS  <input type="checkbox"/> All OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth		Scope of Service  <input type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	

<input checked="" type="checkbox"/> Redesignated fluent English proficient _ Other Subgroups: (Specify)			
Provide transitional support to prepare for college & career provided through WorkAbility and Department of Rehabilitation	Resource 3410 2000-2999: Classified Personnel Salaries \$28,686 3000-3999: Employee Benefits \$8,884 Resource 6520 2000-2999: Classified Personnel Salaries \$29,705 3000-3999: Employee Benefits \$12,068	195 Center High students served through WorkAbility 33 Center High students served through Dept. of Rehabilitation	DOR - Resource 3410 2000-2999: Classified Personnel Salaries Federal Funds \$27,194 3000-3999: Employee Benefits Federal Funds \$9,850 Workability - Resource 6520 2000-2999: Classified Personnel Salaries Special Education \$30,577 3000-3999: Employee Benefits Special Education \$12,730
Scope of Service _ All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)		Scope of Service _ All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	
What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?	Making a shift from increasing sections of AP courses and CTE courses to increasing student participation in AP and CTE courses Adding partnership with American River College and Sierra College to expand post secondary CTE options for students		

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

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

Original GOAL 3 from prior year LCAP:	GOAL 3: Center JUSD students and families will be engaged and informed regarding the educational process and opportunities		Related State and/or Local Priorities: 1 _ 2 _ 3 <u>X</u> 4 _ 5 <u>X</u> 6 <u>X</u> 7 _ 8 _  COE only: 9 _ 10 _  Local : Specify
Goal Applies to:	Schools: ALL Applicable Pupil Subgroups: English Learner, Redesignated fluent English proficient		
Expected Annual Measurable Outcomes:	<ul style="list-style-type: none"> <li>Maintain average daily attendance at 95%</li> <li>Increase district-wide participation in clubs, activities and athletics to 33%</li> <li>Increase Center HS graduation rate to 95%</li> <li>Decrease CJUSD chronic absenteeism rates to 30% (32% rate 8/6/14-4/30/15)</li> <li>Maintain 1% or fewer middle school drop-out rates</li> <li>Decrease CJUSD High School drop out to 5%</li> <li>Decrease CJUSD suspension rate to 9%</li> <li>Decrease CJUSD expulsions to 18</li> <li>Maintain that 45% of secondary students feel "very safe" at school (measured by California Healthy Kids Survey and other local measures including surveys of pupils, parents and teachers on the sense of safety and school connectedness)</li> <li>Maintain that 42% of 5th graders feel "very safe" at school (measured by California Healthy Kids Survey and other local measures including surveys of pupils, parents and teachers on the sense of safety and school connectedness)</li> <li>All parents will be solicited to provide input into decision making locally and at the LEA level.</li> <li>Identify agreed upon ways to measure parental participation of parents of unduplicated groups and specials needs students and establish baseline</li> </ul>	Actual Annual Measurable Outcomes:	<p>~District wide daily attendance rates: XX% (2015 P2)</p> <p>Site Attendance Rate: 94.92%</p> <p>Center HS: 94.50%</p> <p>McClellan HS: 81.33%</p> <p>Riles MS: 95.20%</p> <p>Dudley Elem: 95.41%</p> <p>North Country Elem: 95.27%</p> <p>Oak Hill Elem: 95.56%</p> <p>Spinelli Elem: 94.92%</p> <p>~District wide student participation rates in clubs, activities, athletics: XX% (xx/xx) of K-12 students participate in clubs, activities, athletics provided by the school site.</p> <p>Site Participation Rate:</p> <p>Center HS: 62.4%</p> <p>McClellan HS: 11%</p> <p>Riles MS: 40%</p> <p>Dudley Elem: 10.9%</p> <p>North Country Elem:</p> <p>Oak Hill Elem: 18%</p> <p>Spinelli Elem: 32.8%</p> <p>Center HS Graduation Rate: 94.3% (2013-14), increase of 0.4%</p> <p>~Chronic absenteeism rate is 12% (8/6/14 - 4/30/15)</p> <p>~(MS drop out)</p> <p>~ (HS drop out)</p> <p>~(suspension rate, Carol Hunt)</p>

	<p>~ 8 expulsions</p> <p>~According to the 2016 administration of the California Healthy Kids Survey, 33% of 5th graders feel "safe" at school "all the time", 35% of 5th graders feel "safe" at school "most of the time"</p> <p>~According to the 2016 administration of the California Healthy Kids Survey, 15.9% of secondary students feel "very safe" at school and 45.46% feel "safe" at school</p> <p>~All parents solicited through multi means to provide input into decision making through district level and site level through committees and surveys</p> <p>~Identified Homelink as a powerful tool to connect parents to student achievement and an effective measure to establish a baseline. May 2016: 53% of families have active Homelink accounts districtwide.</p>
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## LCAP Year: 2015-16

Planned Actions/Services		Actual Actions/Services	
	Budgeted Expenditures		Estimated Actual Annual Expenditures
Continue to brainstorm with parent groups to discover new ideas that will increase daily attendance and begin to implement recommendations made by parent groups	Resource 0740 4000-4999: Books And Supplies Supplemental and Concentration \$1000	<p>Center HS will implement this committee in the 2016-17 school year.</p> <p>Riles Middle will implement this committee in the 2016-17 school year</p> <p>McClellan HS has included a parent on our Safety Committee and on our Single Plan Committee. This input has helped inform decisions about attendance interventions.</p> <p>Oak Hill has brainstormed with PTA, SSC and ELAC parent groups. Parent recommendations have been cost prohibitive.</p> <p>Spinelli parents have been invited to give input on developing incentives to increase attendance</p>	No cost this year.



		North Country PTO and SSC groups are included in the discussion of increasing daily attendance. PTO has been instrumental in planning events and activities to encourage student attendance.	
Scope of Service LEA <input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)		Scope of Service <input type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	
Investigate solutions to eliminate the after school transportation barrier that prevents some students from participating in after school athletics and activities.	Resource 0740 4000-4999: Books And Supplies Supplemental and Concentration \$1000	Center HS offers transportation for athletic competitions and also transports students as fans to athletic competitions during playoffs which are a long distance from campus.  Unable to get to a solution for after school activity transportation	Transportation 5800: Professional/Consulting Services And Operating Expenditures Supplemental and Concentration \$5,000
Scope of Service LEA <input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)		Scope of Service <input type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	

Establish parent education outreach relating to school topics by eliminating barriers and implementing committee (staff, parents, students) recommendations	Resource 0740 4000-4999: Books And Supplies \$500	<p>Center HS will implement this committee in the 2016-17 school year</p> <p>Riles Middle Riles will coordinate with the Sacramento County Office of Education to offer Love and Logic parent classes</p> <p>Oak Hill Elem hold monthly Parent Information Nights to address current needs at the site</p> <p>Spinelli Elem parents play an integral role in School Site council. ELAC and developing and providing input on the Single School Plan for student achievement.</p> <p>North Country SSC parents serve as the committee to help establish communication to other parents on Leader In Me parent nights and activities. They are also given the opportunity to make suggestions for the Single Plan for Student Achievement and other school wide goals.</p>	No cost this year.
<p>Scope of LEA Service</p> <p><input checked="" type="checkbox"/> All OR:  <input type="checkbox"/> Low Income pupils  <input type="checkbox"/> English Learners  <input type="checkbox"/> Foster Youth  <input type="checkbox"/> Redesignated fluent English proficient  <input type="checkbox"/> Other Subgroups: (Specify)</p>		<p>Scope of Service</p> <p><input type="checkbox"/> All OR:  <input type="checkbox"/> Low Income pupils  <input type="checkbox"/> English Learners  <input type="checkbox"/> Foster Youth  <input type="checkbox"/> Redesignated fluent English proficient  <input type="checkbox"/> Other Subgroups: (Specify)</p>	
Continue to discover and utilize new ways to communicate opportunities that will increase participation in school activities and in supporting	Resource 0740 4000-4999: Books And Supplies Supplemental and Concentration \$1000	Center HS added a new phone application for both Android and iPhone platforms to better communicate and engage parents in all the happenings,	Communication 5000-5999: Services And Other Operating Expenditures Supplemental and Concentration \$1,628

roles		<p>issues and schedules of the school.</p> <p>McClellan HS uses School Messenger phone calls regarding attendance and academic challenges, emails a newsletter to parents on a monthly or bi-monthly basis with information about supporting their children's academic success, and upcoming and recent school events.</p> <p>Riles Middle currently uses: website, weekly video bulletin, online Activity Calendar, auto dialer, district and community publications. Riles will investigate additional social media platforms to communicate with parents and the public.</p> <p>Oak Hill Elem utilizes the school marque, auto dialer, emails and hard copy flyers to communicate opportunities to families. PTA uses social media to communicate opportunities.</p> <p>North Country Elem uses School messenger, School marquee, website which includes monthly newsletter and NoCo Facebook page</p>	
<p>Scope of Service</p> <p><input type="checkbox"/> All</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils</p> <p><input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth</p> <p><input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups: (Specify)</p>		<p>Scope of Service</p> <p><input type="checkbox"/> All</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils</p> <p><input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth</p> <p><input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups: (Specify)</p>	

<p>Increase EL family involvement by conducting early outreach to families of children with TK children, conduct annual needs assessment at DELAC, distribute meeting dates and topics for ELAC and DELAC meetings at beginning of school year</p>	<p>Resource 0740 4000-4999: Books And Supplies Supplemental and Concentration \$500</p>	<p>Advertised TK program in local paper, through flyers and invites to families, translated into Spanish and Russian</p> <p>ELAC and DELAC meeting calendar distributed to EL families in the fall with paper invites and phone call invites to ELAC and DELAC meetings throughout the year</p> <p>Annual Needs Assessment conducted at DELAC meeting on 4/7/16</p>	<p>No cost this year.</p>
<p>Scope of Service</p> <p>_ All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)</p>		<p>Scope of Service</p> <p>_ All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)</p>	
<p>Investigate alternatives to engage more parents</p>	<p>Resource 0740 4000-4999: Books And Supplies Supplemental and Concentration \$500</p>	<p>Center HS added the new phone app and continues to look for innovative ways to better communicate with parents.</p> <p>McClellan HS uses newsletters, email and personal phone calls</p> <p>Increasing parent engagement has been an ongoing discussion at Oak Hill staff meetings and PTA meetings. Students were given incentives if parents attended parent information nights.</p>	<p>Communications - Aeries 4000-4999: Books And Supplies Supplemental and Concentration \$814</p>

		<p>Dudley Elem families are encouraged to participate in monthly PTA sponsored activities and each grade level holds a month Family Night.</p> <p>North Country Elem engage more parents with SSC/PTO- Parent Lighthouse Team for Leader In Me.</p>	
<p>Scope of Service</p> <p>K-6 LEA</p>		<p>Scope of Service</p> <p><input type="checkbox"/> All</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils</p> <p><input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth</p> <p><input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups: (Specify)</p>	
<p><input checked="" type="checkbox"/> All</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils</p> <p><input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth</p> <p><input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups: (Specify)</p>			
<p>What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?</p>	<p>Adjusted California Healthy Kids baseline to measure students who feel "very safe" and "safe" at school. 2014 reported data just included "very safe".</p> <p>Dramatic change in chronic absence rate reported from 2014-15 and 2015-16. Incorrect definition of "chronic" used in 2014-15 reporting. New baseline established using correct LCAP definition of chronic absenteeism.</p> <p>Identified Homelink as a measure of parent involvement in academic achievement, established baseline and action to increase</p>		

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

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

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

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

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

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

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

<table border="1"> <tr> <td></td> <td>%</td> </tr> </table>		%
	%	

## Section 4: Expenditure Summary

Total Expenditures by Funding Source						
Funding Source	2015-16 Annual Update Budgeted	2015-16 Annual Update Actual	2016-17	2017-18	2018-19	2016-17- 2018-19 Total
All Funding Sources	12,347,219.0 0	1,395,087.00	15,845,124.0 0	15,845,124.0 0	15,845,124.0 0	47,535,372.0 0
	11,925,657.0 0	0.00	15,416,778.0 0	15,416,778.0 0	15,416,778.0 0	46,250,334.0 0
Base	0.00	232,585.00	0.00	0.00	0.00	0.00
Federal Funds	0.00	61,464.00	0.00	0.00	0.00	0.00
Special Education	0.00	43,307.00	0.00	0.00	0.00	0.00
Supplemental and Concentration	345,390.00	661,940.00	428,346.00	428,346.00	428,346.00	1,285,038.00
Title I	0.00	254,364.00	0.00	0.00	0.00	0.00
Title II	76,172.00	141,427.00	0.00	0.00	0.00	0.00

Total Expenditures by Object Type						
Object Type	2015-16 Annual Update Budgeted	2015-16 Annual Update Actual	2016-17	2017-18	2018-19	2016-17- 2018-19 Total
All Expenditure Types	12,347,219.0 0	1,395,087.00	15,845,124.0 0	15,845,124.0 0	15,845,124.0 0	47,535,372.0 0
1000-1999: Certificated Personnel Salaries	12,267,047.0 0	909,524.00	15,842,124.0 0	15,842,124.0 0	15,842,124.0 0	47,526,372.0 0
2000-2999: Classified Personnel Salaries	0.00	143,981.00	0.00	0.00	0.00	0.00
3000-3999: Employee Benefits	0.00	242,732.00	0.00	0.00	0.00	0.00
4000-4999: Books And Supplies	4,000.00	1,860.00	3,000.00	3,000.00	3,000.00	9,000.00
5000-5999: Services And Other Operating Expenditures	76,172.00	39,990.00	0.00	0.00	0.00	0.00
5800: Professional/Consulting Services And Operating Expenditures	0.00	57,000.00	0.00	0.00	0.00	0.00

Total Expenditures by Object Type and Funding Source							
Object Type	Funding Source	2015-16 Annual Update Budgeted	2015-16 Annual Update Actual	2016-17	2017-18	2018-19	2016-17- 2018-19 Total
All Expenditure Types	All Funding Sources	12,347,219.00	1,395,087.00	15,845,124.00	15,845,124.00	15,845,124.00	47,535,372.00
1000-1999: Certificated Personnel Salaries		11,925,657.00	0.00	15,416,778.00	15,416,778.00	15,416,778.00	46,250,334.00
1000-1999: Certificated Personnel Salaries	Base	0.00	175,961.00	0.00	0.00	0.00	0.00
1000-1999: Certificated Personnel Salaries	Federal Funds	0.00	14,833.00	0.00	0.00	0.00	0.00

Total Expenditures by Object Type and Funding Source							
Object Type	Funding Source	2015-16 Annual Update Budgeted	2015-16 Annual Update Actual	2016-17	2017-18	2018-19	2016-17- 2018-19 Total
1000-1999: Certificated Personnel Salaries	Supplemental and Concentration	341,390.00	431,836.00	425,346.00	425,346.00	425,346.00	1,276,038.00
1000-1999: Certificated Personnel Salaries	Title I	0.00	215,836.00	0.00	0.00	0.00	0.00
1000-1999: Certificated Personnel Salaries	Title II	0.00	71,058.00	0.00	0.00	0.00	0.00
2000-2999: Classified Personnel Salaries	Base	0.00	258.00	0.00	0.00	0.00	0.00
2000-2999: Classified Personnel Salaries	Federal Funds	0.00	27,194.00	0.00	0.00	0.00	0.00
2000-2999: Classified Personnel Salaries	Special Education	0.00	30,577.00	0.00	0.00	0.00	0.00
2000-2999: Classified Personnel Salaries	Supplemental and Concentration	0.00	85,952.00	0.00	0.00	0.00	0.00
3000-3999: Employee Benefits	Base	0.00	31,366.00	0.00	0.00	0.00	0.00
3000-3999: Employee Benefits	Federal Funds	0.00	13,529.00	0.00	0.00	0.00	0.00
3000-3999: Employee Benefits	Special Education	0.00	12,730.00	0.00	0.00	0.00	0.00
3000-3999: Employee Benefits	Supplemental and Concentration	0.00	136,710.00	0.00	0.00	0.00	0.00
3000-3999: Employee Benefits	Title I	0.00	38,528.00	0.00	0.00	0.00	0.00
3000-3999: Employee Benefits	Title II	0.00	9,869.00	0.00	0.00	0.00	0.00
4000-4999: Books And Supplies	Federal Funds	0.00	1,046.00	0.00	0.00	0.00	0.00
4000-4999: Books And Supplies	Supplemental and Concentration	4,000.00	814.00	3,000.00	3,000.00	3,000.00	9,000.00
5000-5999: Services And Other Operating Expenditures	Federal Funds	0.00	4,862.00	0.00	0.00	0.00	0.00
5000-5999: Services And Other Operating Expenditures	Supplemental and Concentration	0.00	1,628.00	0.00	0.00	0.00	0.00
5000-5999: Services And Other Operating Expenditures	Title II	76,172.00	33,500.00	0.00	0.00	0.00	0.00
5800: Professional/Consulting Services And Operating Expenditures	Base	0.00	25,000.00	0.00	0.00	0.00	0.00



Total Expenditures by Object Type and Funding Source							
Object Type	Funding Source	2015-16 Annual Update Budgeted	2015-16 Annual Update Actual	2016-17	2017-18	2018-19	2016-17- 2018-19 Total
5800: Professional/Consulting Services And Operating Expenditures	Supplemental and Concentration	0.00	5,000.00	0.00	0.00	0.00	0.00
5800: Professional/Consulting Services And Operating Expenditures	Title II	0.00	27,000.00	0.00	0.00	0.00	0.00

**LOCAL CONTROL AND ACCOUNTABILITY PLAN AND ANNUAL UPDATE APPENDIX**

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

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

- (1) The number of pupils with a primary, secondary, or short-term enrollment during the academic year (July 1 – June 30) who are chronically absent where "chronic absentee" means a pupil who is absent 10 percent or more of the schooldays in the school year when the total number of days a pupil is absent is divided by the total number of days the pupil is enrolled and school was actually taught in the total number of days the pupil is enrolled and school was actually taught in the regular day schools of the district, exclusive of Saturdays and Sundays.
- (2) The unduplicated count of pupils with a primary, secondary, or short-term enrollment during the academic year (July 1 – June 30).
- (3) Divide (1) by (2).

(b) "Middle School dropout rate" shall be calculated as set forth in California Code of Regulations, title 5, section 1039.1.

(c) "High school dropout rate" shall be calculated as follows:

- (1) The number of cohort members who dropout by the end of year 4 in the cohort where "cohort" is defined as the number of first-time grade 9 pupils in year 1 (starting cohort) plus pupils who transfer in, minus pupils who transfer out, emigrate, or die during school years 1, 2, 3, and 4.
- (2) The total number of cohort members.
- (3) Divide (1) by (2).

(d) "High school graduation rate" shall be calculated as follows:

- (1) The number of cohort members who earned a regular high school diploma [or earned an adult education high school diploma or passed the California High School Proficiency Exam] by the end of year 4 in the cohort where "cohort" is defined as the number of first-time grade 9 pupils in year 1 (starting cohort) plus pupils who transfer in, minus pupils who transfer out, emigrate, or die during school years 1, 2, 3, and 4.
- (2) The total number of cohort members.
- (3) Divide (1) by (2).

(e) "Suspension rate" shall be calculated as follows:

- (1) The unduplicated count of pupils involved in one or more incidents for which the pupil was suspended during the academic year (July 1 – June 30).
- (2) The unduplicated count of pupils with a primary, secondary, or short-term enrollment during the academic year (July 1 – June 30).
- (3) Divide (1) by (2).

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

- (1) The unduplicated count of pupils involved in one or more incidents for which the pupil was expelled during the academic year (July 1 – June 30).
- (2) The unduplicated count of pupils with a primary, secondary, or short-term enrollment during the academic year (July 1 – June 30).
- (3) Divide (1) by (2).

## CJUSD Glossary of acronyms and commonly used abbreviations

A-G: refers to the high school courses required for entrance to the University of California and the California State University systems

AMAO: Annual Measureable Achievement Objectives

AP: Advanced Placement

API: Academic Performance Index

BTSA: Beginning Teacher Support and Assessment

CAASPP: California Assessment of Student Performance and Progress

CAHSEE: California High School Exit Exam

CARE: Community Action for Responsive Education

CCR: California Code of Regulations

CHS: Center High School

CJUSD: Center Joint Unified School District

CSEA: California School Employee Association

CTE: Career Technical Education

CUTA: Center Unified Teacher's Association

DELAC: District English Learner Advisory Council

Dud: Arthur S. Dudley Elementary School

EL: English Learner

ELA: English/Language Arts

ELAC: English Learner Advisory Committee

ELD: English Language Development

ERMHS: Educationally Related Mental Health Services

GATE: Gifted and Talented Education

GPA: Grade Point Average

IEP: Individual Education Plan

K-12: Kindergarten through 12<sup>th</sup> grade

K-2: Kindergarten through 2<sup>nd</sup> grade

LCAP: Local Control Accountability Plan

LEA: Local Educational Agency

LTEL: Long Term English Learner

MHS: McClellan High School

NoCo: North Country Elementary School

OH: Oak Hill Elementary School

PAWS: 20 minute intervention period at Riles Middle School

R-FEP: Redesignated Fluent English Proficient

SARB: School Attendance Review Board

Spin: Cyril Spinelli Elementary School

TK: Transitional Kindergarten

WCR: Wilson C. Riles Middle School

# *Center Joint Unified School District*

**AGENDA REQUEST FOR:**

<b>Dept./Site:</b> <b>Personnel Department</b>	<b>Action Item</b> <b><u>X</u></b>
<b>Date:</b> <b>May 18, 2016</b>	<b>Information Item</b>
<b>To:</b> <b>Board of Trustees</b>	<b># Attached Pages</b> <b><u>3</u></b>
<b>From:</b> <b>David Grimes</b> <b>Director of Personnel and Student Services</b>	

**Subject:** **Amended Declaration of Need for Fully Qualified Educators 2015/16 SY**

The Department of Education and the Commission on Teacher Credentialing regulations for the issuance of emergency teaching credentials require individual districts to submit a "Declaration of Need for Fully Qualified Educators" each year for any *anticipated* certificated positions that may need to be filled with an individual holding an emergency credential.

In the event a District may wish to employ any teacher(s) needing emergency credentials, school districts are required to file a "Declaration of Need for Fully Qualified Educators" at the beginning of each school year. The "Declaration of Need for Fully Qualified Educators" is to be approved by the Board and will be valid for one school year. Each year, a new "Declaration of Need for Fully Qualified Educators" must be filed at the Commission on Teacher Credentialing.

**Recommendation:** Approve Amended Declaration of Need for Fully Qualified Educators as Submitted.

**XVI-A**



## DECLARATION OF NEED FOR FULLY QUALIFIED EDUCATORS

- ☐ Original Declaration of Need for year: \_\_\_\_\_  
☒ Revised Declaration of Need for year: 2015/2016

### FOR SERVICE IN A SCHOOL DISTRICT

Name of District: Center Joint Unified School District District CDS Code: 73973  
Name of County: Sacramento County CDS Code: 34

By submitting this annual declaration, the district is certifying the following:

- A diligent search, as defined below, to recruit a fully prepared teacher for the assignment(s) was made
- If a suitable fully prepared teacher is not available to the school district, the district will make a reasonable effort to recruit based on the priority stated below

The governing board of the school district specified above adopted a declaration at a regularly scheduled public meeting held on 05 /18 /2016 certifying that there is an insufficient number of certificated persons who meet the district's specified employment criteria for the position(s) listed on the attached form. The attached form was part of the agenda, and the declaration did NOT appear as part of a consent calendar.

► *Enclose a copy of the board agenda item*

With my signature below, I verify that the item was acted upon favorably by the board. The declaration shall remain in force until June 30, 2016.

Submitted by (Superintendent, Board Secretary, or Designee):

<u>David Grimes</u>		<u>Dir. Personnel/Student Serv.</u>
<u>Name</u>	<u>Signature</u>	<u>Title</u>
<u>(916) 338-6415</u>	<u>(916) 338-6404</u>	<u>05/18/2016</u>
<u>Fax Number</u>	<u>Telephone Number</u>	<u>Date</u>
<u>8408 Watt Avenue</u>	<u>Antelope, CA 95843</u>	
<u>davidgrimes@centerusd.org</u>		
<u>Mailing Address</u>		
<u>Email Address</u>		

### FOR SERVICE IN A COUNTY OFFICE OF EDUCATION, STATE AGENCY OR NONPUBLIC SCHOOL OR AGENCY

Name of County \_\_\_\_\_ County CDS Code \_\_\_\_\_  
Name of State Agency \_\_\_\_\_  
Name of NPS/NPA \_\_\_\_\_ County of Location \_\_\_\_\_

The Superintendent of the County Office of Education or the Director of the State Agency or the Director of the NPS/NPA specified above adopted a declaration on \_\_\_\_/\_\_\_\_/\_\_\_\_, at least 72 hours following his or her public announcement that such a declaration would be made, certifying that there is an insufficient number of certificated persons who meet the county's, agency's or school's specified employment criteria for the position(s) listed on the attached form.

The declaration shall remain in force until June 30, \_\_\_\_\_.

► *Enclose a copy of the public announcement*

Submitted by Superintendent, Director, or Designee:

Name	Signature	Title
Fax Number	Telephone Number	Date
Mailing Address		
E-Mail Address		

► This declaration must be on file with the Commission on Teacher Credentialing before any emergency permits will be issued for service with the employing agency

### AREAS OF ANTICIPATED NEED FOR FULLY QUALIFIED EDUCATORS

Based on the previous year's actual needs and projections of enrollment, please indicate the number of emergency permits the employing agency estimates it will need in each of the identified areas during the valid period of this Declaration of Need for Fully Qualified Educators. This declaration shall be valid only for the type(s) and subjects(s) identified below.

This declaration must be revised by the employing agency when the total number of emergency permits applied for exceeds the estimate by ten percent. Board approval is required for a revision.

Type of Emergency Permit	Estimated Number Needed
<input checked="" type="checkbox"/> CLAD/English Learner Authorization (applicant already holds teaching credential)	3
<input type="checkbox"/> Bilingual Authorization (applicant already holds teaching credential)	0
List target language(s) for bilingual authorization:	
<input checked="" type="checkbox"/> Resource Specialist	3
<input type="checkbox"/> Teacher Librarian Services	0
<input type="checkbox"/> Visiting Faculty Permit	0

### LIMITED ASSIGNMENT PERMITS

Limited Assignment Permits may only be issued to applicants holding a valid California teaching credential based on a baccalaureate degree and a professional preparation program including student teaching.

Based on the previous year's actual needs and projections of enrollment, please indicate the number of Limited Assignment Permits the employing agency estimates it will need in the following areas:

TYPE OF LIMITED ASSIGNMENT PERMIT	ESTIMATED NUMBER NEEDED
Multiple Subject	
Single Subject	4
Special Education	3
TOTAL	

### EFFORTS TO RECRUIT CERTIFIED PERSONNEL

The employing agency declares that it has implemented in policy and practices a process for conducting a diligent search that includes, but is not limited to, distributing job announcements, contacting college and university placement centers, advertising in local newspapers, exploring incentives included in the Teaching as a Priority Block Grant (refer to [www.cde.ca.gov](http://www.cde.ca.gov) for details), participating in state and regional recruitment centers and participating in job fairs in California.

If a suitable fully prepared teacher is not available to the school district, the district made reasonable efforts to recruit an individual for the assignment, in the following order:

- A candidate who qualifies and agrees to participate in an approved intern program in the region of the school district
- An individual who is scheduled to complete initial preparation requirements within six months

### EFFORTS TO CERTIFY, ASSIGN, AND DEVELOP FULLY QUALIFIED PERSONNEL

Has your agency established a District Intern program? ☐ Yes ☒ No

If no, explain. We use Fortune School of Education

Does your agency participate in a Commission-approved college or university intern program? ☒ Yes ☐ No

If yes, how many interns do you expect to have this year? 0

If yes, list each college or university with which you participate in an intern program.

California State University Sacramento

Chapman University

National University

If no, explain why you do not participate in an intern program.



# *Center Joint Unified School District*

**AGENDA REQUEST FOR:**

**Dept./Site:**     **Personnel Department**

**Action Item**             **X**

**Date:**             **May 18, 2016**

**Information Item**

**To:**                **Board of Trustees**

**# Attached Pages**     **3**

**From:**            **David Grimes  
Director of Personnel and Student Services**

**Subject:**   **Declaration of Need for Fully Qualified Educators 2016/17 SY**

The Department of Education and the Commission on Teacher Credentialing regulations for the issuance of emergency teaching credentials require individual districts to submit a "Declaration of Need for Fully Qualified Educators" each year for any *anticipated* certificated positions that may need to be filled with an individual holding an emergency credential.

In the event a District may wish to employ any teacher(s) needing emergency credentials, school districts are required to file a "Declaration of Need for Fully Qualified Educators" at the beginning of each school year. The "Declaration of Need for Fully Qualified Educators" is to be approved by the Board and will be valid for one school year. Each year, a new "Declaration of Need for Fully Qualified Educators" must be filed at the Commission on Teacher Credentialing.

**Recommendation:** Approve Declaration of Need for Fully Qualified Educators as Submitted.



## DECLARATION OF NEED FOR FULLY QUALIFIED EDUCATORS

- ☒ Original Declaration of Need for year: 2016/2017  
☐ Revised Declaration of Need for year: \_\_\_\_\_

### FOR SERVICE IN A SCHOOL DISTRICT

Name of District: Center Joint Unified School District District CDS Code: 73973  
Name of County: Sacramento County CDS Code: 34

By submitting this annual declaration, the district is certifying the following:

- A diligent search, as defined below, to recruit a fully prepared teacher for the assignment(s) was made
- If a suitable fully prepared teacher is not available to the school district, the district will make a reasonable effort to recruit based on the priority stated below

The governing board of the school district specified above adopted a declaration at a regularly scheduled public meeting held on 05 / 18 / 2016 certifying that there is an insufficient number of certificated persons who meet the district's specified employment criteria for the position(s) listed on the attached form. The attached form was part of the agenda, and the declaration did NOT appear as part of a consent calendar.

► *Enclose a copy of the board agenda item*

With my signature below, I verify that the item was acted upon favorably by the board. The declaration shall remain in force until June 30, 2017.

Submitted by (Superintendent, Board Secretary, or Designee):

David Grimes

*Name*

*Signature*

Dir. Personnel/Student Serv.  
*Title*

(916) 338-6415

(916) 338-6404

05/18/2016

*Fax Number*

*Telephone Number*

*Date*

8408 Watt Avenue Antelope, CA 95843

*Mailing Address*

davidgrimes@centerusd.org

*E-Mail Address*

### FOR SERVICE IN A COUNTY OFFICE OF EDUCATION, STATE AGENCY OR NONPUBLIC SCHOOL OR AGENCY

Name of County \_\_\_\_\_ County CDS Code \_\_\_\_\_

Name of State Agency \_\_\_\_\_

Name of NPS/NPA \_\_\_\_\_ County of Location \_\_\_\_\_

The Superintendent of the County Office of Education or the Director of the State Agency or the Director of the NPS/NPA specified above adopted a declaration on \_\_\_\_ / \_\_\_\_ / \_\_\_\_, at least 72 hours following his or her public announcement that such a declaration would be made, certifying that there is an insufficient number of certificated persons who meet the county's, agency's or school's specified employment criteria for the position(s) listed on the attached form.

The declaration shall remain in force until June 30, \_\_\_\_\_.

► *Enclose a copy of the public announcement*

Submitted by Superintendent, Director, or Designee:

Name	Signature	Title
Fax Number	Telephone Number	Date
Mailing Address		
E-Mail Address		

► This declaration must be on file with the Commission on Teacher Credentialing before any emergency permits will be issued for service with the employing agency

### AREAS OF ANTICIPATED NEED FOR FULLY QUALIFIED EDUCATORS

Based on the previous year's actual needs and projections of enrollment, please indicate the number of emergency permits the employing agency estimates it will need in each of the identified areas during the valid period of this Declaration of Need for Fully Qualified Educators. This declaration shall be valid only for the type(s) and subjects(s) identified below.

This declaration must be revised by the employing agency when the total number of emergency permits applied for exceeds the estimate by ten percent. Board approval is required for a revision.

Type of Emergency Permit	Estimated Number Needed
<input checked="" type="checkbox"/> CLAD/English Learner Authorization (applicant already holds teaching credential)	3
<input type="checkbox"/> Bilingual Authorization (applicant already holds teaching credential)	
List target language(s) for bilingual authorization:	
<input checked="" type="checkbox"/> Resource Specialist	3
<input type="checkbox"/> Teacher Librarian Services	
<input type="checkbox"/> Visiting Faculty Permit	

### LIMITED ASSIGNMENT PERMITS

Limited Assignment Permits may only be issued to applicants holding a valid California teaching credential based on a baccalaureate degree and a professional preparation program including student teaching.

Based on the previous year's actual needs and projections of enrollment, please indicate the number of Limited Assignment Permits the employing agency estimates it will need in the following areas:

TYPE OF LIMITED ASSIGNMENT PERMIT	ESTIMATED NUMBER NEEDED
Multiple Subject	
Single Subject	3
Special Education	3
TOTAL	

### **EFFORTS TO RECRUIT CERTIFIED PERSONNEL**

The employing agency declares that it has implemented in policy and practices a process for conducting a diligent search that includes, but is not limited to, distributing job announcements, contacting college and university placement centers, advertising in local newspapers, exploring incentives included in the Teaching as a Priority Block Grant (refer to [www.cde.ca.gov](http://www.cde.ca.gov) for details), participating in state and regional recruitment centers and participating in job fairs in California.

If a suitable fully prepared teacher is not available to the school district, the district made reasonable efforts to recruit an individual for the assignment, in the following order:

- A candidate who qualifies and agrees to participate in an approved intern program in the region of the school district
- An individual who is scheduled to complete initial preparation requirements within six months

### **EFFORTS TO CERTIFY, ASSIGN, AND DEVELOP FULLY QUALIFIED PERSONNEL**

Has your agency established a District Intern program? ☐ Yes ☒ No

If no, explain. We use Fortune School of Education

Does your agency participate in a Commission-approved college or university intern program? ☒ Yes ☐ No

If yes, how many interns do you expect to have this year? 3

If yes, list each college or university with which you participate in an intern program.

California State University Sacramento

Chapman University

National University

If no, explain why you do not participate in an intern program.

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# Center Unified School District

## AGENDA REQUEST FOR:

Dept./Site: Instructional Services

Date: May 6, 2016

To: Board of Trustees

From: Rebecca Lawson  
Coordinator or Curriculum  
Initials: \_\_\_\_\_

Action Item X

Information Item

1 Attached Page

## **SUBJECT: Instructional Materials Adoption Kindergarten-6th Grade English Language Arts/English Language Development Textbooks**

In November 2015, CJUSD formed a committee to begin the process of selecting English Language Arts/English Language Development textbooks for adoption. The committee, with representation from all sites, reached agreement in recommending the textbooks from Wonders published by McGraw Hill. The committee further recommended that Wonders be our Kindergarten-6<sup>th</sup> grade adopted English Language Arts/English Language Development curriculum. With the adoption of these materials, we will have completed our adoption cycle for English Language Development materials.

To ensure compliance with Williams Legislation, we have outlined which specific materials we will be adopting. We will be receiving "gratis" materials, but they are not listed on the adopted materials list. The attached page also outlines the criteria the committee used to select this publisher.

Our Kindergarten through 6<sup>th</sup> grade materials were selected from the State approved textbook list.

**RECOMMENDATION:** CJUSD Board of Trustees to approve the adoption of Wonders-McGraw Hill curriculum for our Kindergarten through 6<sup>th</sup> grade classrooms.

## *CJUSD Adoption Process*

### **K-12 Kick Off meeting held November 12, 2015**

- Goals and timeline of the District ELA/ELD Adoption discussed
- District Guiding Principles and Beliefs were shared to the K-12 committee

### **Invited Publishers presentations held on January 19, 21 & 22, 2016**

- McGraw Hill-Wonders
- Houghton Mifflin-Harcourt-Journeys
- National Geographic Learning/Cengage Learning-Reach for Reading

### **Grades K-6 Classroom Piloting of 2 presented publisher February-April, 2016 (McGraw Hill-Wonders & Houghton Mifflin-Harcourt-Journeys)**

### **Discussion, analysis, and determination of curriculum recommendation on May 5, 2016**

- Each Committee member shared the pros and cons of their piloting curriculum
- An official vote was taken
- The recommendation from the vote grades K-6: Wonders-McGraw Hill
- Planning of future dates for agenda items including: collaborative topics, professional development needs and ideas

## *Center Joint Unified School District*

**AGENDA REQUEST FOR:**

**Dept./Site:** Instructional Services

**Date:** May 5, 2016

**Action Item**   X  

**To:** Board of Trustees

**Information Item**

**From:** Rebecca Lawson  
Coordinator or Curriculum  
Initials: \_\_\_\_\_

**1 Attached Page**

**SUBJECT: Instructional Materials Adoption Grades 7 & 8 English Language Arts/English Language Development Textbooks**

In November 2015, CJUSD formed a committee to begin the process of selecting English Language Arts textbooks for adoption. The committee, with representation from the entire English Department, reached agreement in recommending the textbooks from Study Sync published by McGraw Hill. The committee further recommended that Study Sync be our 7<sup>th</sup> & 8<sup>th</sup> grade adopted English Language Arts/English Language Development curriculum. With the adoption of these materials, we will have completed our adoption cycle for English Language Arts/English Language Development materials.

To ensure compliance with Williams Legislation, we have outlined which specific materials we will be adopting. We will be receiving “gratis” materials, but they are not listed on the adopted materials list. The attached page also outlines the criteria the committee used to select this publisher.

Our 7<sup>th</sup> & 8<sup>th</sup> grade materials were selected from the State approved textbook list.

**RECOMMENDATION:** CJUSD Board of Trustees to approve the adoption of English Language Arts/English Language Development McGraw Hill curriculum for our 7<sup>th</sup> & 8<sup>th</sup> grade classrooms.

## *CJUSD Adoption Process*

### **K-12 Kick Off meeting held November 12, 2015**

- Goals and timeline of the District ELA/ELD Adoption discussed
- District Guiding Principles and Beliefs were shared to the K-12 committee

### **Invited Publishers presentations held on January 28, 2016**

- McGraw Hill-Study Sync
- Houghton Mifflin-Harcourt-CA Collections

### **Grades 7-8 Classroom Piloting of 1 presented publisher February-April, 2016**

### **Discussion, analysis, and determination of curriculum recommendation on April 25, 2016**

- Each Committee member shared the pros and cons of their piloting curriculum
- An official vote was taken
- The recommendation from the vote grades 7 & 8: Study Sync-McGraw Hill
- Planning of future dates for agenda items including: collaborative topics, professional development needs and ideas