

# **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, March 15, 2017 - 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.554957)
  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 - Millennium Chaovong
  2. McClellan High School - Tristan Wallenmeyer
  3. Global Youth Charter School -

**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 - Venessa Mason, President	
	2. CSEA - Marie Huggins, President	
	<b>XI. REPORTS/PRESENTATIONS</b> (8 minutes each)	Info
Curr & Instr	1. <b>Safe Schools Ambassadors</b> – Chris Borasi and Alyson Collier	
	<b>XII. COMMITTEE UPDATES</b> (8 minutes each)	Info
Facilities & Op.	1. <b>Facilities Committee Update</b> - Craig Deason	
	<b>XIII. COMMENTS FROM THE AUDIENCE REGARDING ITEMS NOT ON THE AGENDA</b>	Public Comments Invited
	<i>Anyone may address the Board regarding any item that is within the Board's subject matter jurisdiction. However, the Board <u>may not</u> discuss or take action on any item which is not on this agenda except as authorized by Government Code Section 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>	
	<b>XIV. BOARD / SUPERINTENDENT REPORTS</b> (10 minutes)	Info
	<b>XV. CONSENT AGENDA</b> (5 minutes)	Action
	<i>NOTE: The Board will be asked to approve all of the following items by a single vote, unless any member of the Board asks that an item be removed from the consent agenda and considered and discussed separately.</i>	
Governance ↓	1. Approve Adoption of Minutes from February 15, 2017 Regular Meeting	
	2. Approve Resolution #13/2016-17: Resolution on Board Compensation for Missed Meeting	
Personnel ↓	3. Approve Classified Personnel Transactions	
↓	4. Approve Certificated Personnel Transactions	
↓	5. Approve 2016/2017 Salary Schedules: CUTA, Program Specialist, MAA Coordinator, Title I Academic Coordinator, Psychologists/Counselors	
↓	6. Approve CUTA/CJUSD Employee Salary & Benefit Compensation 2016/17 and AB 1200 Public Disclosure	
↓	7. Approve Memorandum of Understanding Between CJUSD and CUTA: - Placement on the Salary Schedule of New and Returning Employees - Hard To Fill Positions - Governor's May Revise Outcome	
↓	8. Approve CUTA Tentative Agreement, New Contract Language: Article XXI - Salary	
↓	9. Approve CUTA Tentative Agreement – Retirement Benefits	
Special Ed	10. Ratify 2016/2017 Master Contract: Odyssey Learning Center	
↓	11. Ratify 2016/2017 Individual Services Agreements:	
	2016/17-193 CCHAT	
	2016/17-198 Northern CA Prep School	
	2016/17-199 Placer Learning Center	
	2016/17-206-207 Placer Learning Center	
	2016/17-208 Point Quest Education	
	2016/17-209 Placer Learning Center	
	2016/17-210 Odyssey Learning Center	
Curr & Instr	12. Approve Memorandum of Understanding between Sacramento County of Office of Education and McClellan High School – Agreement EMS #1042	
↓	13. Approve Field Trip: CHS Girls Varsity Basketball Team to 2017 Selma Shootout Winter Tournament, Selma CA	
↓	14. Approve Single Plan for Student Achievement - McClellan	
↓	15. Approve 2017/2018 AVID Agreement	
↓	16. Approve 2016-17 Consolidated Application	

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Facilities & Op.  
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Business  
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17. Approve Professional Service Agreement: Samuel McAllister
  18. Approve Professional Service Agreement: Katrina Emerson
  19. Approve 2016/17 Safe School and Emergency Preparedness Plan - McClellan
  20. Approve 2016/17 Safe School and Emergency Preparedness Plan - Riles
  21. Approve 2016/17 Safe School and Emergency Preparedness Plan – Oak Hill
  22. Approve 2016/17 Safe School and Emergency Preparedness Plan - Global
  23. Approve 2016/17 Safe School and Emergency Preparedness Plan - CHS
  24. Approve Professional Service Agreement: Hugh R. Davison
  25. Approve Center Joint Unified School District Architect Pool
  26. Approve Payroll Orders: July 2016 - February 2017
  27. Approve Supplemental Agenda (Vendor Warrants): February 2017

## **XVI. BUSINESS ITEMS**

- Governance
- A. **Election of School and Community College District Representative for the Sacramento County Treasury Oversight Committee** Action  
Mr. Gerardo Castillo of the Sacramento City Unified School District has represented the school and community college districts in this position from 2011 to 2017. Because his term expires on June 30, 2017, a new election must be held. Nominations need to be received by April 14, 2017.
- ↓
- B. **Bond Oversight** Discussion  
To support the work of our District's Bond Oversight Committee, district staff is seeking input and direction from the Board on sending committee members to training.
- Business
- C. **Auditor Selection for Fiscal Years 2016/17, 2017/18, and 2018/19** Action  
The district would like approval on a three (3) year contract for external auditors. Request for Proposals were sent to several auditing firms on the approved California State Controller's Office list. Crowe Horwath, LLP is being recommended for approval because of the team who will be assigned, their audit technology tools, additional services provided at no charge, accessibility.
- ↓
- D. **Second Interim Report for Fiscal Year 2016/17** Action  
This report is based on all known budget guidelines set forth by the Fiscal Crisis & Management Assistance Team, School Services of California and the adopted State budget. The expenditure and revenue activity covers the period of July 1, 2016 through January 31, 2017.

## **XVII. ADVANCE PLANNING**

Info

- a. *Future Meeting Dates:*
- i. *Regular Meeting: Wednesday, April 19, 2017 @ 6:00 p.m. - District Board Room - Room 503, located at Riles Middle School, 4747 PFE Road, Roseville, CA 95747*
- b. *Suggested Agenda Items:*

## **XVIII. CONTINUATION OF CLOSED SESSION (Item IV)**

Action

## **XIX. ADJOURNMENT**

Action

### **CJUSD Mission:**

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

# *Center Joint Unified School District*

<b>Dept./Site:</b> Superintendent's Office		<b>AGENDA REQUEST FOR:</b>
<b>To:</b>	Board of Trustees	Action Item _____
<b>Date:</b>	March 15, 2017	Information Item <u>  X  </u>
<b>From:</b>	Scott A. Loehr, Superintendent	# Attached Pages _____
<b>Principal/Administrator Initials:</b> _____		

**SUBJECT:** Safe Schools Ambassadors

Wilson C. Riles Middle School will share a video production that provides an overview of the Safe Schools Ambassadors program, This program is also occurring at Center High School, Oak Hill, and Spinelli.

**RECOMMENDATION:** information only



## *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> March 15, 2017	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:

February 15, 2017 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, February 15, 2017

### MINUTES

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

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

Trustees Absent: Mrs. Anderson

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

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

1. Public Employee Discipline/Dismissal/Release (G.C. §54957) - Principal
2. Conference with Labor Negotiators, (Scott Loehr & David Grimes), Re: CSEA, CUTA, Certificated Management, Classified Management, and Confidential (G.C. §54957.6)
3. Student Expulsions/Readmissions (G.C. §54962)

**PUBLIC COMMENTS REGARDING ITEMS TO BE DISCUSSED IN CLOSED SESSION** - None

**CLOSED SESSION** - 5:30 p.m.

**OPEN SESSION - CALL TO ORDER** – 5:58 p.m.

**FLAG SALUTE** - led by Carol Hunt

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

3. Student Expulsions/Readmissions (G.C. §54962)  
Student Expulsion 16-17.06 – Recommendation approved.

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

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

**ADOPTION OF AGENDA** - There was a motion to approve the adoption of the agenda as amended: Move Consent Agenda Items and Business Items A, B & C before Student Board Representatives Reports.

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

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

**CONSENT AGENDA**

1. Approved Adoption of Minutes from January 11, 2017 Special Meeting
2. Approved Adoption of Minutes from January 18, 2017 Regular Meeting
3. Approved Classified Personnel Transactions
4. Approved Certificated Personnel Transactions
5. Ratified 2016/2017 Individual Services Agreement:  
2016/17-202-204 CTEC  
2016/17-205 Bright Futures
6. Ratified 2015/16 School Accountability Report Cards
7. Approved Single Plan for Student Achievement - Global
8. Approved Addendum to Sacramento County Office of Education MOU #16-DA-CJ
9. Approved Field Trip: 4th Grade Sierra Outdoor School - North Country
10. Approved Field Trip: 5th Grade Alliance Redwoods - North Country
11. Approved 2016/17 Safe School and Emergency Preparedness Plan - North Country
12. Approved 2016/17 Safe School and Emergency Preparedness Plan - Spinelli
13. Approved Bond Oversight Committee
14. Approved Bond Oversight Committee Officers
15. Approved Bond Oversight Committee Bylaw Updates
16. Approved Eighth Amendment to the SMUD Agreement for the Purchase and Sale of Real Property and Escrow Instructions
17. Approved Payroll Orders: July - January 2017
18. Approved Supplemental Agenda (Vendor Warrants): January 2017

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

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

**BUSINESS ITEMS**

**A. TABLED - 2017 CSBA Delegate Assembly Election, Subregion 6-B**

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

**B. APPROVED - Minor Revision to BP 1312.3 Uniform Complaint Procedures**

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

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

**BUSINESS ITEMS (continued)**

**C. APROVED - Resolution #12/2016-17: Release of Administrator (Ed. Code 44951)**

Trustee Kelley noted that this is procedural and notices have to be submitted by March 15.

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

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

Trustee Wilson left the meeting at 6:02 pm.

**STUDENT BOARD REPRESENTATIVE REPORTS**

1. Center High School - Millennium Chaovong
  - 2 weeks ago was Winter Homecoming Rally; the Juniors took the Spirit Stick.
  - this Friday is the Winter Homecoming Dance, called Bogus Ball.
  - Friday there will be a DUI Court held on campus; someone will have their case held in front of students.
  - March 7<sup>th</sup> will be the 8<sup>th</sup> grade visit, where the 8<sup>th</sup> graders from Riles MS come to the Theater to learn about classes, programs, and clubs that CHS is offering.
  - they are currently deciding on a week to hold Acts of Random Kindness Week.
2. McClellan High School - Tristan Wallenmeyer – was not available to report
3. Global Youth Charter School – was not available to report

**ORGANIZATION REPORTS**

1. CUTA - Venessa Mason, President, thanked Lisa and Scott, who presented a Budget Analysis at the Rep Council meeting this afternoon. Venessa then reported on things going on in the district. She noted that at Riles, the 8<sup>th</sup> graders went to Sac State for their Ballroom Blitz, they will have conferences on Wednesday and Thursday of next week, and on March 7<sup>th</sup> the 8<sup>th</sup> graders will be going to Center High School. CHS will also be having an Elective Fair that day. CHS will be holding a DUI Court, as well as creating a school-wide grading standard according to policy. At Dudley there are half a dozen interns. The interns attended a Job Fair, but Center was not at the Job Fair and they were hoping to apply at Center. Venessa asked if we are planning on going to Job Fairs this year. It was noted that this would be "as needed". The Dudley PTA has put on a Father-Daughter Dance and in 2 weeks from now, will hold a Mother-Son Dance. They hosted the District Geography Bee, Dirk Verdoorn is coming to the 2<sup>nd</sup> grade classes to do weather on March 1<sup>st</sup>, there will be Talent Show auditions next week, and they will be collecting Pennies for Patients. McClellan High School has implemented an Intervention Program and it has been very successful. The grades are up after implementation, attendance is up, and it's nice to have consistent grading standards. North Country had visitors from the bay area who are considering the Leader In Me program and the Title I students will be going on a field trip. Also at North Country, United Way has been in the classrooms, teaching lessons, and they will also be putting in park benches in their quad area. They too have PE Interns, and their site PTO raised \$2,000 from the Spaghetti Dinner fundraiser. Oak Hill will have a Spirit Week next week to kick off the nation-wide "Read Across America" with a different theme each day, will have a Kick Ball tournament hosted by the PTA, and Author Day will be March 22<sup>nd</sup>. Spinelli is hosting their English/Language Arts Night on the 23<sup>rd</sup>, and their 6<sup>th</sup> grade will be going to Sly Park. Spinelli will also host a St. Baldrick's event on March 27<sup>th</sup>; it was asked if the Board will be shaving their heads this year.
2. CSEA - Marie Huggins, President, noted that she had nothing to report.

## **REPORTS/PRESENTATIONS**

1. **CJUSD Budget Update** - Lisa Coronado, Director of Fiscal Services, reminded everyone that items in her report are a snapshot as of January 24, 2017. She covered the funding sources, Total Unrestricted Revenue, LCFF Total Entitlement, One-Time Funds (Mandate Claims), the Gap in funding and targeted funding, Unrestricted Expenditures and Contributions to Other Resources, 2016-17 Expenditure Budget, CalSTRS and Cal PERS Contribution Rates, Minimum Wage, ADA Trend, Revenue vs. Expenditures/Contributions, and Undesignated Ending Fund Balance.

## **COMMITTEE UPDATES**

1. **Facilities Committee Update** - Craig Deason, Assistant Superintendent of Operations and Facilities, noted that our first energy expenditure plan for the district is complete, and our second plan is in to the CEC. We will have used all of the Prop 39 money by the end of the summer. We have 4 quick start projects that we anticipate on bringing from the Facilities Committee to the Board. This is from the Bond funds that we saved by refinancing. We are going to do a project at Wilson Riles to make it look more like Wilson Riles, some curb appeal at Spinelli, improvements to the student entrance at Center High, and security improvements at Oak Hill. Those sites were chosen because of the new growth of homes in the area, and those students will be attending these schools. The committee is back together; they have met one time so far. They have an architect RFQ out right now so that there will be a pool of architects to choose from. They will paper screen next week and will interview the following week. They will recommend the pool of architects at the next board meeting. They also plan on recommending what they plan on doing on the quick start projects for this summer. Then they will begin prioritizing our eligibility for modernization into which projects we should tackle first with the Bond funds that we may have available, and which we may have to use future Bond funds on. Trustee Kelley asked what the quick start would be at Riles. Mr. Deason noted that it would be a beautification project. Trustee Pope asked if a presentation could be done at a later date. Mr. Deason noted that at the next board meeting, or 2, there would be items coming forward for approval.

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

## **BOARD/SUPERINTENDENT REPORTS**

### **Mrs. Kelley**

- attended the Bi-Annual Sacramento County School Board Dinner. We had the great privilege of hearing Darrel Steinberg speak.

**Mr. Wilson** – was not available to report.

**Mrs. Anderson** - was not available to report.

**Mr. Hunt** – had nothing to report

### **Mrs. Pope**

- attended the PBIS training; thanked Mr. Loehr for arranging that.
- attended Center High School's MCA luncheon with a group from Lighthouse Academy. She announced that MCA is now a 2017 Extinguished Academy.
- noted that there was a Facebook post of some of the students introducing the Film Festival that was hosted at CHS.
- thanked Mrs. Frisch for hosting the 2<sup>nd</sup> Annual Community Open House; it was a student lead tour.
- noted that 38% of the Riles Student Body attended the Honor Roll Breakfast.
- attended the SCOE Board Dinner.
- sat in with Mr. Deason and Mr. Loehr in the Facilities Committee Meeting.
- joined Mr. Loehr, Mr. Deason, and Mrs. Schneider for a tour of Spinelli.

**BOARD/SUPERINTENDENT REPORTS (continued)**

- noted that when CHS, Global, and Oak Hill (temporarily) were on lockdown, procedures went smoothly. Thanked Mr. Deason and his safety team for getting all of this together.
- gave a shout out to Mrs. Hunt on her recent birthday.

**Mr. Loehr**

- mentioned that the new accountability model that is replacing the API, which had been referred to as a rubric, is now being called a Dashboard. The pre-release has come out; we have about a month before it becomes public.
- thanked Mr. McInnes for volunteering to create a visual brochure for the district.
- wished everyone a happy February.

**ADVANCE PLANNING**

- a. *Future Meeting Dates:*
  - i. *Regular Meeting: Wednesday, March 15, 2017 @ 6:00 p.m. - District Board Room - Room 503, located at Riles Middle School, 4747 PFE Road, Roseville, CA 95747*
- b. *Suggested Agenda Items: in the future, Trustee Kelley would like to see a counseling report (possibly what was accomplished, summary report, how many students are served, percentages of people who got their a-g or are on track to get their a-g, etc. – whatever they feel is relevant). Trustee Kelley asked that once it is available, there be a demo of the Accountability Dashboard.*

**ADJOURNMENT – 6:34 p.m.**

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

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

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: March 15, 2017

From: Scott A. Loehr, Superintendent

Principal/Administrator Initials: \_\_\_\_\_

**AGENDA REQUEST FOR:**

Action Item X

Information Item \_\_\_\_\_

# Attached Pages 1

**SUBJECT: Resolution #13/2016-17: Resolution On Board Compensation For Missed Meeting**

This resolution is to authorize payment to Trustee Anderson for the missed meeting on February 15, 2017.

**RECOMMENDATION: CJUSD Board of Trustees approve Resolution #13/2016-17: Resolution On Board Compensation For Missed Meeting.**

**CONSENT AGENDA**

**CENTER JOINT UNIFIED SCHOOL DISTRICT**

**RESOLUTION # 13/2016-17  
RESOLUTION ON BOARD COMPENSATION FOR MISSED MEETINGS**

WHEREAS, the Governing Board of the Center Joint Unified School District appreciates the services provided by members of the Board and provides compensation for meeting attendance in accordance with Education Code 35120 and Board Bylaw 9250; and

WHEREAS, Education Code 35120 provides that the monthly compensation provided to Board members shall be commensurate with the percentage of meetings attended during the month unless otherwise authorized by Board resolution; and

WHEREAS, Education Code 35120 specifies limited circumstances under which the Board is authorized to compensate a Board member for meetings he/she missed; and

WHEREAS, the Board finds that Trustee Nancy Anderson did not attend the Board meeting on Wednesday, February 15, 2017 for the following reason:

- ☐ Performance of other designated duties for the district during the time of the meeting
- ☒ Illness or jury duty
- ☐ Hardship deemed acceptable by the Board

NOW THEREFORE BE IT RESOLVED that the Board of the Center Joint Unified School District approves full compensation of the Board member for the month of February 2017.

PASSED AND ADOPTED THIS 15th day of March, 2017 at a regular meeting, by the following vote:

AYES:

NOES:

ABSENT:

ABSTAIN:

Attest:

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Scott A. Loehr, Superintendent  
Center Joint Unified School District

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Delrae Pope, President  
Board of Trustees



# Center Joint Unified School District

## AGENDA REQUEST FOR:

Dept./Site: Personnel Department

Action Item X

Date: March 15, 2017

Information Item -

To: Board of Trustees

# Attached Pages 1

From:  David Grimes, Director of Personnel and Student Services

Subject: Classified Personnel Transactions

### New Hire

Derrell Bryant, Instructional Specialist PH/Autism  
Norris Drummond, Custodian  
Tatyana Dorofeyev, Bilingual Assistant  
Lyubov Katkanova, Child Aide

### Resignation

Lyubov Katkanova, Bilingual Assistant  
Bonnie Corralejo, Bus Driver  
Joanne Walden, Custodian  
Seema Pal, Food Service Worker  
Timothy Belding, Behavior Specialist  
Keli Van Putten, Integrated Services Technician

Recommendation: Approve Classified Personnel Transactions as Submitted

CONSENT AGENDA

XV-3

Derrell Bryant has been hired as an Instructional Specialist PH/Autism at Spinelli Elementary School effective February 9, 2017.

Norris Drummond has been hired as a Custodian at North Country Elementary School effective February 15, 2017.

Tatyana Dorofeyev has been hired as a Bilingual Assistant at Oak Hill Elementary School effective February 21, 2017.

Lyubov Katkanova has been hired as a Child Aide at Spinelli Elementary School effective February 21, 2017.

Lyubov Katkanova has resigned from her position as Bilingual Assistant at Oak Hill Elementary School effective February 20, 2017.

Bonnie Corralejo has resigned from her position as a Bus Driver effective February 22, 2017.


Joanne Walden has resigned from her position as a Custodian at Global Youth Charter School effective February 24, 2017.

Seema Pal has resigned from her position as a Food Service Worker at Dudley Elementary School effective February 28, 2017.

Timothy Belding has resigned from his position as a Behavior Specialist effective February 28, 2017.

Keli Van Putten has resigned from her position as an Integrated Services Technician at the Family Resource Center effective March 3, 2017.

# *Center Joint Unified School District*

AGENDA REQUEST FOR:	
Dept./Site: <b>Personnel Department</b>	Action Item <b><u>X</u></b>
Date: <b>March 15, 2017</b>	Information Item <b><u>-</u></b>
To: <b>Board of Trustees</b>	# Attached Pages <b><u>1</u></b>
From:  <b>David Grimes, Director of Personnel and Student Services</b>	

**Subject: Certificated Personnel Transactions**

**New Hires**

Carla Hulfish, Curriculum and Instruction  
 Keli Van Putten, McClellan High School  
 Adam Zeissler, Center High School

**Release of Temporary Employees**

Kevin Ash, Center High School  
 Todd Silverman, Dudley Elementary School

**Retirements**

Lura Anderson, North Country Elementary School  
 Cynthia Hahn, Oak Hill Elementary School  
 David Myers, Wilson Riles Middle School

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

**CONSENT AGENDA**

### **New Hires**

Carla Hulfish has been hired as a Speech Therapist, Curriculum and Instruction, effective March 6, 2017.

Keli Van Putten has been hired as a part time Adult Education Counselor, McClellan High School, effective March 6, 2017.

Adam Zeissler has been hired as a Special Education Teacher, Center High School, effective February 1, 2017.

### **Release of Temporary Employees**

Kevin Ash will be released from his position as Social Science Teacher, Center High School, effective end of day on May 26, 2017.

Todd Silverman will be released from his position as Counselor, Dudley Elementary School, effective end of day on May 26, 2017.

### **Retirements**

Lura Anderson has submitted her intent to retire from her position as Second Grade Teacher, North Country Elementary School, effective end of day on May 26, 2017.

Cynthia Hahn has submitted her intent to retire from her position as Kindergarten Teacher, Oak Hill Elementary School, effective end of day on May 26, 2017.

David Myers has submitted his intent to retire from his position as Music Teacher, Wilson Riles Middle School, effective end of day on May 26, 2017.

AGENDA ITEM # XV-5

# *Center Unified School District*

**AGENDA REQUEST FOR:**

**Dept./Site:** Personnel Department

**Date:** March 15, 2017

**To:** Board of Trustees

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

**Action Item** X

**Information Item**

**# Attached Pages**     

**SUBJECT:** 2016/2017 SALARY SCHEDULES

Please find attached salary schedules for the following employee groups/classifications. All salary increases of 1% will be retroactive to July 1, 2016.

CUTA  
PROGRAM SPECIALIST  
MAA COORDINATOR  
TITLE 1 ACADEMIC COORDINATOR  
PSYCHOLOGISTS/COUNSELORS

CONSENT AGENDA

**RECOMMENDATION:** Approve Salary Schedules

AGENDA ITEM # XV-5

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

The District and CUTA agree to the following related to salary for the school year 2016/17:

1. The certificated salary schedules will be increased by 1% using the 2015/16 schedules as a baseline. The salary increase will be retroactive to July 1, 2016. The retroactive pay will be provided in a lump sum to individual employees.
2. This agreement does not constitute a precedent for any future agreement in salary.

For CUTA:

DATE: 2/24/17

BY: Venessa Mason  
Venessa Mason  
CUTA President

For DISTRICT:

DATE: 2/24/17

BY: David Grimes  
David Grimes  
Director of Personnel

CENTER JOINT UNIFIED SCHOOL DISTRICT  
CERTIFICATED SALARY SCHEDULE - APPENDIX A

2016-2017 (183 days)

STEPS	CLASS I BA	CLASS II BA + 36	CLASS III BA + 48	CLASS IV BA + 60	CLASS V BA + 72*
1	40,163	42,173	44,280	46,494	
2	41,770	43,859	46,052	48,354	
3	43,440	45,614	47,894	50,288	
4	45,177	47,438	49,810	52,300	
5	46,984	49,335	51,803	54,392	
6	48,864	51,309	53,875	56,567	59,398
7	50,818	53,361	56,031	58,829	61,774
8	52,851	55,495	58,272	61,183	64,244
9		57,715	60,603	63,630	66,815
10			63,027	66,175	69,487
11				68,822	72,268
12				71,576	75,158
14				73,727	77,413
16				75,939	79,734
18				78,216	82,127
20				80,563	84,591

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

Masters\*\* \$500

PHD/ED \$750

Must be in the District at least five (5) years prior to movement into Class V.

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

2016-2017

STEPS	CLASS I BA	CLASS II BA + 36	CLASS III BA + 48	CLASS IV BA + 60	CLASS V BA + 72*
1	49,652	52,136	54,744	57,481	
2	51,637	54,222	56,934	59,780	
3	53,703	56,390	59,211	62,172	
4	55,851	58,646	61,580	64,658	
5	58,085	60,992	64,043	67,245	
6	60,408	63,432	66,604	69,934	74,187
7	62,824	65,969	69,269	72,732	77,153
8	65,337	68,608	72,039	75,641	80,240
9		71,352	74,921	78,667	82,647
10			77,917	81,814	85,954
11				85,086	89,392
12				88,488	92,966
14				91,141	95,758
16				93,875	98,630
18				96,692	101,589
20				99,593	104,576

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

Masters\*\* \$500

PHD/ED \$750

**Must be in the District at least five (5) years prior to movement into Class V.**



CENTER JOINT UNIFIED SCHOOL DISTRICT  
MAA COORDINATOR  
SALARY SCHEDULE 35  
CERTIFICATED

2016-2017

POSITION	WORK YEAR	STEP 1	STEP 2	STEP 3	STEP 4	STEP 5	STEP 6	STEP 7
MAA COORDINATOR	193	\$74,717	\$76,958	\$79,267	\$81,644	\$84,094	\$86,617	\$89,215

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

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

2016-2017

STEPS	CLASS I BA	CLASS II BA + 36	CLASS III BA + 48	CLASS IV BA + 60	CLASS V BA + 72*
1	43,454	45,630	47,909	50,305	
2	45,192	47,455	49,825	52,317	
3	47,000	49,353	51,818	54,410	
4	48,880	51,327	53,891	56,586	
5	50,835	53,381	56,046	58,850	
6	52,868	55,516	58,288	61,204	64,266
7	54,983	57,737	60,619	63,652	66,838
8	57,183	60,047	63,044	66,198	69,511
9		62,448	65,566	68,847	72,291
10			68,189	71,601	75,182
11				74,465	78,191
12				77,444	81,318
14				79,763	83,755
16				82,156	86,269
18				84,620	88,859
20				87,158	91,522
Longevity 3% (Class IV & V) Steps 14 - 16 - 18 - 20 Masters** \$500 PHD/ED \$750					

**Must be in the District at least five (5) years prior to movement into Class V.**

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

2016-2017

STEPS	CLASS I BA	CLASS II BA + 36	CLASS III BA + 48	CLASS IV BA + 60	CLASS V BA + 72*
1	42,356	44,476	46,699	49,033	51,487
2	44,050	46,255	48,567	50,995	53,546
3	45,813	48,105	50,509	53,035	55,688
4	47,645	50,029	52,529	55,156	57,915
5	49,551	52,030	54,630	57,362	60,232
6	51,532	54,112	56,816	59,657	62,641
7	53,594	56,276	59,088	62,043	65,147
8	55,738	58,527	61,451	64,525	67,753
9		60,869	63,910	67,105	70,463
10			66,466	69,790	73,282
11				72,582	76,213
12				75,485	79,261
14				77,750	81,638
16				80,084	84,088
18				82,486	86,611
20				84,960	89,207

Masters\*\* \$500  
PHD/ED \$750

## *Center Unified School District*

**AGENDA REQUEST FOR:**

**Dept./Site:** Business Department

**Date:** March 15, 2017

**To:** Board of Trustees

**From:** Lisa Coronado *LC*  
Director of Fiscal Services

**Action Item** X

**Information Item**

**# Attached Pages:** 15

**SUBJECT:**

**CUTA/CJUSD Employee Salary & Benefit Compensation 2016/17  
and  
AB 1200 Public Disclosure**

**Attached is the 2016/17 Salary and Benefit Compensation  
Agreements between CUTA and CJUSD, effective July 1, 2016  
and the AB 1200 Public Disclosure document which discloses  
the impact on the District's budget.**

**RECOMMENDATION: Approval of the Salary and Benefits  
Compensation Agreements as presented.**

**CONSENT AGENDA**

**SACRAMENTO COUNTY OFFICE OF EDUCATION**  
**PUBLIC DISCLOSURE OF COLLECTIVE BARGAINING AGREEMENT**  
 In Accordance with AB 1200 (Chapter 1213/1991), GC 3547.5, and CCR, Title V, Section 15449

Name of School District: Center Joint Unified School District

Name of Bargaining Unit: Center Unified Teachers Association

Certificated, Classified, Other: Certificated

The proposed agreement covers the period beginning: July 1, 2016 and ending: June 30, 2017  
 (date) (date)

The Governing Board will act upon the agreement on: March 15, 2017  
 (date)

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

**A. Proposed Change in Compensation**

Compensation		Annual	Fiscal Impact of Proposed Agreement		
		Cost Prior to	Year 1	Year 2	Year 3
		Proposed Agreement	Increase (Decrease)	Increase (Decrease)	Increase (Decrease)
		FY 16/17	FY 16/17	FY 17/18	FY 18/19
1	Salary Schedule (This is to include Step and Columns, which is also reported separately in Item 6)	\$17,098,703.00	\$343,684.00	\$478,867.00	\$607,573.00
			2.01%	2.75%	3.39%
2	Other Compensation Stipends, Bonuses, Longevity, Overtime, Differential, Callback or Standby Pay, etc.	\$269,835.00	\$0.00	\$2,698.00	\$2,698.00
			0.00%	1.00%	0.99%
	Description of other compensation	Stipends	n/a	n/a	n/a
3	Statutory Benefits - STRS, PERS, FICA WE, UI, Medicare, etc.	\$2,742,318.00	\$54,295.00	\$84,987.00	\$119,003.00
			1.98%	3.04%	4.13%
4	Health/Welfare Plans	\$2,583,588.00	\$0.00	\$0.00	\$0.00
5	Total Compensation - Add Items 1 through 4 to equal 5	\$22,694,444.00	\$397,979.00	\$566,552.00	\$729,274.00
			1.75%	2.45%	3.08%
6	Step and Column - Due to movement plus any changes due to settlement. This is a subset of Item No. 1	\$17,098,703.00	\$170,987.00	\$478,867.00	\$607,573.00
7	Total Number of Represented Employees (Use FTEs if appropriate)	236	236	236	236
8	Total Compensation Average Cost per Employee	96,162.90	1,686.35	2,400.64	3,090.14
			1.75%	2.45%	3.08%

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

1.0 % on the salary schedule, then 1.0% off the salary schedule.

For health & welfare, increased costs will be passed to the Certificated employee.

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

No.

- 11 . Please include comments and explanations as necessary. (If more room is necessary, please**

N/A

- 12 . Does this bargaining unit have a negotiated cap for Health &      Yes**

**If yes, please describe the cap amount.**

Each year the shared contribution between the District and the Certificated employees is negotiated.

The District pays a maximum of:

\$1266.16 for Employee + family; \$866.90 for Employee + one; and \$611.31 for Employee only, depending on plan.

The District pays up to \$110.20 for dental, depending on plan.

Vision is paid by the District (\$28.99/mo) unless the employee has Kaiser as their medical carrier.

- B. Proposed Negotiated Changes in Noncompensation Items (i.e., class size adjustments, staff**

A change was negotiated for other post-employment benefits. Certificated employees who enter the STRS system on July 1, 2017 or later and meet other district requirements as outlined in the CJUSD/CUTA Agreement, shall be eligible to receive the same District paid Employee Only health, dental, and vision benefit options as covered by the current CJUSD/CUTA Agreement with a maximum District contribution of \$750, and for a maximum of three years or to age sixty-five, whichever comes first.

Three years is reduced from the five years which will stand for all certificated employees who enter the STRS system before July 1, 2017.

A \$750 health and welfare benefit cap for certificated employees who enter the STRS system on or after July 1, 2017 was agreed upon.

- C. What are the specific impacts (positive or negative) on instructional and support programs**

None.

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

If the Governor's May Revision of the State Budget increases CJUSD's general fund budget by 1% or more, certificated employees hired during the 2014-15 school year shall be granted year-for-year service up to twelve years, beginning the 2017-18 school year.

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

The 1% on salary schedule increase is using funds that were budgeted for the district's contribution to health and welfare benefits.  
The increased health and welfare benefit costs were instead passed to the employee.  
The 1% off salary schedule increase is using one-time unrestricted funds that were to be a contribution to Fund 20 for post-employment benefits.  
This contribution to Fund 20 was not included in the budget and was intended to be pulled from fund balance.  
This 1% is being given with the agreement in changes to post-employment benefits.  
The District will still maintain a full 3% reserve.

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

None.

**G. Source of Funding for Proposed Agreement**  
**1. Current Year**

The 1% on salary schedule increase is using funds that were budgeted for the district's contribution to health and welfare benefits.  
The increased health and welfare benefit costs were instead passed to the employee.  
The 1% off salary schedule increase is using one-time unrestricted funds that were to be a contribution to Fund 20 for post-employment benefits.

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

See above.

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

N/A

## H. IMPACT OF PROPOSED AGREEMENT ON CURRENT YEAR OPERATING BUDGET

### Unrestricted General Fund

Enter Bargaining Unit: CUTA

	Column 1	Column 2	Column 3	Column 4
	Latest Board - Approved Budget Before Settlement (As of 6/8/16)	Adjustments as a Result of Settlement	Other Revisions	Total Current Budget (Columns 1+2+3)
<b>REVENUES</b>				
Revenue Limit Sources (8010-8099)	\$38,663,476		-\$207,439	\$38,456,037
Remaining Revenues (8100-8799)	\$896,793		\$908,248	\$1,805,041
<b>TOTAL REVENUES</b>	<b>\$39,560,269</b>	<b>\$0</b>	<b>\$700,809</b>	<b>\$40,261,078</b>
<b>EXPENDITURES</b>				
Certificated Salaries (1000-1999)	\$16,597,891	\$278,040	\$33,027	\$16,908,958
Classified Salaries (2000-2999)	\$4,152,008		\$289,270	\$4,441,278
Employee Benefits (3000-3999)	\$6,804,349	\$43,925	-\$137,252	\$6,711,022
Books and Supplies (4000-4999)	\$1,126,845		\$185,137	\$1,311,982
Services, Other Operating Expenses (5000-5999)	\$3,356,046		\$1,382,628	\$4,738,674
Capital Outlay (6000-6999)	\$0		\$464,554	\$464,554
Other Outgo (7100-7299) (7400-7499)	\$5,050		-\$5,050	\$0
Direct Support/Indirect Cost (7300-7399)	-\$120,251			-\$120,251
Other Adjustments				\$0
<b>TOTAL EXPENDITURES</b>	<b>\$31,921,939</b>	<b>\$321,965</b>	<b>\$2,212,314</b>	<b>\$34,456,218</b>
<b>OPERATING SURPLUS (DEFICIT)</b>	<b>\$7,638,330</b>	<b>-\$321,965</b>	<b>-\$1,511,505</b>	<b>\$5,804,860</b>
<b>TRANSFERS IN &amp; OTHER SOURCES (8910-8979)</b>	<b>\$0</b>	<b>\$0</b>	<b>\$0</b>	<b>\$0</b>
<b>TRANSFERS OUT &amp; OTHER USES (7610-7699)</b>	<b>\$278,721</b>			<b>\$278,721</b>
<b>CONTRIBUTIONS (8980-8999)</b>	<b>-\$6,471,083</b>		<b>\$58,649</b>	<b>-\$6,412,434</b>
<b>CURRENT YEAR INCREASE (DECREASE) IN FUND BALANCE</b>	<b>\$888,526</b>	<b>-\$321,965</b>	<b>-\$1,452,856</b>	<b>-\$886,295</b>
<b>BEGINNING BALANCE</b>	<b>\$3,288,149</b>			<b>\$3,288,149</b>
Prior-Year Adjustments/Restatements (9793/9795)				\$0
<b>CURRENT-YEAR ENDING BALANCE</b>	<b>\$4,176,675</b>	<b>-\$321,965</b>	<b>-\$1,452,856</b>	<b>\$2,401,854</b>
<b>COMPONENTS OF ENDING BALANCE:</b>				
Reserved Amounts (9711-9740)	\$92,744			\$92,744
Reserved for Economic Uncertainties (9770)	\$1,313,285			\$1,313,285
Designated Amounts (9775-9780)				\$0
Unappropriated Amounts (9790)	\$2,770,646	-\$321,965	-\$1,452,856	\$995,825



## H. IMPACT OF PROPOSED AGREEMENT ON CURRENT YEAR OPERATING BUDGET

### Restricted General Fund

Enter Bargaining Unit: CUTA

	Column 1	Column 2	Column 3	Column 4
	Latest Board - Approved Budget Before Settlement (As of 6/8/16)	Adjustments as a Result of Settlement	Other Revisions	Total Current Budget (Columns 1+2+3)
<b>REVENUES</b>				
Revenue Limit Sources (8010-8099)	\$0			\$0
Remaining Revenues (8100-8799)	\$5,209,327		\$988,697	\$6,198,024
<b>TOTAL REVENUES</b>	\$5,209,327	\$0	\$988,697	\$6,198,024
<b>EXPENDITURES</b>				
Certificated Salaries (1000-1999)	\$3,915,933	\$65,644	\$304,321	\$4,285,898
Classified Salaries (2000-2999)	\$2,713,184		\$268,931	\$2,982,115
Employee Benefits (3000-3999)	\$2,201,201	\$10,370	\$65,869	\$2,277,440
Books and Supplies (4000-4999)	\$858,799		\$1,146,658	\$2,005,457
Services, Other Operating Expenses (5000-5999)	\$1,401,392		-\$21,484	\$1,379,908
Capital Outlay (6000-6999)	\$0		\$85,004	\$85,004
Other Outgo (7100-7299) (7400-7499)	\$420,000		-\$170,000	\$250,000
Direct Support/Indirect Cost (7300-7399)	\$49,508		\$166,492	\$216,000
Other Adjustments	\$0			\$0
<b>TOTAL EXPENDITURES</b>	\$11,560,017	\$76,014	\$1,845,791	\$13,481,822
<b>OPERATING SURPLUS (DEFICIT)</b>	-\$6,350,690	-\$76,014	-\$857,094	-\$7,283,798
<b>TRANSFERS IN &amp; OTHER SOURCES (8910-8979)</b>	\$0	\$0	\$0	\$0
<b>TRANSFERS OUT &amp; OTHER USES (7610-7699)</b>	\$15,393		-\$15,393	\$0
<b>CONTRIBUTIONS (8980-8999)</b>	\$6,471,083	\$76,008	-\$134,657	\$6,412,434
<b>CURRENT YEAR INCREASE (DECREASE) IN FUND BALANCE</b>	\$105,000	-\$6	-\$991,751	-\$886,757
<b>BEGINNING BALANCE</b>	\$846,671			\$846,671
Prior-Year Adjustments/Restatements (9793/9795)				\$0
<b>CURRENT-YEAR ENDING BALANCE</b>	\$951,671	-\$6	-\$991,751	-\$40,086
<b>COMPONENTS OF ENDING BALANCE:</b>				
Reserved Amounts (9711-9740)	\$951,671		-\$951,671	\$0
Reserved for Economic Uncertainties (9770)				\$0
Designated Amounts (9775-9780)				\$0
Unappropriated Amounts (9790)	\$0	-\$6	-\$40,080	-\$40,086

# H. IMPACT OF PROPOSED AGREEMENT ON CURRENT YEAR OPERATING BUDGET

## Combined General Fund

Enter Bargaining Unit: CUTA

	Column 1	Column 2	Column 3	Column 4
	Latest Board - Approved Budget Before Settlement (As of 6/8/16)	Adjustments as a Result of Settlement	Other Revisions	Total Current Budget (Columns 1+2+3)
<b>REVENUES</b>				
Revenue Limit Sources (8010-8099)	\$38,663,476	\$0	-\$207,439	\$38,456,037
Remaining Revenues (8100-8799)	\$6,106,120	\$0	\$1,896,945	\$8,003,065
<b>TOTAL REVENUES</b>	<b>\$44,769,596</b>	<b>\$0</b>	<b>\$1,689,506</b>	<b>\$46,459,102</b>
<b>EXPENDITURES</b>				
Certificated Salaries (1000-1999)	\$20,513,824	\$343,684	\$337,348	\$21,194,856
Classified Salaries (2000-2999)	\$6,865,192	\$0	\$558,201	\$7,423,393
Employee Benefits (3000-3999)	\$9,005,550	\$54,295	-\$71,383	\$8,988,431
Books and Supplies (4000-4999)	\$1,985,644	\$0	\$1,331,795	\$3,317,439
Services, Other Operating Expenses (5000-5999)	\$4,757,438	\$0	\$1,361,144	\$6,118,582
Capital Outlay (6000-6999)	\$0	\$0	\$549,558	\$549,558
Other Outgo (7100-7299) (7400-7499)	\$425,050	\$0	-\$175,050	\$250,000
Direct Support/Indirect Cost (7300-7399)	-\$70,743	\$0	\$166,492	\$95,749
Other Adjustments	\$0	\$0	\$0	\$0
<b>TOTAL EXPENDITURES</b>	<b>\$43,481,955</b>	<b>\$397,979</b>	<b>\$4,058,105</b>	<b>\$47,938,039</b>
<b>OPERATING SURPLUS (DEFICIT)</b>	<b>\$1,287,640</b>	<b>-\$397,948</b>	<b>-\$1,826,940</b>	<b>-\$937,248</b>
<b>TRANSFERS IN &amp; OTHER SOURCES (8910-8979)</b>	<b>\$0</b>	<b>\$0</b>	<b>\$0</b>	<b>\$0</b>
<b>TRANSFERS OUT &amp; OTHER USES (7610-7699)</b>	<b>\$294,114</b>	<b>\$0</b>	<b>-\$15,393</b>	<b>\$278,721</b>
<b>CONTRIBUTIONS (8980-8999)</b>	<b>\$0</b>	<b>\$0</b>	<b>\$58,649</b>	<b>\$58,649</b>
<b>CURRENT YEAR INCREASE (DECREASE) IN FUND BALANCE</b>	<b>\$993,526</b>	<b>-\$321,965</b>	<b>-\$1,902,948</b>	<b>-\$1,231,387</b>
<b>BEGINNING BALANCE</b>	<b>\$4,239,820</b>			<b>\$4,239,820</b>
Prior-Year Adjustments/Restatements (9793/9795)	\$0			\$0
<b>CURRENT-YEAR ENDING BALANCE</b>	<b>\$5,128,346</b>	<b>-\$321,965</b>	<b>-\$1,902,948</b>	<b>\$2,903,433</b>
<b>COMPONENTS OF ENDING BALANCE:</b>	<b>\$0</b>			
Reserved Amounts (9711-9740)	\$1,044,415	\$0	\$0	\$1,044,415
Reserved for Economic Uncertainties (9770)	\$1,313,285	\$150,000	\$0	\$1,463,285
Designated Amounts (9775-9780)	\$0	\$0	\$0	\$0
Unappropriated Amounts - Unrestricted (9790)	\$2,770,646	-\$321,965	-\$1,452,856	\$995,825
Unappropriated Amounts - Restricted (9790)	\$0	-\$6	-\$40,080	-\$40,086
Reserve for Economic Uncertainties Percentage	3.0%			3.0%

## H. IMPACT OF PROPOSED AGREEMENT ON CURRENT YEAR OPERATING BUDGET

### Adult Education Fund

Enter Bargaining Unit: CUTA

	Column 1	Column 2	Column 3	Column 4
	Latest Board - Approved Budget Before Settlement (As of 6/8/16)	Adjustments as a Result of Settlement	Other Revisions	Total Current Budget (Columns 1+2+3)
<b>REVENUES</b>				
Revenue Limit Sources (8010-8099)	\$0	\$0	\$0	\$0
Remaining Revenues (8100-8799)	\$252,085	\$0	\$0	\$252,085
<b>TOTAL REVENUES</b>	<b>\$252,085</b>	<b>\$0</b>	<b>\$0</b>	<b>\$252,085</b>
<b>EXPENDITURES</b>				
Certificated Salaries (1000-1999)	\$96,648	\$1,892	\$0	\$98,540
Classified Salaries (2000-2999)	\$23,273	\$0	\$0	\$23,273
Employee Benefits (3000-3999)	\$36,209	\$299	\$0	\$36,508
Books and Supplies (4000-4999)	\$86,451	\$0	\$0	\$86,451
Services, Other Operating Expenses (5000-5999)	\$8,984	\$0	\$0	\$8,984
Capital Outlay (6000-6999)	\$0	\$0	\$0	\$0
Other Outgo (7100-7299) (7400-7499)	\$0	\$0	\$0	\$0
Direct Support/Indirect Cost (7300-7399)	\$0	\$0	\$0	\$0
Other Adjustments	\$0	\$0	\$0	\$0
<b>TOTAL EXPENDITURES</b>	<b>\$251,565</b>	<b>\$2,191</b>	<b>\$0</b>	<b>\$253,756</b>
<b>OPERATING SURPLUS (DEFICIT)</b>	<b>\$0</b>	<b>\$0</b>	<b>\$0</b>	<b>\$0</b>
<b>TRANSFERS IN &amp; OTHER SOURCES (8910-8979)</b>	<b>\$81,978</b>	<b>\$0</b>	<b>\$0</b>	<b>\$81,978</b>
<b>TRANSFERS OUT &amp; OTHER USES (7610-7699)</b>	<b>\$0</b>	<b>\$0</b>	<b>\$0</b>	<b>\$0</b>
<b>CONTRIBUTIONS (8980-8999)</b>	<b>\$0</b>	<b>\$0</b>	<b>\$0</b>	<b>\$0</b>
<b>CURRENT YEAR INCREASE (DECREASE) IN FUND BALANCE</b>	<b>\$82,498</b>	<b>\$0</b>	<b>\$0</b>	<b>\$80,307</b>
<b>BEGINNING BALANCE</b>	<b>\$36,388</b>			<b>\$36,388</b>
Prior-Year Adjustments/Restatements (9793/9795)	\$0			\$0
<b>CURRENT-YEAR ENDING BALANCE</b>	<b>\$118,886</b>	<b>\$0</b>	<b>\$0</b>	<b>\$116,695</b>
<b>COMPONENTS OF ENDING BALANCE:</b>				
Reserved Amounts (9711-9740)	\$100,002	\$0	\$0	\$100,002
Reserved for Economic Uncertainties (9770)	\$0	\$0	\$0	\$0
Board Designated Amounts (9775-9780)	\$18,884	\$0	\$0	\$16,693
Unappropriated Amounts (9790)	\$0	\$0	\$0	\$0

## H. IMPACT OF PROPOSED AGREEMENT ON CURRENT YEAR OPERATING BUDGET

### Cafeteria Fund

Enter Bargaining Unit: CUTA

	Column 1	Column 2	Column 3	Column 4
	Latest Board - Approved Budget Before Settlement (As of 6/8/16)	Adjustments as a Result of Settlement	Other Revisions	Total Current Budget (Columns 1+2+3)
<b>REVENUES</b>				
Revenue Limit Sources (8010-8099)	\$0	\$0	\$0	\$0
Remaining Revenues (8100-8799)	\$1,957,917	\$0	\$0	\$1,957,917
<b>TOTAL REVENUES</b>	<b>\$1,957,917</b>	<b>\$0</b>	<b>\$0</b>	<b>\$1,957,917</b>
<b>EXPENDITURES</b>				
Certificated Salaries (1000-1999)	\$0	\$0	\$0	\$0
Classified Salaries (2000-2999)	\$630,004	\$0	\$0	\$630,004
Employee Benefits (3000-3999)	\$292,580	\$0	\$0	\$292,580
Books and Supplies (4000-4999)	\$967,000	\$0	\$0	\$967,000
Services, Other Operating Expenses (5000-5999)	\$67,942	\$0	\$0	\$67,942
Capital Outlay (6000-6999)	\$0	\$0	\$0	\$0
Other Outgo (7100-7299) (7400-7499)	\$0	\$0	\$0	\$0
Direct Support/Indirect Cost (7300-7399)		\$0	\$0	\$0
Other Adjustments	\$0	\$0	\$0	\$0
<b>TOTAL EXPENDITURES</b>	<b>\$1,957,526</b>	<b>\$0</b>	<b>\$0</b>	<b>\$1,957,526</b>
<b>OPERATING SURPLUS (DEFICIT)</b>	<b>\$0</b>	<b>\$0</b>	<b>\$0</b>	<b>\$0</b>
<b>TRANSFERS IN &amp; OTHER SOURCES (8910-8979)</b>	<b>\$0</b>	<b>\$0</b>	<b>\$0</b>	<b>\$0</b>
<b>TRANSFERS OUT &amp; OTHER USES (7610-7699)</b>	<b>\$0</b>	<b>\$0</b>	<b>\$0</b>	<b>\$0</b>
<b>CONTRIBUTIONS (8980-8999)</b>	<b>\$0</b>	<b>\$0</b>	<b>\$0</b>	<b>\$0</b>
<b>CURRENT YEAR INCREASE (DECREASE) IN FUND BALANCE</b>	<b>\$391</b>	<b>\$0</b>	<b>\$0</b>	<b>\$391</b>
<b>BEGINNING BALANCE</b>	<b>\$0</b>			<b>\$0</b>
Prior-Year Adjustments/Restatements (9793/9795)	\$0			\$0
<b>CURRENT-YEAR ENDING BALANCE</b>	<b>\$46,809</b>	<b>\$0</b>	<b>\$0</b>	<b>\$46,809</b>
<b>COMPONENTS OF ENDING BALANCE:</b>	<b>\$0</b>	<b>\$0</b>	<b>\$0</b>	<b>\$0</b>
Reserved Amounts (9711-9740)	\$46,809	\$0	\$0	\$46,809
Reserved for Economic Uncertainties (9770)	\$0	\$0	\$0	\$0
Board Designated Amounts (9775-9780)	\$0	\$0	\$0	\$0
Unappropriated Amounts (9790)	\$0	\$0	\$0	\$0

# H. IMPACT OF PROPOSED AGREEMENT ON CURRENT YEAR OPERATING BUDGET

## Child Development Fund

Enter Bargaining Unit: CUTA

	Column 1	Column 2	Column 3	Column 4
	Latest Board - Approved Budget Before Settlement (As of 6/8/16)	Adjustments as a Result of Settlement	Other Revisions	Total Current Budget (Columns 1+2+3)
<b>REVENUES</b>				
Revenue Limit Sources (8010-8099)	\$0	\$0	\$0	\$0
Remaining Revenues (8100-8799)	\$608,491	\$0	\$0	\$608,491
<b>TOTAL REVENUES</b>	\$608,491	\$0	\$0	\$608,491
<b>EXPENDITURES</b>				
Certificated Salaries (1000-1999)	\$0	\$0	\$0	\$0
Classified Salaries (2000-2999)	\$0	\$0	\$0	\$0
Employee Benefits (3000-3999)	\$0	\$0	\$0	\$0
Books and Supplies (4000-4999)	\$0	\$0	\$0	\$0
Services, Other Operating Expenses (5000-5999)	\$575,755	\$0	\$0	\$575,755
Capital Outlay (6000-6999)	\$0	\$0	\$0	\$0
Other Outgo (7100-7299) (7400-7499)	\$32,736	\$0	\$0	\$32,736
Direct Support/Indirect Cost (7300-7399)	\$0	\$0	\$0	\$0
Other Adjustments	\$0	\$0	\$0	\$0
<b>TOTAL EXPENDITURES</b>	\$608,491	\$0	\$0	\$608,491
<b>OPERATING SURPLUS (DEFICIT)</b>	\$0	\$0	\$0	\$0
<b>TRANSFERS IN &amp; OTHER SOURCES (8910-8979)</b>	\$0	\$0	\$0	\$0
<b>TRANSFERS OUT &amp; OTHER USES (7610-7699)</b>	\$0	\$0	\$0	\$0
<b>CONTRIBUTIONS (8980-8999)</b>	\$0	\$0	\$0	\$0
<b>CURRENT YEAR INCREASE (DECREASE) IN FUND BALANCE</b>	\$0	\$0	\$0	\$0
<b>BEGINNING BALANCE</b>	\$0			\$0
Prior-Year Adjustments/Restatements (9793/9795)	\$0			\$0
<b>CURRENT-YEAR ENDING BALANCE</b>	\$0	\$0	\$0	\$0
<b>COMPONENTS OF ENDING BALANCE:</b>	\$0	\$0	\$0	
Reserved Amounts (9711-9740)	\$0	\$0	\$0	\$0
Reserved for Economic Uncertainties (9770)	\$0	\$0	\$0	\$0
Board Designated Amounts (9775-9780)	\$0	\$0	\$0	\$0
Unappropriated Amounts (9790)	\$0	\$0	\$0	\$0
Reserve for Economic Uncertainties Percentage	\$0	\$0	\$0	\$0

## H. IMPACT OF PROPOSED AGREEMENT ON CURRENT YEAR OPERATING BUDGET

Enter Fund: \_\_\_\_\_

Enter Bargaining Unit: \_\_\_\_\_

	Column 1	Column 2	Column 3	Column 4
	Latest Board - Approved Budget Before Settlement (As of _____)	Adjustments as a Result of Settlement	Other Revisions	Total Current Budget (Columns 1+2+3)
<b>REVENUES</b>				
Revenue Limit Sources (8010-8099)	\$0	\$0	\$0	\$0
Remaining Revenues (8100-8799)	\$0	\$0	\$0	\$0
<b>TOTAL REVENUES</b>	\$0	\$0	\$0	\$0
<b>EXPENDITURES</b>				
Certificated Salaries (1000-1999)	\$0	\$0	\$0	\$0
Classified Salaries (2000-2999)	\$0	\$0	\$0	\$0
Employee Benefits (3000-3999)	\$0	\$0	\$0	\$0
Books and Supplies (4000-4999)	\$0	\$0	\$0	\$0
Services, Other Operating Expenses (5000-5999)	\$0	\$0	\$0	\$0
Capital Outlay (6000-6999)	\$0	\$0	\$0	\$0
Other Outgo (7100-7299) (7400-7499)	\$0	\$0	\$0	\$0
Direct Support/Indirect Cost (7300-7399)	\$0	\$0	\$0	\$0
Other Adjustments	\$0	\$0	\$0	\$0
<b>TOTAL EXPENDITURES</b>	\$0	\$0	\$0	\$0
<b>OPERATING SURPLUS (DEFICIT)</b>	\$0	\$0	\$0	\$0
<b>TRANSFERS IN &amp; OTHER SOURCES (8910-8979)</b>	\$0	\$0	\$0	\$0
<b>TRANSFERS OUT &amp; OTHER USES (7610-7699)</b>	\$0	\$0	\$0	\$0
<b>CONTRIBUTIONS (8980-8999)</b>	\$0	\$0	\$0	\$0
<b>CURRENT YEAR INCREASE (DECREASE) IN FUND BALANCE</b>	\$0	\$0	\$0	\$0
<b>BEGINNING BALANCE</b>	\$0			\$0
Prior-Year Adjustments/Restatements (9793/9795)	\$0			\$0
<b>CURRENT-YEAR ENDING BALANCE</b>	\$0	\$0	\$0	\$0
<b>COMPONENTS OF ENDING BALANCE:</b>	\$0	\$0	\$0	\$0
Reserved Amounts (9711-9740)	\$0	\$0	\$0	\$0
Reserved for Economic Uncertainties (9770)	\$0	\$0	\$0	\$0
Board Designated Amounts (9775-9780)	\$0	\$0	\$0	\$0
Unappropriated Amounts (9790)	\$0	\$0	\$0	\$0

# I. IMPACT OF PROPOSED AGREEMENT ON SUBSEQUENT YEARS

## Combined General Fund

Enter Bargaining Unit: CUTA

	2016/17	2017/18	2018/19
	Total Current Budget After Settlement	First Subsequent Year After Settlement	Second Subsequent Year After Settlement
<b>REVENUES</b>			
Revenue Limit Sources (8010-8099)	\$38,456,037	\$38,870,564	\$40,571,381
Remaining Revenues (8100-8799)	\$8,003,065	\$6,851,434	\$6,851,434
<b>TOTAL REVENUES</b>	<b>\$46,459,102</b>	<b>\$45,721,998</b>	<b>\$47,422,815</b>
<b>EXPENDITURES</b>			
Certificated Salaries (1000-1999)	\$21,194,856	\$21,897,503	\$22,087,311
Classified Salaries (2000-2999)	\$7,423,393	\$7,711,352	\$8,073,785
Employee Benefits (3000-3999)	\$8,988,431	\$9,651,748	\$10,420,234
Books and Supplies (4000-4999)	\$3,317,439	\$2,750,000	\$1,750,000
Services, Other Operating Expenses (5000-5999)	\$6,118,582	\$4,330,000	\$4,330,000
Capital Outlay (6000-6999)	\$549,558	\$320,000	\$320,000
Other Outgo (7100-7299) (7400-7499)	\$0	\$0	\$0
Direct Support/Indirect Cost (7300-7399)	-\$53,131	-\$53,131	-\$53,131
Other Adjustments	\$0	\$0	\$0
<b>TOTAL EXPENDITURES</b>	<b>\$47,539,128</b>	<b>\$46,607,472</b>	<b>\$46,928,199</b>
<b>OPERATING SURPLUS (DEFICIT)</b>			
<b>TRANSFERS IN &amp; OTHER SOURCES (8910-8979)</b>	<b>\$0</b>	<b>\$0</b>	<b>\$0</b>
<b>TRANSFERS OUT &amp; OTHER USES (7610-7699)</b>	<b>\$278,721</b>	<b>\$278,721</b>	<b>\$278,721</b>
<b>CONTRIBUTIONS (8980-8999)</b>	<b>\$0</b>	<b>\$0</b>	<b>\$0</b>
<b>CURRENT YEAR INCREASE (DECREASE) IN FUND BALANCE</b>	<b>-\$1,358,747</b>	<b>-\$1,164,195</b>	<b>\$215,895</b>
<b>BEGINNING BALANCE</b>	<b>\$4,239,820</b>	<b>\$2,881,073</b>	<b>\$1,716,878</b>
<b>CURRENT-YEAR ENDING BALANCE</b>	<b>\$2,881,073</b>	<b>\$1,716,878</b>	<b>\$1,932,773</b>
<b>COMPONENTS OF ENDING BALANCE:</b>			
Reserved Amounts (9711-9740)	\$1,044,415	\$0	\$0
Reserved for Economic Uncertainties - Unrestricted (9770)	\$1,463,285	\$1,463,285	\$1,463,285
Reserved for Economic Uncertainties - Restricted (9770)	\$0	\$0	\$0
Board Designated Amounts (9775-9780)	\$995,825	\$0	\$0
Unappropriated Amounts - Unrestricted (9790)	-\$40,086	\$253,593	\$469,488
Unappropriated Amounts - Restricted (9790)	-\$40,086	\$0	\$0

**J. IMPACT OF PROPOSED AGREEMENT ON UNRESTRICTED RESERVES****1. State Reserve Standard**

		2016/17	2017/18	2018/19
a.	Total Expenditures, Transfers Out, and Uses (Including Cost of Proposed Agreement)	\$47,817,849	\$46,886,193	\$47,206,920
b.	State Standard Minimum Reserve Percentage for this District enter percentage:	3%	3%	3%
c.	State Standard Minimum Reserve Amount for this District (For districts with less than 1,001 ADA, this is the greater of Line a, times Line b, OR \$50,000	\$1,434,535	\$1,406,586	\$1,416,208

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

a.	General Fund Budgeted Unrestricted Designated for Economic Uncertainties (9770)	\$1,463,285	\$1,463,285	\$1,463,285
b.	General Fund Budgeted Unrestricted Unappropriated Amount (9790)	-\$40,086	\$253,593	\$469,488
c.	Special Reserve Fund (Fund 17) Budgeted Designated for Economic Uncertainties (9770)	\$0	\$0	\$0
d.	Special Reserve Fund (Fund 17) Budgeted Unappropriate Amount (9790)			
g.	Total Available Reserves	\$1,423,199	\$1,716,878	\$1,932,773
h.	Reserve for Economic Uncertainties Percentage	3.0%	3.7%	4.1%

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

2016/17	Yes
2017/18	Yes
2018/19	Yes

**4. If no, how do you plan to restore your reserves?**

N/A



**5. If the total amount of the adjustment in Column 2 on Page 4 does not agree with the amount of the Total Compensation Increase in Section A, Line 5, Page 1 (i.e., increase was partially budgeted), explain the variance below: N/A**

**6. Please include any additional comments and explanation of Page 4 if necessary:**

## K. SALARY NOTIFICATION REQUIREMENT

The following section is applicable and should be completed when any Salary/Benefit Negotiations are settled after the district's final budget has been adopted.

### COMPARISON OF PROPOSED AGREEMENT TO CHANGE IN DISTRICT LCFF

(a) Current-Year LCFF per ADA:

\$ 8976.54 (Estimated)

(b) Prior-Year LCFF per ADA:

\$ 8454.93 (Actual)

(c) Amount of Current-Year Increase: (a) minus (b)

\$ 521.61

(d) Percentage Increase in BRL per ADA: (c) divided by (b)

6.17% %

(e) Deficit:

\_\_\_\_\_ %

(f) Percentage Increase in LCFF after deficit:

\_\_\_\_\_ %

(g) Total Compensation Percentage Increase from Section A, Line 5, Page 1 for current year (Year 1)

1.75%

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

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

In accordance with the requirements of Government Code Section 3547.5, the Superintendent and Chief Business Officer of Center Joint Unified School District, hereby certify that the District can meet the costs incurred under the Collective Bargaining Agreement between the District and the Center Unified Teachers Association, during the term of the agreement from July 1, 2016 to June 30, 2017.

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

**Budget Adjustment Categories:**

**Revenues/Other Financing Sources**

**Expenditures/Other Financing Uses**

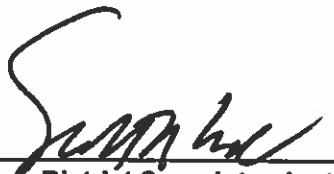
**Ending Balance Increase (Decrease)**

**Budget Adjustment  
Increase (Decrease)**

**(172,697)**

N/A

(No budget revisions necessary)

  
\_\_\_\_\_  
District Superintendent  
(Signature)

  
\_\_\_\_\_  
Date



\_\_\_\_\_  
Chief Business Officer  
(Signature)



\_\_\_\_\_  
Date

XV-7

# Center Unified School District

## AGENDA REQUEST FOR:

Dept./Site: Personnel Department

Date: March 15, 2017

To: Board of Trustees

From: David Grimes, Director of Personnel/Student Services

Action Item X

Information Item

# Attached Pages     

SUBJECT:

CUTA

### MEMORANDUM OF UNDERSTANDING (MOU)

David Grimes, Director of Personnel, is requesting approval from The Board of Trustees on the mutual agreement between CJUSD and CUTA regarding a) Placement on the salary schedule of new and returning employees, b) Hard to Fill Positions and c) Governor's May Revise outcome.

RECOMMENDATION: Approve MOU

CONSENT AGENDA

AGENDA ITEM #

XV-7

## 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 2017-2018 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 the 2017-2018 school year. Those hired in the 2015-16 school year will be placed at the appropriate step beginning the 2016-17 school year.
4. If the Governor's May Revision of the State Budget proposal has the effect to increase general fund revenues for CJUSD by one percent (1%) or more, certificated employees hired during the 2014-15 school year will be placed on the appropriate step, up to Step 12, beginning the 2017-18 school year.

FOR CUTA:

DATE 2/28/17

BY Venessa Mason  
Venessa Mason  
CUTA Negotiations Chair

FOR DISTRICT:

DATE 2/28/17

BY David Grimes  
David Grimes  
Director of Personnel

AGENDA ITEM #

XV-8

# Center Unified School District

## AGENDA REQUEST FOR:

Dept./Site: Personnel Department

Date: March 15, 2017

To: Board of Trustees

From: David Grimes, Director of Personnel/Student Services

Action Item X

Information Item

# Attached Pages

## SUBJECT:

CUTA

### ARTICLE XXI - SALARY

### TENTATIVE AGREEMENT NEW CONTRACT LANGUAGE

David Grimes, Director of Personnel, is requesting approval from The Board of Trustees of mutually agreed upon new CUTA contract language for Article XXI - Salary, regarding employees who hold a Career Technical certificate allowing work experience to be considered for placement on the certificated salary schedule.

RECOMMENDATION: Approve New Contract Language

AGENDA ITEM #

XV-8

CONSENT AGENDA

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

The District and CUTA agree to the following new contract language added to Article XXI, Salary, regarding initial salary placement for CTE teachers :

F.3. For certificated employees holding a valid CTE credential and employed by the District to teach CTE courses, non-teaching experience related to the employee's assignment shall be considered in addition to teaching experience for initial placement on the salary schedule.

For CUTA:

DATE: 2/24/17

BY: Venessa Mason  
Venessa Mason, CUTA President

For DISTRICT:

DATE: 2/24/17

BY: David Grimes  
David Grimes, Director of Personnel

AGENDA ITEM # XV-9

# *Center Unified School District*

**AGENDA REQUEST FOR:**

**Dept./Site:** Personnel Department

**Date:** January 18, 2017

**To:** Board of Trustees

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

**Action Item** X

**Information Item**  
**# Attached Pages**     

**SUBJECT:**

**CUTA**

**TENTAIVE AGREEMENT  
RETIREMENT BENEFITS**

David Grimes, Director of Personnel, is requesting approval from The Board of Trustees of mutually agreed upon language between CJUSD and CUTA regarding retirement benefits and 1% off-schedule lump sum payment.

**RECOMMENDATION:** Approve Agreement

CONSENT AGENDA

AGENDA ITEM # XV-9



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

The District and CUTA agree to the following related to a one time lump sum payment, and Article XXIV, Retirement Benefits:

1. After a one (1) percent increase is added to the 2015/16 certificated salary schedules, the District will pay to each certificated employee the equivalent of 1% of their 2016/17 salary as a one-time lump sum payment.

2. Article XXIV, Retirement Benefits, Section A, shall be amended to read (new language in bold italics):

- A. Certificated employee eligibility for retirement benefits are subject to the following:
1. Twenty (20) years of District service.
  2. At least age fifty-five.
  3. Certificated employees *with a hire date prior to July 1, 2017*, shall be eligible to receive the same District paid, Employee Only, health, dental, and vision benefit options as covered by the current CJUSD/CUTA Agreement.
  4. *Certificated employees who enter District employment and the STRS retirement system on or after July 1, 2017, the maximum monthly District contribution to such health, dental, and vision shall not exceed \$750 per month.*
  5. *For certificated employees with a hire date prior to July 1, 2017*, District paid health coverage shall be effective for a maximum of five (5) years or to age sixty-five (65), whichever comes first.
  6. *For certificated employees who enter District employment and the STRS retirement system on or after July 1, 2017, District paid health coverage shall be effective for a maximum of three (3) years or to age sixty-five (65), whichever comes first.*
  7. The district will permit its retired certificated employees to remain in the District-offered health care plan of their choice and for which they are eligible at their own expense. Arrangements for advance payment shall be made with the Business Office.
  8. Retired certificated employees electing the above are required to join Medicare if eligible. The District will provide information regarding medical supplementary coverage.

For CUTA:

DATE: 2/24/17

BY: Venessa Mason  
Venessa Mason, CUTA President

For DISTRICT:

DATE: 2/24/17

BY: David Grimes  
David Grimes, Director of Personnel

## *Center Joint Unified School District*

**AGENDA REQUEST FOR:**

Dept./Site: Special Education

Date: March 15, 2017

Action Item X

To: Board of Trustees

Information Item

From: Scott Loehr, Superintendent

# Attached Pages

Initials: S.L.

**SUBJECT:** 2016/2017 Master Contract

Please ratify the following Master Contract for special education students to receive services at a nonpublic school/agency during the 2016/17 fiscal year.

Odyssey Learning Center

**RECOMMENDATION:** CJUSD Board of Trustees to ratify a Master Contract for the 2016/2017 school year.

CONSENT AGENDA

*NONPUBLIC, NONSECTARIAN  
SCHOOL/AGENCY SERVICES*

*MASTER CONTRACT*

**2016–2017**

# MASTER CONTRACT

GENERAL AGREEMENT FOR NONSECTARIAN,  
NONPUBLIC SCHOOL AND AGENCY SERVICES

District CENTER JOINT UNIFIED

Contract Year 2016-2017

X Nonpublic School  
       Nonpublic Agency

**Type of Contract:**

X Master Contract for fiscal year with Individual Service Agreements (ISA) to be approved throughout the term of this contract.

       Individual Master Contract for a specific student incorporating the Individual Service Agreement (ISA) into the terms of this Individual Master Contract specific to a single student.

       Interim Contract: an extension of the previous fiscal years approved contracts and rates. The sole purpose of this Interim Contract is to provide for ongoing funding at the prior year's rates for 90 days at the sole discretion of the District. Expiration Date:                     

*When this section is included as part of any Master Contract, the changes specified above shall amend Section 4 – Term of Master Contract.*

**DISTRICT MASTER CONTRACT  
GENERAL AGREEMENT FOR NONSECTARIAN,  
NONPUBLIC SCHOOL/AGENCY SERVICES  
2016-2017**

**TABLE OF CONTENTS**

**I. GENERAL PROVISIONS**

1. MASTER CONTRACT	1
2. CERTIFICATION AND LICENSES	1
3. COMPLIANCE WITH LAWS, STATUTES, REGULATIONS	2
4. TERM OF MASTER CONTRACT	2
5. INTEGRATION/CONTINUANCE OF CONTRACT FOLLOWING EXPIRATION OR TERMINATION	3
6. INDIVIDUAL SERVICES AGREEMENT	3
7. DEFINITIONS	4

**II. ADMINISTRATION OF CONTRACT**

8. NOTICES	5
9. MAINTENANCE OF RECORDS	5
10. SEVERABILITY CLAUSE	6
11. SUCCESSORS IN INTEREST	6
12. VENUE AND GOVERNING LAW	6
13. MODIFICATIONS AND AMENDMENTS REQUIRED TO CONFORM TO LEGAL AND ADMINISTRATIVE GUIDELINES	6
14. TERMINATION	6
15. INSURANCE	6
16. INDEMNIFICATION AND HOLD HARMLESS	9
17. INDEPENDENT CONTRACTOR	9
18. SUBCONTRACTING	9
19. CONFLICTS OF INTEREST	10
20. NON-DISCRIMINATION	10

**III. EDUCATIONAL PROGRAM**

21. FREE AND APPROPRIATE PUBLIC EDUCATION	10
22. GENERAL PROGRAM OF INSTRUCTION	11
23. INSTRUCTIONAL MINUTES	12
24. CLASS SIZE	12
25. CALENDARS	13
26. DATA REPORTING	14
27. LEAST RESTRICTIVE ENVIRONMENT/DUAL ENROLLMENT	14
28. STATEWIDE ACHIEVEMENT TESTING	14
29. MANDATED ATTENDANCE AT LEA MEETINGS	14
30. POSITIVE BEHAVIOR INTERVENTIONS	15
31. STUDENT DISCIPLINE	16
32. IEP TEAM MEETINGS	16

**DISTRICT MASTER CONTRACT  
GENERAL AGREEMENT FOR NONSECTARIAN,  
NONPUBLIC SCHOOL/AGENCY SERVICES  
2016-2017**

33. SURROGATE PARENTS AND FOSTER YOUTH	17
34. DUE PROCESS PROCEEDINGS	17
35. COMPLAINT PROCEDURES	17
36. LEA STUDENT PROGRESS REPORTS/REPORT CARDS AND ASSESSMENTS	17
37. TRANSCRIPTS	18
38. LEA STUDENT CHANGE OF RESIDENCE	18
39. WITHDRAWAL OF LEA STUDENT FROM PROGRAM	19
40. PARENT ACCESS	19
41. SERVICES AND SUPERVISION AND PROFESSIONAL CONDUCT	19
42. LICENSED CHILDREN'S INSTITUTION ("LCI") CONTRACTORS AND RESIDENTIAL TREATMENT CENTER ("RTC") CONTRACTORS	20
43. STATE MEAL MANDATE	20
44. MONITORING	20
 <b>IV. <u>PERSONNEL</u></b>	
45. CLEARANCE REQUIREMENTS	21
46. STAFF QUALIFICATIONS	22
47. VERIFICATION OF LICENSES, CREDENTIALS AND OTHER DOCUMENTS	23
48. STAFF ABSENCE	23
49. STAFF PROFESSIONAL BEHAVIOR WHEN PROVIDING SERVICES AT SCHOOL OR SCHOOL RELATED EVENTS OR AT SCHOOL FACILITY AND/OR IN THE HOME	23
 <b>V. <u>HEALTH AND SAFETY MANDATES</u></b>	
50. HEALTH AND SAFETY	24
51. FACILITIES AND FACILITIES MODIFICATIONS	24
52. ADMINISTRATION OF MEDICATION	25
53. INCIDENT/ACCIDENT REPORTING	25
54. CHILD ABUSE REPORTING	25
55. SEXUAL HARASSMENT/DISCRIMINATION	25
56. REPORTING OF MISSING CHILDREN	26
 <b>VI. <u>FINANCIAL</u></b>	
57. ENROLLMENT, CONTRACTING, SERVICE TRACKING, ATTENDANCE REPORTING AND BILLING PROCEDURES	26
58. RIGHT TO WITHHOLD PAYMENT	27
59. PAYMENT FROM OUTSIDE AGENCIES	28
60. PAYMENT FOR ABSENCES	28
61. INSPECTION AND AUDIT	29
62. RATE SCHEDULE	30
63. DEBARMENT CERTIFICATION	30
EXHIBIT A: RATES (NPS ONLY)	32
EXHIBIT B: RATES (NPA ONLY)	35

**DISTRICT MASTER CONTRACT  
GENERAL AGREEMENT FOR NONSECTARIAN,  
NONPUBLIC SCHOOL/AGENCY SERVICES  
2016-2017**

2016-2017

CONTRACT NUMBER: 14

LEA: CENTER JOINT UNIFIED SCHOOL DISTRICT

**NONPUBLIC SCHOOL/AGENCY/RELATED SERVICES PROVIDER: ODYSSEY LEARNING CENTER**  
**NONPUBLIC, NONSECTARIAN SCHOOL/AGENCY SERVICES**  
**MASTER CONTRACT**

**AUTHORIZATION FOR MASTER CONTRACT AND GENERAL PROVISIONS**

**1. MASTER CONTRACT**

This Master Contract is entered into on July 1, 2016, between the Center Joint Unified School District (hereinafter referred to as the local educational agency "LEA" or "District") and Odyssey Learning Center, (nonpublic, nonsectarian school or agency, hereinafter referred to as "CONTRACTOR") for the purpose of providing special education and/or related services to LEA students with exceptional needs under the authorization of California Education Code sections 56157, 56361 and 56365 *et seq.* and Title 5 of the California Code of Regulations section 3000 *et seq.*, AB490 (Chapter 862, Statutes of 2003) and AB1858 (Chapter 914, Statutes of 2004). It is understood that this Master Contract does not commit LEA to pay for special education and/or related services provided to any LEA student, or CONTRACTOR to provide such special education and/or related services, unless and until an authorized LEA representative approves the provision of special education and/or related services by CONTRACTOR.

Upon acceptance of a student, LEA shall submit to CONTRACTOR an Individual Services Agreement (hereinafter referred to as "ISA"), along with a Nonpublic Services Student Enrollment form. CONTRACTOR shall work with LEA to complete and return these forms to LEA prior to initiating any services for any student.

Unless otherwise agreed in writing, the ISA and the Nonpublic Services Student Enrollment form shall acknowledge CONTRACTOR'S obligation to provide all services specified in the student's Individualized Education Plan (hereinafter referred to as "IEP"). The ISA shall be executed within ninety (90) days of an LEA student's enrollment. LEA and CONTRACTOR shall enter into an ISA for each LEA student served by CONTRACTOR. As available and appropriate, LEA shall make available access to any electronic IEP system and/or electronic database for ISA development, including invoicing.

Unless placement is made pursuant to an Office of Administrative Hearings (hereinafter referred to as "OAH") order, a lawfully executed agreement between LEA and parent, or authorized by LEA for a transfer student pursuant to California Education Code section 56325, LEA is not responsible for the costs associated with nonpublic school placement until the date on which an IEP team meeting is convened, the IEP team determines that a nonpublic school placement is appropriate, and the IEP is signed by LEA student's parent.

**2. CERTIFICATION AND LICENSES**

CONTRACTOR shall be certified by the California Department of Education (hereinafter referred to as "CDE") as a nonpublic, nonsectarian school/agency. All nonpublic school and nonpublic agency services shall be provided consistent with the area of certification specified by CDE Certification and as defined in California Education Code section 56366 *et seq.* and within the professional scope of practice of each provider's license, certification and/or credential. A current copy of CONTRACTOR'S nonpublic school/agency certification or a waiver of such certification issued by the CDE pursuant to Education Code section 56366.2 must be provided to LEA on or before the date this Master Contract is executed by CONTRACTOR. This Master Contract shall be null and void if such certification or waiver is expired, revoked, rescinded, or otherwise nullified during the effective period of this Master Contract. Total student



enrollment shall be limited to capacity as stated on the applicable CDE certification. Total LEA student enrollment shall be limited to capacity as stated in Section 24 of the Master Contract.

In addition to meeting the certification requirements of the state of California, a CONTRACTOR that operates a program outside of this state shall be certified or licensed by that state to provide special education and related services and designated instruction and related services to pupils under the federal Individuals with Disabilities Education Act (20 U.S.C. Sec. 1400 *et seq.*).

If CONTRACTOR is a licensed children's institution (hereinafter referred to as "LCI"), CONTRACTOR shall be licensed by the state, or other public agency having delegated authority by contract with the state to license, to provide nonmedical care to children, including, but not limited to, individuals with exceptional needs. The LCI must also comply with all licensing requirements relevant to the protection of the child, and have a special permit, if necessary, to meet the needs of each child so placed. If the CONTRACTOR operates a program outside of this state, CONTRACTOR must obtain all required licenses from the appropriate licensing agency in both California and in the state where the LCI is located.

With respect to CONTRACTOR'S certification, failure to notify LEA and CDE of any changes in: (1) credentialed/licensed staff; (2) ownership; (3) management and/or control of the agency; (4) major modification or relocation of facilities; or (5) significant modification of the program may result in the suspension or revocation of CDE certification and shall also be good cause for the suspension or termination of this Master Contract by LEA.

### **3. COMPLIANCE WITH LAWS, STATUTES, REGULATIONS**

During the term of this Master Contract, unless otherwise agreed, CONTRACTOR shall comply with all applicable federal, state, and local statutes, laws, ordinances, rules, policies, and regulations. CONTRACTOR shall also comply with all applicable LEA policies and procedures unless CONTRACTOR and LEA specifically agree, in writing, that a policy or policies, or a portion of a policy does not reasonably apply to CONTRACTOR. CONTRACTOR hereby acknowledges and agrees that it accepts all risks and responsibilities for its failure to comply with LEA policies and shall indemnify LEA under the provisions of Section 16 of this Agreement for all liability, loss, damage and expense (including reasonable attorneys' fees) resulting from or arising out of CONTRACTOR'S failure to comply with applicable LEA policies (e.g., those policies relating to the provision of special education and/or related services, facilities for individuals with exceptional needs, LEA student enrollment and transfer, LEA student inactive status, corporal punishment, student discipline, and positive behavior interventions).

CONTRACTOR acknowledges and understands that LEA may report to the CDE any violations of the provisions of this Master Contract, and that this may result in the suspension and/or revocation of CDE nonpublic school/agency certification pursuant to California Education Code section 56366.4(a).

### **4. TERM OF MASTER CONTRACT**

The term of this Master Contract shall be from July 1, 2016 to June 30, 2017 unless otherwise stated. (Cal. Code Regs., tit. 5, § 3062(a).) Neither the CONTRACTOR nor LEA is required to renew this Master Contract in subsequent contract years. However, the parties acknowledge that any subsequent Master Contract is to be re-negotiated prior to June 30, 2017. (Cal. Code Regs., tit. 5, § 3062(d).) In the event a Master Contract is not renegotiated by June 30<sup>th</sup>, an interim contract may be made available as mutually agreed upon for up to 90 days from July 1 of the new fiscal year. No Master Contract will be offered unless and until all of the contracting requirements have been satisfied. The offer of a Master Contract to a CONTRACTOR is at the sole discretion of LEA.

The provisions of this Master Contract apply to CONTRACTOR and any of its employees or independent contractors. Notice of any change in CONTRACTOR'S ownership or authorized representative shall be provided in writing to LEA within thirty (30) calendar days of change of ownership or change of authorized representative.

### **5. INTEGRATION/CONTINUANCE OF CONTRACT FOLLOWING EXPIRATION**

## **OR TERMINATION**

This Master Contract includes LEA Procedures and each Individual Services Agreement which are incorporated herein by this reference. This Master Contract supersedes any prior or contemporaneous written or oral understanding or agreement. This Master Contract may be amended only by written amendment executed by both parties. Notwithstanding the foregoing, LEA may modify LEA procedures from time to time without the consent of CONTRACTOR.

CONTRACTOR shall provide LEA with all information as requested in writing to secure a Master Contract or a renewal.

At a minimum, such information shall include copies of teacher credentials and clearance, insurance documentation and CDE certification. LEA may require additional information as applicable. If the application packet is not completed and returned to LEA, no Master Contract will be issued. If CONTRACTOR does not return the Master Contract to LEA duly signed by an authorized representative within ninety (90) calendar days of issuance by LEA, the new contract rates will not take effect until the newly executed Master Contract is received by LEA and will not be retroactive to the first day of the new Master Contract's effective date. If CONTRACTOR fails to execute the new Master Contract within such ninety day period, all payments shall cease until such time as the new Master Contract for the current school year is signed and returned to LEA by CONTRACTOR. (Ed. Code §§ 56366(c)(1), (2).) In the event that this Master Contract expires or terminates, CONTRACTOR shall continue to be bound to all of the terms and conditions of the most recent executed Master Contract between CONTRACTOR and LEA for so long as CONTRACTOR is servicing authorized LEA students at the discretion of LEA.

## **6. INDIVIDUAL SERVICES AGREEMENT**

This Master Contract shall include an ISA developed for each LEA student for whom CONTRACTOR is to provide special education and/or related services. An ISA shall only be issued for LEA students enrolled with the approval of LEA pursuant to Education Code section 56366(a)(2)(A). An ISA may be effective for more than one contract year provided that there is a concurrent Master Contract in effect. In the event that this Master Contract expires or terminates, CONTRACTOR shall continue to be bound to all of the terms and conditions of the most recent executed ISAs between CONTRACTOR and LEA for so long as CONTRACTOR is servicing authorized LEA students.

Any and all changes to a LEA student's educational placement/program provided under this Master Contract and/or an ISA shall be made solely on the basis of a revision to LEA student's IEP. At any time during the term of this Master Contract, a LEA student's parent, CONTRACTOR, or LEA may request a review of a LEA student's IEP subject to all procedural safeguards required by law.

Unless otherwise provided in this Master Contract, the CONTRACTOR shall provide all services specified in the IEP unless the CONTRACTOR and LEA agree otherwise in the ISA. (Ed. Code § 56366(a)(5); Cal. Code Regs., tit. 5, § 3062(e).) In the event the CONTRACTOR is unable to provide a specific service at any time during the life of the ISA, the CONTRACTOR shall notify LEA in writing within five (5) business days of the last date a service was provided. CONTRACTOR shall provide any and all subsequent compensatory service hours awarded to an LEA student as a result of lack of provision of services while the student was served by the nonpublic school or agency.

If a parent or LEA contests the termination of an ISA by initiating a due process proceeding with the OAH, CONTRACTOR shall abide by the "stay-put" requirement of state and federal law unless the parent agrees otherwise or an interim alternative educational placement is deemed lawful and appropriate by LEA or OAH. CONTRACTOR shall adhere to all LEA requirements concerning changes in placement.

Disagreements between LEA and CONTRACTOR concerning the formulation of an ISA or the Master Contract may be appealed to the County Superintendent of Schools of the County where LEA is located, or the State Superintendent of Public Instruction pursuant to the provisions of California Education Code section 56366(c)(2).

## 7. DEFINITIONS

The following definitions shall apply for purposes of this contract:

- a. The term "CONTRACTOR" means a nonpublic, nonsectarian school/agency certified by the California Department of Education and its officers, agents and employees.
- b. The term "authorized LEA representative" means a LEA administrator designated to be responsible for nonpublic school/agencies. It is understood that a representative of the Special Education Local Plan Area ("SELPA") of which LEA is a member is an authorized LEA representative in collaboration with LEA. LEA maintains sole responsibility for the Master Contract, unless otherwise specified in the Master Contract.
- c. The term "credential" means a valid credential, life diploma, permit, or document in special education or Pupil Personnel Services issued by, or under the jurisdiction of, the California State Board of Education if issued prior to 1970 or the California Commission on Teacher Credentialing, which entitles the holder thereof to perform services for which certification qualifications are required as defined in Title 5 of the California Code of Regulations section 3001(g).
- d. As defined in Title 5 of the California Code of Regulations section 3001(r), the term "qualified" means that a person has met federal and state certification, licensing, registration, or other comparable requirements which apply to the area in which he or she is providing special education or related services (including but not limited to, for example, the requirements set forth in California Code of Regulations, title 5, sections 3064 and 3065 and Education Code section 56366.1(n)(1)), or, in the absence of such requirements, the state-education-agency-approved or recognized requirements, and adheres to the standards of professional practice established in federal and state law or regulation, including the standards contained in the California Business and Professions Code and the scope of practice as defined by the licensing or credentialing body.) Nothing in this definition shall be construed as restricting the activities or services of a graduate needing direct hours leading to licensure, or of a student teacher or intern leading to a graduate degree at an accredited or approved college or university, as authorized by state laws or regulations.
- e. The term "license" means a valid non-expired document issued by a licensing agency within the Department of Consumer Affairs or other state licensing office authorized to grant licenses and authorizing the bearer of the document to provide certain professional services or refer to themselves using a specified professional title. This includes, but is not limited to mental health and board and care services at a residential placement. If a license is not available through an appropriate state licensing agency, a certificate of registration with the appropriate professional organization at the national or state level which has standards established for the certificate that are equivalent to a license shall be deemed to be a license as defined in Title 5 of the California Code of Regulations section 3001(l).
- f. "Parent" means a biological or adoptive parent unless the biological or adoptive parent does not have legal authority to make educational decisions for the child, a guardian generally authorized to act as the child's parent or authorized to make educational decisions for the child, an individual acting in the place of a biological or adoptive parent, including a grandparent, stepparent, or other relative with whom the child lives, or an individual who is legally responsible for the child's welfare, a surrogate parent, a foster parent if the authority of the biological or adoptive parent to make educational decisions on the child's behalf has been specifically limited by court order in accordance with Title 34 of the Code of Federal Regulations sections 300.30(b)(1) or (2). Parent does not include the state or any political subdivision of government or the nonpublic school or agency under contract with LEA for the provision of special education or designated instruction and services for a child. (Ed. Code § 56028.)

- g. The term “days” means calendar days unless otherwise specified.
- h. The phrase “billable day” means a school day in which instructional minutes meet or exceed those in comparable LEA programs.
- i. The phrase “billable day of attendance” means a school day as defined in California Education Code Section 46307, in which a LEA student is in attendance and in which instructional minutes meet or exceed those in comparable LEA programs unless otherwise stipulated in an IEP or ISA.
- j. It is understood that the term “Master Contract” also means “Agreement” and may be referred to as such in this document.

## **ADMINISTRATION OF CONTRACT**

### **8. NOTICES**

All notices provided for by this Master Contract shall be in writing. Notices shall be mailed or delivered by hand and shall be effective as of the date of receipt by addressee.

All notices mailed to LEA shall be addressed to the person and address as indicated on the signature page of the Master Contract. Notices to CONTRACTOR shall be addressed as indicated on signature page of this Master Contract.

### **9. MAINTENANCE OF RECORDS**

All records shall be maintained by CONTRACTOR as required by state and federal laws and regulations. Notwithstanding the foregoing sentence, CONTRACTOR shall maintain all records for at least five (5) years after the termination of this Master Contract. For purposes of this Master Contract, “records” shall include, but not be limited to pupil records as defined by California Education Code section 49061(b) including electronically stored information; cost data records as set forth in Title 5 of the California Code of Regulations section 3061; registers and roll books of teachers and/or daily service providers; chart notes, Medi-Cal logs, daily service logs and notes and other documents used to record the provision of related services including supervision; daily service logs and notes used to record the provision of services provided by instructional assistants, NPA behavior intervention aides, and bus aides and supervisors; absence verification records (parent/doctor notes, telephone logs, and related documents); bus rosters; staff lists specifying credentials held; business licenses held; documents evidencing other staff qualifications including social security numbers, dates of hire, and dates of termination; records of employee training and certification, staff time sheets; non-paid staff and volunteer sign-in sheets; transportation and other related services subcontracts; school calendars; bell/class schedules when applicable; liability and worker’s compensation insurance policies; state nonpublic school and/or agency certifications; by-laws; lists of current board of directors/trustees, if incorporated; statements of income and expenses; general journals; cash receipts and disbursement books, general ledgers and supporting documents; documents evidencing financial expenditures; federal/state payroll quarterly reports (Form 941/DE3DP); and bank statements and canceled checks or facsimile thereof.

CONTRACTOR shall maintain LEA student records in a secure location to ensure confidentiality and prevent unauthorized access. CONTRACTOR shall maintain a current list of the names and positions of CONTRACTOR’S employees who have access to confidential records. CONTRACTOR shall maintain an access log for each LEA student’s record which lists all persons, agencies, or organizations requesting or receiving information from the record and the legitimate interests therefore. Such log shall be maintained as required by California Education Code section 49064 and include the name, title, agency/organization affiliation, and date/time of access for each individual requesting or receiving information from LEA student’s record. Such log needs not to record access to LEA student’s records by: (a) LEA student’s parent; (b) an individual to whom written consent has been executed by LEA student’s parent; or (c) employees of LEA or CONTRACTOR having a legitimate educational interest in requesting or receiving

information from the record. CONTRACTOR/LEA shall maintain copies of any written parental concerns granting access to student records. For purposes of this paragraph, "employees of LEA or CONTRACTOR" do not include subcontractors. CONTRACTOR shall grant parents access to student records and comply with parents' requests for copies of student records, as required by state and federal laws and regulations. CONTRACTOR agrees, in the event of school or agency closure, to forward all records within ten (10) business days to LEA. LEA shall have access to and receive copies of any and all documents required to be maintained by CONTRACTOR within five (5) business days of a request.

**10. SEVERABILITY CLAUSE**

If any provision of this Master Contract is held, in whole or in part, to be unenforceable for any reason, the remainder of that provision and of the entire Master Contract shall be severable and remain in effect.

**11. SUCCESSORS IN INTEREST**

This contract binds CONTRACTOR'S successors and assignees. CONTRACTOR shall notify LEA, in writing, of any change of ownership or corporate control within ten (10) business days of such change.

**12. VENUE AND GOVERNING LAW**

The laws of the State of California shall govern the terms and conditions of this Master Contract with venue in the County where LEA is located.

**13. MODIFICATIONS AND AMENDMENTS REQUIRED TO CONFORM TO LEGAL AND ADMINISTRATIVE GUIDELINES**

This Master Contract may be modified or amended by LEA to conform to administrative and statutory guidelines issued by any state, federal or local governmental agency. LEA shall provide CONTRACTOR thirty (30) days' notice of any such changes or modifications made to conform to administrative or statutory guidelines and a copy of the statute or regulation upon which the modification or changes are based.

**14. TERMINATION**

This Master Contract or an Individual Service Agreement may be terminated for cause. Cause shall include but not be limited to non-maintenance of current nonpublic school certification, failure of either LEA or the CONTRACTOR to maintain the standards required under the Master Contract and/or Individual Services Agreement, or other material breach of the contract by CONTRACTOR or LEA. For purposes of Non Public School placement, the cause shall not be the availability of a public class initiated during the period of the Master Contract unless the parent agrees to the transfer of the student to a public school program at an IEP team meeting. To terminate the Master Contract, either party shall give twenty (20) days prior written notice to the other party (Ed. Code § 56366(a)(4)), or immediately if CONTRACTOR and LEA mutually agree that there are significant health or safety concerns. At the time of termination, CONTRACTOR shall provide to LEA any and all documents CONTRACTOR is required to maintain under this Master Contract. ISAs are void upon termination of this Master Contract, except as provided in Section 5 or 6. CONTRACTOR or LEA may terminate an ISA for cause, without terminating the Master Contract in its entirety. To terminate the ISA, either party shall also give twenty (20) days prior written notice to the other.

**15. INSURANCE**

CONTRACTOR shall, at his, her, or its sole cost and expense, maintain in full force and effect, during the term of this Agreement, the following insurance coverage from a California licensed and/or admitted insurer with an A minus (A-), VII, or better rating from A.M. Best, sufficient to cover any claims, damages, liabilities, costs and expenses (including counsel fees) arising out of or in connection with

CONTRACTOR's fulfillment of any of its obligations under this Agreement or either party's use of the work or any component or part thereof:

## PART I

- A. **Commercial General Liability Insurance**, including both bodily injury and property damage, with limits as follows:

\$2,000,000 per occurrence  
\$ 500,000 fire damage  
\$ 5,000 medical expenses  
\$1,000,000 personal & adv. injury  
\$3,000,000 general aggregate  
\$2,000,000 products/completed operations aggregate

The policy may not contain an exclusion for coverage of claims arising from claims for sexual molestation or abuse. In the event that CONTRACTOR's policy should have an exclusion for sexual molestation or abuse claims, then CONTRACTOR shall be required to procure a supplemental policy providing such coverage.

- B. **Business Auto Liability Insurance** for all owned scheduled, non-owned or hired automobiles with a \$1 million combined single limit.

If no owned automobiles, then only hired and non-owned is required.

If CONTRACTOR uses a vehicle to travel to/from school sites, between schools and/or to/from students' homes or other locations as approved service locations by the LEA, CONTRACTOR must comply with State of California auto insurance requirements.

- C. **Workers' Compensation and Employers Liability Insurance** in a form and amount covering CONTRACTOR's full liability under the California Workers' Compensation Insurance and Safety Act and in accordance with applicable state and federal laws.

Part A – Statutory Limits

Part B – \$1,000,000/\$1,000,000/\$1,000,000 Employers Liability

- D. **Errors & Omissions (E & O)/Malpractice (Professional Liability) Insurance**, including sexual molestation and abuse coverage, unless that coverage is afforded elsewhere in the Commercial General Liability policy by endorsement or separate policy, with the following limits:

\$1,000,000 per occurrence  
\$2,000,000 general aggregate

- E. CONTRACTOR, upon execution of this Master Contract and periodically thereafter upon request, shall furnish the LEA with certificates of insurance evidencing such coverage. The certificate of insurance shall include a ten (10) day non-renewal notice provision. The Commercial General Liability and Automobile Liability policy shall name the LEA and the Board of Education additional insured's premiums on all insurance policies and shall be paid by CONTRACTOR and shall be deemed included in CONTRACTOR's obligations under this contract at no additional charge.

- F. Any deductibles or self-insured retentions above \$100,000 must be disclosed to and approved by the LEA. At its option, LEA may require the CONTRACTOR, at the CONTRACTOR's sole cost, to: (a) cause its insurer to reduce to levels specified by the LEA or eliminate such

deductibles or self-insured retentions with respect to the LEA, its officials and employees, or (b) procure a bond guaranteeing payment of losses and related investigation.

- G. For any claims related to the services contracted for under this Agreement, the CONTRACTOR's insurance coverage shall be primary insurance as respects to the LEA, its subsidiaries, officials and employees. Any insurance or self-insurance maintained by the LEA, its subsidiaries, officials and employees shall be excess of the CONTRACTOR's insurance and shall not contribute with it.
- H. All Certificates of Insurance may reference the contract number, name of the school or agency submitting the certificate, and the location of the school or agency submitting the certificate on the certificate.

## **PART II – INSURANCE REQUIREMENTS FOR NONPUBLIC SCHOOLS AFFILIATED WITH A RESIDENTIAL TREATMENT FACILITY (“RTC”)**

When CONTRACTOR is a nonpublic school affiliated with a residential treatment center (NPS/RTC), the following insurance policies are required:

- A. **Commercial General Liability Insurance** of \$3,000,000 per Occurrence and \$6,000,000 in General Aggregate. The policy shall be endorsed to name the LEA and the Board of Education as named additional insureds and shall provide specifically that any insurance carried by the LEA which may be applicable to any claims or loss shall be deemed excess and the RTC's insurance primary despite any conflicting provisions in the RTC's policy. Coverage shall be maintained with no self-insured retention above \$100,000 without the prior written approval of the LEA.
- B. **Workers' Compensation Insurance** in accordance with provisions of the California Labor Code adequate to protect the RTC from claims that may arise from its operations pursuant to the Workers' Compensation Act (Statutory Coverage). The Workers' Compensation Insurance coverage must also include Employers Liability coverage with limits of \$1,000,000/\$1,000,000/\$1,000,000.
- C. **Commercial Auto Liability** coverage with limits of \$1,000,000 Combined Single Limit per Occurrence if the RTC does not operate a student bus service. If the RTC provides student bus services, the required coverage limit is \$5,000,000 Combined Single Limit per Occurrence.
- D. **Fidelity Bond or Crime** coverage shall be maintained by the RTC to cover all employees who process or otherwise have responsibility for RTC funds, supplies, equipment or other assets. Minimum amount of coverage shall be \$250,000 per occurrence, with no self-insured retention.
- E. **Professional Liability/Errors & Omissions/Malpractice** coverage with minimum limits of \$3,000,000 per occurrence and \$6,000,000 general aggregate.
- F. **Sexual Molestation and Abuse** coverage, unless that coverage is afforded elsewhere in the Commercial General Liability or Professional liability policy by endorsement, with minimum limits of \$3,000,000 per occurrence and \$6,000,000 general aggregate.

If LEA or CONTRACTOR determines that a change in insurance coverage obligations under this section is necessary, either party may reopen negotiations to modify the insurance obligations. Consistent with Section 5 of this Master Contract, however, the Master Contract may be amended only by written amendment executed by both Parties.

## **16. INDEMNIFICATION AND HOLD HARMLESS**

Except with respect to claims arising from a Party's separate negligence or willful acts, which shall remain that Party's personal obligation, each Party agrees to defend, indemnify and hold harmless the other Party and its directors, officers, employees, agents, attorneys, volunteers, and subcontractors with respect to a claim resulting from or arising out of this Master Contract or its performance and arising from the Party's actual or alleged act, failure to act, error, or omission in the performance of their obligations under this Agreement or any governing law or regulations.

#### **17. INDEPENDENT CONTRACTOR**

Nothing herein contained shall be construed to imply a joint venture, partnership or principal-agent relationship between LEA and CONTRACTOR. CONTRACTOR shall provide all services under this Agreement as an independent contractor, and neither party shall have the authority to bind or make any commitment on behalf of the other. Nothing contained in this Agreement shall be deemed to create any association, partnership, joint venture or relationship of principal and agent, master and servant, or employer and employee between the Parties or any affiliates of the Parties, or between LEA and any individual assigned by CONTRACTOR to perform any services for LEA.

If LEA is held to be a partner, joint venturer, co-principal, employer or co-employer of CONTRACTOR, CONTRACTOR shall indemnify and hold harmless LEA from and against any and all claims for loss, liability, or damages arising from that holding, as well as any expenses, costs, taxes, penalties and interest charges incurred by LEA as a result of that holding.

#### **18. SUBCONTRACTING**

CONTRACTOR shall not enter into any subcontracting relationship without first obtaining final written approval of LEA. Should CONTRACTOR wish to subcontract for special education and/or related services pursuant to this Master Contract, it must provide written notification to LEA before any subcontracting arrangement is made. In the event LEA determines that it can provide the subcontracted service(s) at a lower rate, LEA may elect to provide such service(s). If LEA elects to provide such service(s) at a lower rate, LEA may elect to provide such service(s). If LEA elects to provide such service(s), LEA shall provide written notification to CONTRACTOR within five (5) days of receipt of CONTRACTOR'S original request and CONTRACTOR shall not subcontract for said services.

Should LEA approve in concept of CONTRACTOR subcontracting for services, CONTRACTOR shall submit to LEA for approval the proposed subcontract. CONTRACTOR shall incorporate all of the provisions of this Master Contract in all subcontracts to the fullest extent possible. Furthermore, when CONTRACTOR creates subcontracts for the provision of special education and/or related services (including without limitation, transportation) for any student, CONTRACTOR shall cause each subcontractor to procure and maintain indemnification and insurance requirements which comply with the provisions of Sections 15 and 16 of this Master Contract, for the duration of the term of each subcontract. If a proposed subcontract is approved by LEA, each subcontractor must furnish LEA with original endorsements and certificates of insurance effective coverage required by Section 15 of this Master Contract. The endorsements are to be signed by a person authorized by that insurer to bind coverage on its behalf. Unless otherwise agreed to by LEA, the endorsements are to be on forms provided by the LEA. The Commercial General Liability and Automobile Liability policies shall name the LEA/SELPA and the LEA Board of Education as additional insured. All endorsements are to be received and approved by LEA before the subcontractor's work commences. In addition, all sub-contractors must meet the requirements as contained in Section 45 (Clearance Requirements) and Section 46 (Staff Qualifications) of this Master Contract. No subcontract shall be considered final without LEA approval.

#### **19. CONFLICTS OF INTEREST**



CONTRACTOR shall provide to LEA upon request a copy of its current bylaws and a current list of its Board of Directors (or Trustees), if it is incorporated. CONTRACTOR and any member of its Board of Directors (or Trustees) shall avoid and disclose any relationship with LEA that constitutes or may constitute a conflict of interest pursuant to California Education Code section 56042 including, but not limited to, employment with LEA, provision of private party assessments and/or reports, and attendance at IEP team meetings acting as a student's advocate. Pursuant to California Education Code section 56042, an attorney or advocate for a parent of an individual with exceptional needs shall not recommend placement at CONTRACTOR'S facility if the attorney or advocate is employed or contracted by the CONTRACTOR, or will receive a benefit from the CONTRACTOR, or otherwise has a conflict of interest.

Unless CONTRACTOR and LEA otherwise agree in writing, LEA shall neither execute an ISA with CONTRACTOR nor amend an existing ISA for a LEA student when a recommendation for special education and/or related services is based in whole or in part on assessment(s) or reports provided by CONTRACTOR to LEA student without prior written authorization by LEA. This paragraph shall apply to CONTRACTOR regardless of when an assessment is performed or a report is prepared (i.e. before or after LEA student is enrolled in CONTRACTOR'S school/agency) or whether an assessment of LEA student is performed or a report is prepared in the normal course of the services provided to LEA student by CONTRACTOR. To avoid a conflict of interest, and in order to ensure the appropriateness of an Independent Educational Evaluation (hereinafter referred to as "IEE") and its recommendations, LEA may, in its discretion, not fund an IEE by an evaluator who provides ongoing service(s) or is sought to provide service(s) to the student for whom the IEE is requested. Likewise, LEA may, in its discretion, not fund services through the evaluator whose IEE LEA agrees to fund. When no other appropriate assessor is available, LEA may request and if CONTRACTOR agrees, the CONTRACTOR may provide an IEE.

When CONTRACTOR is a nonpublic agency, CONTRACTOR acknowledges that its authorized representative has read and understands Education Code section 56366.3 which provides, in relevant part, that no special education and/or related services provided by CONTRACTOR shall be paid for by LEA if provided by an individual who was an employee of LEA within three hundred and sixty five (365) days prior to executing this Master Contract. This provision does not apply to any person who is able to provide designated instruction and services during the extended school year because he or she is otherwise employed for up to ten months of the school year by LEA.

CONTRACTOR shall not admit a student living within the jurisdictional boundaries of LEA on a private pay or tuition free "scholarship" basis and concurrently or subsequently advise/request parent(s) to pursue funding for the admitted school year from LEA through due process proceedings.

## **20. NON-DISCRIMINATION**

CONTRACTOR shall not unlawfully discriminate on the basis of gender, nationality, race or ethnicity, religion, age, sexual orientation, gender identity, gender expression, or disability or any other classification protected by federal or state law, in employment or operation of its programs.

## **EDUCATIONAL PROGRAM**

### **21. FREE AND APPROPRIATE PUBLIC EDUCATION ("FAPE")**

LEA shall provide CONTRACTOR with a copy of the IEP including the Individualized Transition Plan (hereinafter referred to as "ITP") of each LEA student served by CONTRACTOR. CONTRACTOR shall provide to each LEA student special education and/or related services (including transition services) within the nonpublic school or nonpublic agency consistent with LEA student's IEP and as specified in the ISA. If CONTRACTOR is a nonpublic school, CONTRACTOR shall not accept a LEA student if it cannot provide or ensure the provision of the services outlined in the student's IEP. If a LEA student's services are provided by a third party (i.e. a related services provider) CONTRACTOR shall notify LEA, in writing, if the provision of services ceases.

Unless otherwise agreed to between CONTRACTOR and LEA, CONTRACTOR shall be responsible for the provision of all appropriate supplies, equipment, and/or facilities for LEA students, as specified in LEA student's IEP and ISA. CONTRACTOR shall make no charge of any kind to parents for special education and/or related services as specified in LEA student's IEP and ISA (including, but not limited to, screenings, assessments, or interviews that occur prior to or as a condition of LEA student's enrollment under the terms of this Master Contract). LEA shall provide low incidence equipment for eligible students with low incidence disabilities when specified in the student's IEP and ISA. Such equipment remains the property of the SELPA/LEA and shall be returned to the SELPA/LEA when the IEP team determines the equipment is no longer needed or when the student is no longer enrolled in the nonpublic school. CONTRACTOR shall ensure that facilities are adequate to provide all LEA students with an environment which meets all pertinent health and safety regulations. CONTRACTOR may charge a LEA student's parent(s) for services and/or activities not necessary for LEA student to receive a free appropriate public education after: (a) written notification to LEA student's parent(s) of the cost and voluntary nature of the services and/or activities; and (b) receipt by LEA of the written notification and a written acknowledgment signed by LEA student's parent(s) of the cost and voluntary nature of the services and/or activities. CONTRACTOR shall adhere to all LEA requirements concerning parent acknowledgment of financial responsibility.

Voluntary services and/or activities not necessary for an LEA student to receive a free appropriate public education shall not interfere with LEA student's receipt of special education and/or related services as specified in LEA student's IEP and ISA unless LEA and CONTRACTOR agree otherwise in writing.

## **22. GENERAL PROGRAM OF INSTRUCTION**

All nonpublic school and nonpublic agency services shall be provided consistent with the area of certification specified by CDE Certification and as defined in California Education Code section 56366 *et seq.* and shall ensure that facilities are adequate to provide LEA students with an environment which meets all pertinent health and safety regulations.

When CONTRACTOR is a nonpublic school, CONTRACTOR'S general program of instruction shall: (a) utilize evidence-based practices and predictors and be consistent with LEA's standards regarding the particular course of study and curriculum; (b) include curriculum that addresses mathematics, literacy and the use of educational, assistive technology and transition services; (c) be consistent with CDE's standards regarding the particular course of study and curriculum; (d) provide the services as specified in LEA student's IEP and ISA. LEA students shall have access to: (a) State Board of Education (SBE) - adopted Common Core State Standards ("CCSS") for curriculum and the same instructional materials for kindergarten and grades 1 to 8, inclusive; and provide standards-aligned core curriculum and instructional materials for grades 9 to 12, inclusive, used by a local education agency (LEA), that contracts with the nonpublic school; (b) college preparation courses; (c) extracurricular activities such as art, sports, music and academic clubs; (d) career preparation and vocational training, consistent with transition plans pursuant to state and federal law and; (e) supplemental assistance, including individual academic tutoring, psychological counseling, and career and college counseling. When appropriate, CONTRACTOR shall utilize the designated curriculum guidelines for students with moderate to severe disabilities who participate in the State's alternative assessment. These students shall have access to the core content, activities, and instructional materials delineated within these curriculum guidelines. CONTRACTOR'S general program of instruction shall be described in writing and a copy provided to LEA prior to the effective date of this Master Contract.

When CONTRACTOR serves LEA students in grades nine through twelve inclusive, LEA shall provide to CONTRACTOR a specific list of the course requirements to be satisfied by the CONTRACTOR leading toward graduation or completion of LEA's diploma requirements. CONTRACTOR shall not award a high school diploma to LEA students who have not successfully completed all of LEA's graduation requirements. Per Sections 60851.5 and 60851.6 of the California Education Code, these requirements do not include passing the California High School Exit Exam ("CAHSEE") as the administration of that examination is currently suspended.

When CONTRACTOR is a nonpublic agency and/or related services provider, CONTRACTOR'S general program of instruction and/or services shall utilize evidence-based practices and predictors and be consistent with LEA and CDE guidelines/certifications and any state licensing requirements and shall be provided as specified in LEA student's IEP and ISA. The nonpublic agency providing Behavior Intervention Services shall develop a written treatment plan that specifies the nature of their nonpublic agency service for each student within thirty (30) days of enrollment and shall be provided in writing to LEA. School-based services may not be unilaterally converted by CONTRACTOR to a substitute program or provided at a location not specifically authorized by the IEP team. Except for services provided by a contractor that is an LCI, all services not provided in the school setting require the presence of a parent, guardian or adult caregiver during the delivery of services, provided such guardian or caregiver has a signed authorization by the parent or legal guardian to authorize emergency services as requested. LCI contractors shall ensure that appropriate and qualified residential or clinical staff is present during the provision of services under this Master Contract. CONTRACTOR shall immediately notify LEA in writing if no parent, guardian or adult caregiver is present. CONTRACTOR shall provide to LEA a written description of the services and location provided prior to the effective date of this Master Contract. Contractors providing Behavior Intervention Services must have on staff individuals trained as the law requires. (Cal. Code Regs., tit. 5, § 3051.23.) It is understood that Behavior Intervention Services are limited per CDE Certification and do not constitute an instructional program.

When CONTRACTOR is a nonpublic agency, CONTRACTOR shall not provide transportation nor subcontract for transportation services for students unless LEA and CONTRACTOR agree otherwise in writing.

## **23. INSTRUCTIONAL MINUTES**

When CONTRACTOR is a nonpublic school, the total number of instructional minutes per school day provided by CONTRACTOR shall be at least equivalent to the number of instructional minutes per school day provided to LEA students at like grade level attending LEA schools and shall be specified in LEA student's ISA developed in accordance with LEA student's IEP.

For students in grades kindergarten through 12, inclusive, unless otherwise specified in the student's IEP and ISA, the number of instructional minutes, excluding breakfast, recess, lunch and pass time shall be the same as the Education Code prescribes for the LEA.

The total number of annual instructional minutes shall be at least equivalent to the total number of annual instructional minutes provided to LEA students attending LEA schools in like grade levels unless otherwise specified in LEA student's IEP and ISA.

When CONTRACTOR is a nonpublic agency and/or related services provider, the total number of minutes per school day provided by CONTRACTOR shall be specified in LEA student's ISA developed in accordance with LEA student's IEP.

## **24. CLASS SIZE**

When CONTRACTOR is a nonpublic school, CONTRACTOR shall ensure that class size shall not exceed a ratio of one teacher per twelve (12) students unless CONTRACTOR and LEA agree otherwise in writing. Upon prior written approval by an authorized LEA representative, class size may be temporarily increased by a ratio of 1 teacher to fourteen (14) students when necessary during the regular or extended school year to provide services to students with disabilities.

In the event a nonpublic school is unable to fill a vacant teaching position responsible for direct instruction to students, and the vacancy has direct impact on the California Department of Education Certification of that school, the nonpublic school shall develop a plan to ensure appropriate coverage of students by first utilizing existing certificated staff. The nonpublic school and LEA may agree to one 30 school day period

per contract year where class size may be increased to ensure coverage by an appropriately credentialed teacher. Such an agreement shall be in writing and signed by both Parties. This provision does not apply to a nonpublic agency.

CONTRACTOR providing special education instruction for individuals with exceptional needs between the ages of three (3) and five (5) years, inclusive, shall also comply with the appropriate instructional adult to child ratios pursuant to California Education Code sections 56440 *et seq.*

## **25. CALENDARS**

When CONTRACTOR is a nonpublic school, CONTRACTOR shall submit to LEA a school calendar with the total number of billable days not to exceed 180 days, plus extended school year billable days equivalent to the number of days determined by LEA's extended school year calendar. Billable days shall include only those days that are included on the submitted and approved school calendar, and/or required by the IEP (developed by LEA) for each student. CONTRACTOR shall not be allowed to change its school calendar and/or amend the number of billable days without the prior written approval of LEA. Nothing in this Master Contract shall be interpreted to require LEA to accept any requests for calendar changes. In the event LEA adjusts the number of school days for the regular school year and/or extended school year, the approved number of days shall become the total billable days for the nonpublic school or agency. In such a case, an amended calendar shall be provided by CONTRACTOR for LEA approval.

Unless otherwise specified by the student's IEP, educational services shall occur at the school site. A student shall only be eligible for extended school year services if such are recommended by his/her IEP Team and the provision of such is specifically included in the ISA. Extended school year shall consist of twenty (20) instructional days, unless otherwise agreed upon by the IEP Team convened by LEA. Any days of extended school year in excess of twenty (20) billable days must be mutually agreed to, in writing, prior to the start of the extended school year.

Student must have actually been in attendance during the regular school year and/or during extended school year and actually received services on a billable day of attendance in order for CONTRACTOR to be eligible for payment. It is specifically understood that services may not be provided on weekends/holidays and other times when school is not in session, unless agreed to by LEA, in writing, in advance of the delivery of any nonpublic school service. Any instructional days provided without this written agreement shall be at the sole financial responsibility of the CONTRACTOR.

CONTRACTOR shall observe only the same legal holidays as LEA. As of the execution of this Master Contract, these holidays are: Labor Day, Veteran's Day, Thanksgiving Day, Christmas Day, New Year's Day, Martin Luther King, Jr. Day, Lincoln's Birthday, Washington's Birthday, Memorial Day, and Independence Day. With the approval of LEA, CONTRACTOR may revise the date upon which CONTRACTOR closes in observance of any of the holidays observed by LEA.

When CONTRACTOR is a nonpublic agency, CONTRACTOR shall be provided with a LEA-developed/approved calendar prior to the initiation of services. CONTRACTOR herein agrees to observe holidays as specified in LEA-developed/approved calendar. CONTRACTOR shall provide services pursuant to LEA-developed/approved calendar; or as specified in LEA student's IEP and ISA. Unless otherwise specified in LEA student's ISA, CONTRACTOR shall provide related services to LEA students on only those days that LEA student's school of attendance is in session and LEA student attends school. CONTRACTOR shall bill only for services provided on billable days of attendance as indicated on LEA calendar unless CONTRACTOR and LEA agree otherwise, in writing. Student must have actually been in attendance and/or received services on a billable day of attendance in order for CONTRACTOR to be eligible for payment. It is specifically understood that services may not be provided on weekends/holidays and other times when school is not in session, unless agreed to by LEA, in writing, in advance of the delivery of any nonpublic agency service provided by CONTRACTOR. Any instructional days provided without this written agreement shall be at the sole financial responsibility of the CONTRACTOR.

## **26. DATA REPORTING**

CONTRACTOR shall agree to provide to LEA, all data (including billing information) related to students who are served by the CONTRACTOR. CONTRACTOR agrees to provide all data related to or referenced in any and all sections of this Master Contract if requested by LEA. CONTRACTOR agrees to provide all requested information in the format required by LEA. It is understood that all nonpublic schools and nonpublic agencies shall utilize the Special Education Information System (SEIS) or comparable program/system approved by LEA/SELPA for all IEP development and progress reporting. Additional progress reporting may be required by LEA. LEA shall provide the CONTRACTOR with appropriate software, user training and proper internet permissions to allow adequate access so that this information may be compiled.

LEA shall provide CONTRACTOR with approved forms and/or format for such data including but not limited to invoicing, attendance reports and progress reports. LEA may approve use of CONTRACTOR-provided forms at its discretion.

## **27. LEAST RESTRICTIVE ENVIRONMENT/DUAL ENROLLMENT**

CONTRACTOR and LEA shall follow all LEA policies and procedures that support Least Restrictive Environment ("LRE") options (and/or dual enrollment options if available and appropriate) for students to have access to the general curriculum and to be educated with their nondisabled peers to the maximum extent appropriate.

CONTRACTOR and LEA shall ensure that LRE placement options are addressed at all IEP team meetings regarding students for whom ISAs have been or may be executed. This shall include IEP team consideration of supplementary aids and services and goals and objectives necessary for placement in the LRE and necessary to enable students to transition to less restrictive settings.

When an IEP team has determined that a student should be transitioned into the public school setting, CONTRACTOR shall assist LEA in implementing the IEP team's recommendations and/or activities to support the transition.

## **28. STATEWIDE ACHIEVEMENT TESTING**

When CONTRACTOR is a nonpublic school, CONTRACTOR shall administer all Statewide assessments within the California Assessment of Student Performance and Progress ("CAASP"), Desired Results Developmental Profile ("DRDP"), achievement and abilities tests (using LEA-authorized assessment instruments), and the Fitness Gram, California English Language Development Test ("CELDT") as appropriate to the student and mandated by LEA pursuant to LEA and state and federal guidelines.

CONTRACTOR is subject to the alternative accountability system developed pursuant to Education Code section 52052, in the same manner as public schools. Each LEA student placed with CONTRACTOR by the LEA shall be tested by qualified staff of CONTRACTOR in accordance with that accountability program. LEA shall provide test administration training to CONTRACTOR'S qualified staff. CONTRACTOR shall attend LEA test training and comply with completion of all coding requirements as required by LEA.

## **29. MANDATED ATTENDANCE AT LEA MEETINGS**

CONTRACTOR shall attend LEA mandated meetings when legal mandates, and/or LEA policy and procedures are reviewed, including but not limited to the areas of: curriculum, high school graduation, standards-based instruction, behavior intervention, cultural and linguistic needs of students with disabilities, dual enrollment responsibilities, LRE responsibilities, transition services, standardized testing, and IEPs. LEA shall provide CONTRACTOR with reasonable notice of mandated meetings. Attendance at such meetings does not constitute a billable service hour(s).

### 30. POSITIVE BEHAVIOR INTERVENTIONS

CONTRACTOR shall comply with all requirements of Education Code section 56521.1 and 56521.2 regarding positive behavior interventions. Failure to do so shall constitute sufficient cause for contract termination.

LEA students who exhibit serious behavioral challenges must receive timely and appropriate assessments and positive supports and interventions in accordance with the federal law and its implementing regulations. If the individualized education program ("IEP") team determines that a student's behavior impedes his or her learning or the learning of others, the IEP team is required to consider the use of positive behavioral interventions and supports, and other strategies, to address that behavior, consistent with Section 1414(d)(3)(B)(i) and (d)(4) of Title 20 of the United States Code and associated federal regulations. This could mean that instead of developing a Behavior Intervention Plan (BIP), the IEP team may conclude it is sufficient to address the student's behavioral problems through the development of behavioral goals and behavioral interventions to support those goals.

CONTRACTOR shall maintain a written policy consistent with California Education Code section 56521.1 regarding emergency interventions and Behavioral Emergency Reports ("BERs"). Further, CONTRACTOR shall affirmatively inform each of its employees about the policy and provide each employee a copy thereof. CONTRACTOR shall also ensure that all of its staff members are trained annually in crisis intervention and emergency procedures as related to appropriate behavior management strategies. Training includes certification with an approved SELPA crisis intervention program. Evidence of such training shall be submitted to the LEA at the beginning of the school year and within 6 days of any new hire.

Pursuant to Education Code section 56521.1, emergency interventions shall not be used as a substitute for a BIP that is designed to change, replace, modify, or eliminate a targeted behavior, and instead may only be used to control unpredictable, spontaneous behavior that poses clear and present danger of serious physical harm to the LEA student, or others. Before emergency interventions may be applied, the behavior must be of the kind that cannot be immediately prevented by a response less restrictive than the temporary application of a technique used to contain the behavior. Emergency interventions shall not be employed longer than necessary to contain the behavior. If a situation requires prolonged use of an emergency intervention, staff must seek assistance from the school site administrator or a law enforcement agency, as suitable to the situation.

To prevent emergency interventions from being used in lieu of planned, systematic behavioral interventions, the parent, guardian, and residential care provider, if appropriate, shall be notified if an emergency intervention is used or serious property damage occurs. CONTRACTOR shall immediately complete and maintain in the file of LEA student a BER which shall include all of the following: (1) The name and age of the individual with exceptional needs; (2) The setting and location of the incident; (3) The name of the staff or other persons involved; (4) A description of the incident and the emergency intervention used, and whether the LEA student is currently engaged in any systematic behavioral intervention plan; and (5) Details of any injuries sustained by LEA student or others, including staff, as a result of the incident. The BER shall be submitted to LEA within twenty-four (24) hours for administrative action. CONTRACTOR shall also notify Parent within twenty-four (24) hours via telephone.

Consistent with the requirements of California Education Code section 56521.1(g), if a BER is written regarding an LEA student who does not have a behavior intervention plan, the designated responsible administrator shall, within two days, schedule an IEP Team meeting to review the emergency report, to determine the necessity for a functional behavioral assessment, and to determine the necessity for an interim plan. The IEP Team shall document the reasons for not conducting the functional behavioral assessment, not developing an interim plan, or both. Consistent with the requirements of California Education Code section 56521.1(h), if a behavioral emergency report is written regarding an LEA student who has a positive behavioral intervention plan, an incident involving a previously unseen serious behavior

problem, or where a previously designed intervention is ineffective, shall be referred to the IEP team to review and determine if the incident constitutes a need to modify the positive behavioral intervention plan.

### **31. STUDENT DISCIPLINE**

CONTRACTOR shall maintain and abide by a written policy for student discipline that is consistent with state and federal law and regulations.

When CONTRACTOR seeks to remove a LEA student from his/her current educational placement for disciplinary reasons, CONTRACTOR shall submit a written discipline report within 24 hours to LEA and a manifestation IEP team meeting shall be scheduled. Written discipline reports shall include, but not be limited to: LEA student's name; the time, date, and description of the misconduct; the disciplinary action taken by CONTRACTOR; and the rationale for such disciplinary action. A copy of LEA student's behavior plan, if any, shall be submitted with the written discipline report. CONTRACTOR and LEA agree to participate in a manifestation determination at an IEP meeting no later than the tenth (10<sup>th</sup>) day of suspension. CONTRACTOR shall notify and invite LEA representatives to the IEP team meeting where the manifestation determination will be made.

### **32. IEP TEAM MEETINGS**

An IEP team meeting shall be convened at least annually to evaluate: (1) the educational progress of each student placed with CONTRACTOR, including all state assessment results pursuant to the requirements of Education Code section 52052; (2) whether or not the needs of the student continue to be best met at the nonpublic school and/or by the nonpublic agency; and (3) whether changes to the student's IEP are necessary, including whether the student may be transitioned to a public school setting. (Ed. Code §§ 56366(a)(2)(B)(i), (ii); 56345(b)(4).)

If an LEA student is to be transferred from a nonpublic school setting into a regular class setting in a public school for any part of the school day, the IEP team shall document, if appropriate, a description of activities provided to integrate the student into the regular education program, including the nature of each activity as well as the time spent on the activity each day or week and a description of the activities provided to support the transition of the student from the special education program into the regular education program. Each student shall be allowed to provide confidential input to any representative of his or her IEP Team. Except as otherwise provided in the Master Contract, CONTRACTOR and LEA shall participate in all IEP team meetings regarding LEA students for whom ISAs have been or may be executed. At any time during the term of this Master Contract, a parent, the CONTRACTOR or LEA may request a review of the student's IEP, subject to all procedural safeguards required by law, including reasonable notice given to, and participation of, the CONTRACTOR in the meeting. Every effort shall be made to schedule IEP team meetings at a time and place that is mutually convenient to the parent(s), the CONTRACTOR and LEA. CONTRACTOR shall provide to LEA, at no cost and prior to an annual or triennial IEP Team meeting, documentation which shows progress on goals and any and all assessments and written assessment reports (including testing protocols) created by CONTRACTOR and any of its agents or subcontractors, upon request and/or pursuant to LEA policy and procedures. It is understood that attendance at an IEP meeting is part of CONTRACTOR'S professional responsibility and is not a billable service under this Master Contract.

It is understood that the CONTRACTOR shall utilize the Special Education Information System (SEIS) or other comparable program/system as designated by LEA at LEA's discretion, for all IEP planning and progress reporting. LEA or SELPA shall provide training for any nonpublic school and nonpublic agency to assure access to SEIS or the comparable program/system designated for use by LEA. The nonpublic school and/or nonpublic agency shall maintain confidentiality of all IEP data on SEIS or comparable program/system and shall protect the password requirements of the system. When a student disenrolls from the nonpublic school or stops receiving services from the nonpublic agency, such CONTRACTOR shall discontinue use of SEIS and/or comparable program/system for that student.

Changes in any LEA student's educational program, including instruction, services, or instructional setting provided under this Master Contract may only be made on the basis of revisions to the student's IEP. In the event that the CONTRACTOR believes the student requires a change of placement, the CONTRACTOR may request a review of the student's IEP for the purpose of considering a change in the student's placement. Student is entitled to remain in the last agreed upon and implemented placement unless parent agrees otherwise or an interim alternative educational placement is deemed lawful and appropriate by LEA or OAH.

### **33. SURROGATE PARENTS AND FOSTER YOUTH**

CONTRACTOR shall comply with all LEA surrogate parent assignments. A pupil in foster care shall be defined pursuant to Education Code section 42238.01(b). The LEA shall annually notify the CONTRACTOR who the LEA has designated as the educational liaison for foster children. When a pupil in foster care is enrolled in a nonpublic school by the LEA any time after the completion of the pupil's second year of high school, the CONTRACTOR shall schedule the pupil in courses leading towards graduation based on the diploma requirements of the LEA unless provided notice otherwise in writing pursuant to Section 51225.1

### **34. DUE PROCESS PROCEEDINGS**

CONTRACTOR shall fully participate in special education due process proceedings including mediations and hearings, as requested by LEA. CONTRACTOR shall also fully participate in the investigation and provision of documentation related to any complaint filed with the State of California, the Office for Civil Rights, or any other state and/or federal governmental body or agency. Full participation shall include, but in no way be limited to, cooperating with LEA representatives to provide complete answers raised by any investigator and/or the immediate provision of any and all documentation that pertains to the operation of CONTRACTOR'S program and/or the implementation of a particular student's IEP/ISA.

### **35. COMPLAINT PROCEDURES**

CONTRACTOR shall maintain and adhere to its own written procedures for responding to parent complaints. These procedures shall include annually notifying and providing parents of LEA students with appropriate information (including complaint forms) for the following: (1) Uniform Complaint Procedures pursuant to Title 5 of the California Code of Regulations section 4600 et seq.; (2) Nondiscrimination Policy pursuant to Title 5 of the California Code of Regulations section 4960(a); (3) Sexual Harassment Policy pursuant to California Education Code 231.5; (4) Title IX Student Grievance Procedures pursuant to Title 34 of the Code of Federal Regulations sections 106.8(a) and 106.9(a); (5) Notice of Privacy Practices in compliance with Health Insurance Portability and Accountability Act ("HIPPA"), 45 C.F.R. § 164.520; and (6) Notification and Complaint Procedures for Disability Access, pursuant to 42 U.S.C. §§ 12101 et seq. CONTRACTOR shall include verification of these procedures to LEA.

### **36. LEA STUDENT PROGRESS REPORTS/REPORT CARDS AND ASSESSMENTS**

Unless LEA requests in writing that progress reports be provided on a monthly basis, CONTRACTOR shall provide to parents, with a concurrent copy sent to LEA, at least four written progress reports/report cards. At a minimum, progress reports shall include progress over time towards IEP goals and objectives. A copy of the progress reports/report cards shall be maintained at the CONTRACTOR'S place of business.

CONTRACTOR shall also provide an LEA representative access to supporting documentation used to determine progress on any goal or objective, including but not limited to log sheets, chart notes, observation notes, data sheets, pre/post tests, rubrics and other similar data collection used to determine progress or lack of progress on approved goals, objectives, transition plans or behavior support and/or intervention plans. LEA may request copies of such data at any time within five years of the date of service. CONTRACTOR agrees to maintain the information for at least five years and also shall provide



this data supporting progress within 5 business days of request. Additional time may be granted as needed by LEA.

CONTRACTOR shall complete academic or other assessment of LEA student one month prior to LEA student's annual or triennial review IEP team meeting for the purpose of reporting LEA student's present levels of performance at the IEP team meeting as required by state and federal laws and regulations and pursuant to LEA policies, procedures, and/or practices. Sufficient copies of reports, projected goals and/or any other relevant documents to be reviewed by the IEP Team shall be provided to the District no later than five (5) business days prior to an annual or triennial IEP team meeting. CONTRACTOR shall maintain all supporting documentation including but not limited to test protocols and data collection, which shall be made available to LEA within 5 business days of request.

CONTRACTOR is responsible for all assessment costs regarding the updating of goals and objectives, progress reporting and the development of present levels of performance. All other assessments shall be provided by LEA unless LEA specifies in writing a request that CONTRACTOR perform such additional assessment. Such assessment costs may be added to the ISA and/or approved separately by LEA at LEA's sole discretion.

It is understood that all billable hours must be in direct services to pupils as specified in the ISA. For nonpublic agency services, supervision provided by a qualified individual as specified in Title 5 of the California Code of Regulations section 3065, shall be determined as appropriate and included in the ISA. Supervision means the direct observation of services, data review, case conferencing and program design consistent with professional standards for each professional's license, certification, or credential.

CONTRACTOR shall not charge LEA student's parent(s) or LEA for the development or provision of progress reports, report cards, and/or any assessments, interviews, or attendance at any meetings, including but not limited to IEP meetings. It is understood that all billable hours have limits to those specified on the ISA consistent with the IEP. It is understood that copies of data collection notes, forms, charts and other such data are part of the pupil's record and shall be made available to LEA upon written request.

### **37. TRANSCRIPTS**

When CONTRACTOR is a nonpublic school, CONTRACTOR shall prepare transcripts at the close of each semester, or upon LEA student transfer, for LEA students in grades nine (9) through twelve (12) inclusive. CONTRACTOR shall submit all transcripts on LEA-approved forms to LEA student's school of residence for evaluation of progress toward completion of diploma requirements as specified in LEA Procedures. CONTRACTOR shall submit to LEA names of LEA students and their schools of residence for whom transcripts have been submitted as specified by LEA.

### **38. LEA STUDENT CHANGE OF RESIDENCE**

Upon enrollment, CONTRACTOR shall notify parents in writing of their obligation to notify CONTRACTOR of LEA student's change of residence. Within five (5) school days after CONTRACTOR becomes aware of a LEA student's change of residence, CONTRACTOR shall notify LEA, in writing, of LEA student's change of residence. CONTRACTOR shall maintain, and provide upon request by LEA, documentation of such notice to parents.

If CONTRACTOR had knowledge or should reasonably have had knowledge of LEA student's change of residence boundaries and CONTRACTOR fails to follow the procedures specified in this provision, LEA shall not be responsible for the costs of services delivered after LEA student's change of residence.

### **39. WITHDRAWAL OF LEA STUDENT FROM PROGRAM**

CONTRACTOR shall immediately report, by telephone, with a follow-up written notification within five (5) business days to LEA Representative responsible for overseeing nonpublic schools and nonpublic

agencies, and any other required representative from the California Department of Education, when a LEA student is withdrawn without prior notice from school and/or services. CONTRACTOR shall confirm such telephone call on LEA approved forms and submit to LEA and the Department of Education, if required, within five (5) business days of the withdrawal, including a student's change in residence to a residence outside of LEA service boundaries, and the student's discharge against professional advice from a Nonpublic School/Residential Treatment Center ("NPS/RTC"). CONTRACTOR shall assist LEA to verify and clear potential dropouts three (3) times per year.

**40. PARENT ACCESS**

CONTRACTOR shall provide for reasonable parental access to LEA students and all facilities including, but not limited to, the instructional setting, recreational activity areas, meeting rooms and LEA student's living quarters. CONTRACTOR shall comply with any known court orders regarding parental visits and access to LEA students.

CONTRACTORS operating programs associated with a NPS/RTC shall cooperate with a parent's reasonable request for LEA student therapeutic visits in their home or at the NPS/RTC. CONTRACTOR shall require that parents obtain prior written authorization for therapeutic visits from the CONTRACTOR and the LEA at least thirty (30) days in advance. CONTRACTOR shall facilitate all parent travel and accommodations and provide travel information to the parent as appropriate. Payment by LEA for approved travel-related expenses shall be made directly through the LEA.

**41. SERVICES AND SUPERVISION AND PROFESSIONAL CONDUCT**

If CONTRACTOR provides services on a LEA public school campus, CONTRACTOR shall comply with Penal Code section 627.1 *et seq.*, as well as all other LEA and campus-specific policies and procedures regarding visitors to/on school campuses. CONTRACTOR shall be responsible for the purchase and provision of the supplies and assessment tools necessary to implement the provision of CONTRACTOR services on LEA public school campuses.

For services provided on a public school campus, sign in/out procedures shall be followed along with all procedures for being on campus consistent with school and LEA policy. It is understood that the public school credentialed classroom teacher is responsible for the educational program and all nonpublic agency service providers shall work collaboratively with the classroom teacher who shall remain in charge of the instructional program.

It is understood that all employees, subcontractors and volunteers of any certified nonpublic school or agency shall adhere to customary professional standards when providing services. All practices shall be within the scope of professional responsibility as defined in the professional code of conduct for each profession. Reports regarding student progress shall be consistent with the provision of the Master Contract.

CONTRACTORS providing services outside of the student's school as specified in the IEP shall ensure that at least one parent of the child or an adult caregiver with written and signed authority to make decisions in an emergency is present during provision of services. The names of any adult caregiver other than the parent shall be provided to LEA prior to the start of any home-based services, including written and signed authorization in emergency situations. The adult caregiver cannot also be an employee or volunteer associated with the NPS/NPA service provider. All problems and/or concerns reported by CONTRACTOR to parents or guardians, in either verbal or written form, shall be reported to LEA.

CONTRACTOR, if providing services in a student's home as specified in the IEP, shall assure that at least one parent of the child or an adult caregiver with written and signed authorization to make decisions in an emergency is present during the provision of services. The names of any adult caregiver other than the parent shall be provided to LEA prior to the start of any home based services, including written and signed authorization in emergency situations. The parent shall inform LEA of any changes of caregivers and

provide written authorization for emergency situations. The adult caregiver cannot be an employee or volunteer associated with the nonpublic school/nonpublic agency service provider. Moreover, for services provided in a pupil's home as specified in the IEP, CONTRACTORS must assure that the parent or LEA-approved responsible adult is present during the provision of services. All problems and/or concerns reported to parents, both verbal and written, shall also be provided to the LEA.

**42. LICENSED CHILDREN'S INSTITUTION ("LCI") CONTRACTORS AND RESIDENTIAL TREATMENT CENTER ("RTC") CONTRACTORS**

If CONTRACTOR is a licensed children's institution ("LCI"), CONTRACTOR shall adhere to all legal requirements regarding educational placements for LCI students as stated in Education Code sections 56366(a)(2)(C) and 56366.9, Health and Safety Code section 1501.1(b), (AB1858, AB490 (Chapter 862, Statutes of 2003)) and the procedures set forth in LEA Procedures. A LCI shall not require that a pupil be placed in its nonpublic school as a condition of being placed in its residential facility.

If CONTRACTOR is a nonpublic, nonsectarian school that is owned, operated by, or associated with a LCI, CONTRACTOR shall provide to LEA, on a quarterly basis, a list of all LEA students, including those identified as eligible for special education. For those identified special education students, the list shall include: 1) special education eligibility at the time of enrollment and 2) the educational placement and services specified in each student's IEP at the time of enrollment.

If CONTRACTOR is a nonpublic, nonsectarian school that is owned, operated by, or associated with a residential treatment center (hereinafter referred to as "NPS/RTC"), CONTRACTOR shall adhere to all legal requirements under the Individuals with Disabilities Education Act (IDEA), 20 U.S.C. section 1411 *et seq.* and Education Code section 56000, *et seq.*; amended and reorganized by the Individuals with Disabilities Education Improvement Act of 2004 ("IDEIA"), 20 U.S.C. section 1401(29); Education Code section 56031; Title 5, California Code of Regulations section 3001 *et seq.*, Title 2, California Code of Regulations section 60100 *et seq.* regarding the provision of counseling services, including residential care for students to receive a FAPE as set forth in LEA student's IEPs.

Unless placement is made pursuant to an Office of Administrative Hearings order or a lawfully executed agreement between LEA and parent, LEA is not responsible for the costs associated with nonpublic school placement until the date on which an IEP team meeting is convened, the IEP team determines that a nonpublic school placement is appropriate, and the IEP is signed by LEA student's parent or another adult with educational decision-making rights.

In addition to meeting the certification requirements of the State of California, a CONTRACTOR that operates a program outside of this state shall be certified or licensed by that state to provide special education and related services and designated instruction and related services to pupils under the federal Individuals with Disabilities Education Act (20 U.S.C. Sec. 1400 *et seq.*).

**43. STATE MEAL MANDATE**

When CONTRACTOR is a nonpublic school, CONTRACTOR and LEA shall satisfy the State Meal Mandate under California Education Code sections 49530, 49530.5 and 49550.

**44. MONITORING**

CONTRACTOR shall allow representatives from LEA access to its facilities for the purpose of periodic monitoring of each LEA student's instructional program, and shall be invited to participate in the formal review of each student's progress. LEA representatives shall have access to observe each LEA student at work, observe the instructional setting, interview CONTRACTOR, and review each LEA student's records and progress. Such access shall include unannounced monitoring visits. When making site visits, LEA shall initially report to CONTRACTOR'S site administrative office. CONTRACTOR shall be invited to participate in the review of each student's progress.

If CONTRACTOR is also a LCI and/or NPS/RTC, LEA shall annually evaluate whether CONTRACTOR is in compliance with Education Code section 56366.9 and Health and Safety Code section 1501.1(b).

The State Superintendent of Public Instruction ("Superintendent") shall monitor CONTRACTOR'S facilities, the educational environment, and the quality of the educational program, including the teaching staff, the credentials authorizing service, the standards-based core curriculum being employed, and the standard focused instructional materials used on a three-year cycle, as follows: (1) CONTRACTOR shall complete a self-review in year one; (2) the Superintendent shall conduct an onsite review in year two; and (3) the Superintendent shall conduct a follow-up visit in year three.

CONTRACTOR shall fully participate in any LEA and CDE compliance review, if applicable, to be conducted as aligned with the CDE Onsite Review and monitoring cycle in accordance with California Education Code section 56366.1(j). This review will address programmatic aspects of the nonpublic school/agency, compliance with relevant state and federal regulations, and Master Contract compliance. If requested by LEA, CONTRACTOR shall complete and submit a Nonpublic School/Agency Self-Review Assessment submitted as specified by LEA. CONTRACTOR shall conduct any follow-up or corrective action procedures related to review findings.

CONTRACTOR understands that LEA reserves the right to institute a program audit with or without cause. The program audit may include, but is not limited to, a review of core compliance areas of health and safety; curriculum/instruction; related services; and contractual, legal, and procedural compliance.

When CONTRACTOR is a nonpublic school, CONTRACTOR shall collect all applicable data and prepare the applicable portion of a School Accountability Report Card in accordance with California Education Code Section 33126.

## **PERSONNEL**

### **45. CLEARANCE REQUIREMENTS**

CONTRACTOR shall comply with the requirements of California Education Code sections 44237, 35021.1 and 35021.2 including, but not limited to: obtaining clearance from both the California Department of Justice ("CDOJ") and clearance from the Federal Bureau of Investigation (hereinafter referred to as "FBI") for all of CONTRACTOR'S employees and volunteers who will have or likely may have any direct contact with LEA students. CONTRACTOR hereby agrees that CONTRACTOR'S employees and volunteers shall not come in contact with LEA students until both CDOJ and FBI clearance are ascertained. CONTRACTOR shall further certify in writing to LEA that none of its employees, volunteers, or subcontractors who will have, or likely may have any direct contact with LEA students, have been convicted of a violent or serious felony as those terms are defined in California Education Code section 44237(h), unless despite the employee's conviction of a violent or serious felony, he or she has met the criteria to be eligible for employment pursuant to California Education Code section 44237(i) or (j). Clearance certification shall be submitted to LEA. In addition, CONTRACTOR shall make a request for subsequent arrest service from the CDOJ as required by California Penal Code section 11105.2.

The passage of AB 389 amends Education Code sections 44237 and 56366.1 as to the verification that the CONTRACTOR has received a successful criminal background check clearance and has enrolled in subsequent arrest notification service, as specified, for each owner, operator, and employee of the nonpublic, nonsectarian school or agency. Further this bill deletes the exemption for applicants possessing a valid California state teaching credential or who are currently licensed by another state agency that requires a criminal record summary, from submitting 2 sets of fingerprints for the purpose of obtaining a criminal record summary from the California Department of Justice ("CDOJ") and the Federal Bureau of Investigation ("FBI"). Notwithstanding the restrictions on sharing and destroying criminal background check information, CONTRACTOR, upon demand, shall make available to the LEA evidence of a successful criminal background check clearance and enrollment in subsequent arrest notification service, as

provided, for each owner, operator, and employee of the nonpublic, nonsectarian school or agency. CONTRACTOR is required to retain the evidence on-site, as specified, for all staff, including those licensed or credentialed by another state agency. Background clearances and proof of subsequent arrest notification service as required by California Penal Code section 11105.2 for all staff shall be provided upon request.

#### **46. STAFF QUALIFICATIONS**

CONTRACTOR shall ensure that all individuals employed, contracted, and/or otherwise hired by CONTRACTOR to provide classroom and/or individualized instruction or related services are qualified as defined in Section 7(d) of this Mater Contract, including but not limited to holding a license, certificate, permit, or other document equivalent to that which staff in a public school are required to hold to render the service consistent with Education Code section 56366.1(n)(1) and are qualified pursuant to Title 34 of the Code of Federal Regulations sections 200.56 and 200.58 and Title 5 of the California Code of Regulations, sections 3064 and 3065. Such qualified staff may only provide related services within the scope of their professional license, certification or credential and ethical standards set by each profession and not assume responsibility or authority for another related services provider or special education teacher's scope of practice.

CONTRACTOR shall ensure that all staff are appropriately credentialed to provide instruction and/or services to students with the disabling conditions placed in their program/school through documentation provided to the CDE. (Cal. Code Regs., tit. 5, § 3064(a).)

When CONTRACTOR is a nonpublic school, an appropriately qualified person shall serve as curricular and instructional leader, and be able to provide leadership, oversight and professional development.

Only those nonpublic, nonsectarian schools or agencies located outside of California that employ staff who hold a current valid credential or license to render special education and related services as required by that state shall be eligible to be certified.

CONTRACTOR shall comply with personnel standards and qualifications regarding instructional aides and teacher assistants respectively pursuant to Federal requirements and California Education Code sections 45340 *et seq.* and 45350 *et seq.* Specifically, all paraprofessionals, including, but not limited to instructional aides and teacher assistants, employed, contracted, and/or otherwise hired or subcontracted by CONTRACTOR to provide classroom and/or individualized instruction or related services, shall possess a high school diploma (or its recognized equivalent) and at least one of the following qualifications: (a) completed at least two (2) years of study at an institution of higher education; or (b) obtained an associate's (or higher) degree; or (c) met a rigorous standard of quality and can demonstrate, through a formal state or local assessment (i) knowledge of, and the ability to assist in instructing, reading, writing, and mathematics; or (ii) knowledge of, and the ability to assist in instructing, reading readiness, writing readiness, and mathematics readiness, as appropriate. CONTRACTOR shall comply with all laws and regulations governing the licensed professions, including but not limited to, the provisions with respect to supervision.

In addition to meeting the certification requirements of the State of California, a CONTRACTOR that operates a program outside of this State and serving an LEA student shall be certified or licensed by that state to provide special education and related services and designated instruction and related services to pupils under the federal Individuals with Disabilities Education Act (20 U.S.C. Sec. 1400 *et seq.*).

#### **47. VERIFICATION OF LICENSES, CREDENTIALS AND OTHER DOCUMENTS**

CONTRACTOR shall submit to LEA a staff list, and copies of all current licenses, credentials, certifications, permits and/or other documents which entitle the holder to provide special education and/or related services by individuals employed, contracted, and/or otherwise hired or sub-contracted by CONTRACTOR. CONTRACTOR shall ensure that all licenses, credentials, permits or other documents are on file at the office of the County Superintendent of Schools. CONTRACTOR shall notify LEA in

writing within thirty (30) days when personnel changes occur which may affect the provision of special education and/or related services to LEA students as specified in LEA Procedures. Within thirty (30) days, CONTRACTOR shall provide LEA with the verified dates of fingerprint clearance, Department of Justice clearance and Tuberculosis Test clearance for all employees, approved subcontractors and/or volunteers prior to such individuals starting to work with any student.

CONTRACTOR shall monitor the status of licenses, credentials, certifications, permits and/or other documents for all individuals employed, contracted, and/or otherwise hired by CONTRACTOR. CONTRACTOR shall notify LEA and CDE in writing within thirty (30) days when personnel changes occur which may affect the provision of special education and/or related services to LEA students. CONTRACTOR shall notify LEA within thirty (30) days if any such licenses, certifications or waivers are expired, suspended, revoked, rescinded, challenged pursuant to an administrative or legal complaint or lawsuit, or otherwise nullified during the effective period of this Master Contract. LEA shall not be obligated to pay for any services provided by a person whose such licenses, certifications or waivers are expired, suspended, revoked, rescinded, or otherwise nullified during the period during which such person is providing services under this Master Contract. Failure to notify LEA of changes in licenses, certifications or suspensions shall be good cause for termination of this Master Contract by LEA.

Failure to notify LEA and CDE of any changes in credentialing/licensed staff may result in suspension or revocation of CDE certification and shall also suffice as good cause for the suspension or termination of this Master Contract by LEA.

#### **48. STAFF ABSENCE**

When CONTRACTOR is a nonpublic school and CONTRACTOR'S classroom teacher is absent, CONTRACTOR shall provide an appropriately credentialed substitute teacher in the absent teacher's classroom in accordance with California Education Code section 56061. CONTRACTOR shall provide to LEA documentation of substitute coverage on LEA substitute teacher log. Substitute teachers shall remain with their assigned class during all instructional time. LEA shall not be responsible for any payment for instruction and/or services when an appropriately credentialed substitute teacher is not provided.

When CONTRACTOR is a nonpublic agency and/or related services provider, and CONTRACTOR'S service provider is absent, CONTRACTOR shall provide a qualified (as defined in Section seven (7) of this Master Contract and as determined by LEA) substitute, unless LEA provides appropriate coverage in lieu of CONTRACTOR'S service providers. It is understood that the parent of a student shall not be deemed to be a qualified substitute for his/her student. LEA will not pay for services unless a qualified substitute is provided and/or CONTRACTOR provides documentation evidencing the provision of "make-up" services by a qualified service provider within thirty (30) calendar days from the date on which the services should have been provided. CONTRACTOR shall not "bank" or "carry over" make up service hours under any circumstances, unless otherwise agreed to in writing by CONTRACTOR and an authorized LEA representative.

#### **49. STAFF PROFESSIONAL BEHAVIOR WHEN PROVIDING SERVICES AT SCHOOL OR SCHOOL RELATED EVENTS OR AT SCHOOL FACILITY AND/OR IN THE HOME**

It is understood that all employees, subcontractors, and volunteers of any certified nonpublic school or nonpublic agency shall adhere to the customary professional and ethical standards when providing services. All practices shall only be within the scope of professional responsibility as defined in the professional code of conduct for each profession as well as any LEA professional standards as specified in Board policies and/or regulations when made available to the CONTRACTOR. Reports regarding student progress shall be consistent with the provision of this Master Contract.

For services provided on a public school campus, sign in/out procedures shall be followed by nonpublic agency providers working in a public school classroom along with all other procedures for being on campus consistent with school and LEA policy. Such policies and procedures shall be made available to

CONTRACTOR upon CONTRACTOR'S request. It is understood that the public school credentialed classroom teacher is responsible for the instructional program, and all nonpublic agency service providers shall work collaboratively with the classroom teacher, who shall remain in charge of the instructional program. Failure to comply with this and all LEA requirements in this regard shall be sufficient cause to terminate this Master Contract.

For services provided in a pupil's home as specified in the IEP, CONTRACTOR must assure that the parent or an LEA-approved responsible adult is present during the provision of services. All problems and/or concerns reported to parents, both verbal and written shall also be provided to LEA. It is understood that unless otherwise agreed to by LEA, a public school credentialed teacher is responsible for the instructional program and all nonpublic agency related service providers shall work collaboratively with the teacher who shall remain in charge of supervising the instructional program.

## **HEALTH AND SAFETY MANDATES**

### **50. HEALTH AND SAFETY**

CONTRACTOR shall comply with all applicable federal, state, local, and LEA laws, regulations, ordinances, policies, and procedures regarding student and employee health and safety. CONTRACTOR shall comply with the requirements of California Education Code sections 35021 *et seq.*, and 49406, and Health and Safety Code section 121545 regarding the examination of CONTRACTOR'S employees and volunteers for tuberculosis. CONTRACTOR shall provide to LEA documentation for each individual volunteering, employed, contracted, and/or otherwise hired by CONTRACTOR of such compliance before an individual comes in contact with an LEA student.

CONTRACTOR shall comply with OSHA Blood Borne Pathogens Standards, Title 29 of the Code of Federal Regulations section 1910.1030, when providing medical treatment or assistance to a student. CONTRACTOR further agrees to provide annual training regarding universal health care precautions and to post required notices in areas designated in the California Health and Safety Code.

### **51. FACILITIES AND FACILITIES MODIFICATIONS**

CONTRACTOR shall provide special education and/or related services to LEA students in facilities that comply with all applicable federal, state, and local laws, regulations, and ordinances related, but not limited to: disability access; fire, health, sanitation, and building standards and safety; fire warning systems; zoning permits; and occupancy capacity. When CONTRACTOR is a nonpublic school, CONTRACTOR shall conduct fire drills as required by Title 5 of the California Code of Regulations section 550. During the duration of this Agreement, if CONTRACTOR is subject to fines, penalties and findings of non-compliance, CONTRACTOR shall assume any and all responsibilities for payment of such financial obligations. CONTRACTOR shall also be fully responsible for any structural changes and/or modifications to CONTRACTOR'S facilities as required to comply with applicable federal, state, and local laws, regulations, and ordinances. Failure to notify LEA or CDE of any changes in, major modification or relocation of facilities may result in the suspension or revocation of CDE certification and/or suspension or termination of this Master Contract by LEA.

In signing this Agreement, CONTRACTOR certifies that its facilities either comply with federal and state and local laws regarding disability access, or possesses and has available upon demand, a self-evaluation and/or transition plan in accordance with said laws.

### **52. ADMINISTRATION OF MEDICATION**

CONTRACTOR shall comply with the requirements of California Education Code section 49423 when CONTRACTOR serves a LEA student that is required to take prescription and/or over-the-counter medication during the school day. CONTRACTOR may designate personnel to assist LEA student with the administration of such medication after LEA student's parent(s) provide(s) to CONTRACTOR: (a) a

written statement from a physician detailing the type, administration method, amount, and time schedules by which such medication shall be taken; and (b) a written statement from LEA student's parent(s) granting CONTRACTOR permission to administer medication(s) as specified in the physician's statement. CONTRACTOR shall maintain, and provide to LEA upon request, copies of such written statements. CONTRACTOR shall maintain a written log for each LEA student to whom medication is administered. Such written log shall specify LEA student's name; the type of medication; the date, time, and amount of each administration; and the name of CONTRACTOR'S employee who administered the medication. CONTRACTOR maintains full responsibility for assuring appropriate staff training in the administration of such medication consistent with student's physician's written orders. Any change in medication type, administration method, amount or schedule must be authorized by both a licensed physician and parent.

In the event there is an LEA student who is on a prescription medication regimen, the CONTRACTOR is to: (a) first obtain a copy of the appropriate medication authorization form available from LEA student's primary regional or site nurse; or (b) in the event the student does not take prescription medication during the school day, but would only take such medication while in the care, custody and control of the CONTRACTOR, prior to the commencement of services to LEA student, CONTRACTOR is to obtain a signed copy of the appropriate medication authorization form from the District. Both the District and CONTRACTOR shall retain a copy of the Authorization.

#### **53. INCIDENT/ACCIDENT REPORTING**

CONTRACTOR shall within 24 hours, submit electronically, any accident or incident report to LEA. CONTRACTOR shall properly submit required accident or incident reports as required by the District.

#### **54. CHILD ABUSE REPORTING**

CONTRACTOR hereby agrees to annually train all staff members, including volunteers, so that they are familiar with and agree to adhere to its own child and dependent adult abuse reporting obligations and procedures as specified in California Penal Code section 11164 *et seq.* and Education Code section 44691. To protect the privacy rights of all parties involved (i.e. reporter, child and alleged abuser), reports will remain confidential as required by law and professional ethical mandates. A written statement acknowledging the legal requirements of such reporting and verification of staff adherence to such reporting shall be submitted to LEA.

CONTRACTOR is to read and become familiar with the District's *Mandated Child Abuse and Neglect Reporting Manual*, available on the District's Risk Management Web Site at:  
<http://www.egusd.net/riskmanagement/Info-MandRep.html>.

In the event there is suspicion of abuse conducted by District staff (e.g. a student reports to CONTRACTOR staff of abuse from District staff), CONTRACTOR is to file the appropriate report to the Sacramento County Sheriff. CONTRACTOR is also to confidentially notify the Risk Management Department (Risk Manager) of the report. CONTRACTOR is to cooperate with any investigation conducted by the District in connection with such report.

#### **55. SEXUAL HARASSMENT**

CONTRACTOR shall have a Sexual and Gender Identity Harassment Policy that clearly describes the kinds of conduct that constitute sexual harassment and that is prohibited by the CONTRACTOR'S policy, as well as federal and state law. The policy should include procedures to make complaints without fear of retaliation and procedures for prompt and objective investigations of all sexual harassment complaints. CONTRACTOR further agrees to provide annual training to all employees regarding the laws concerning sexual harassment and related procedures.



**56. REPORTING OF MISSING CHILDREN**

CONTRACTOR assures LEA that all staff members, including volunteers and any independent contractor and/or subcontractor authorized pursuant to this Master Contract, are familiar with and agree to adhere to requirements for reporting missing children as specified in California Education Code section 49370. A written statement acknowledging the legal requirements of such reporting and verification of staff adherence to such reporting shall be properly submitted to LEA. The written statement shall be submitted as specified by LEA.

**FINANCIAL**

**57. ENROLLMENT, CONTRACTING, SERVICE TRACKING, ATTENDANCE REPORTING, AND BILLING PROCEDURES**

CONTRACTOR shall assure that the nonpublic school or nonpublic agency has the necessary financial resources to provide an appropriate education for the children enrolled and will distribute those resources in such a manner to implement the IEP and ISA for each and every child.

CONTRACTOR shall comply with all LEA procedures concerning enrollment, contracting, attendance reporting, service tracking and billing, including requirements of electronic billing, as specified by LEA Procedures. CONTRACTOR shall be paid for the provision of special education and/or related services specified in LEA student's IEP and ISA which are provided on billable days of attendance. All payments by LEA shall be made in accordance with the terms and conditions of this Master Contract and in compliance with LEA Procedures, and will be governed by all applicable federal and state laws.

CONTRACTOR shall maintain separate registers for the basic education program, each related service, and services provided by instructional assistants, behavior intervention aides and bus aides. Original attendance forms (i.e., roll books for the basic education program service tracking documents and notes for instructional assistants, behavioral intervention aides, bus aides, and each related service) shall be completed by the actual service provider whose signature shall appear on such forms and shall be available for review, inspection, or audit by LEA during the effective period of this Master Contract and for a period of five (5) years thereafter. CONTRACTOR shall verify the accuracy of minutes of reported attendance that is the basis of services being billed for payment.

CONTRACTOR shall submit invoices and related documents to LEA for payment for each calendar month when education or related services were provided. Invoices and related documents shall be properly submitted electronically and, in addition, on a LEA form with signatures in the manner prescribed by LEA. Contractor will submit invoices using the format provided by LEA. At the request of LEA, invoices may require the following information: name of LEA student for whom service was provided; the type of service provided; (if payment for assessment is approved by LEA pursuant to Section 36 of this Master Contract, the invoice must describe whether the assessment was prepared for an initial, annual, amended, or triennial IEP; month of service; specific dates (date, month, year and times) of services coordinated pursuant to LEA-approved calendar unless otherwise specified in the IEP or agreed to by LEA; name of staff who provided the service and that individual's licensing and credentials; approved cost of each invoice; total for each service and total for the monthly invoice; date invoice was mailed; signature of the nonpublic school/nonpublic agency administrator authorizing that the information is accurate and consistent with the ISA, CDE certificates and staff notification; verification that attendance report is attached as appropriate; indication of any made-up session consistent with this Master Contract; and verification that progress reports have been provided consistent with the ISA (consistent with IEP benchmark dates, unless otherwise specified on the ISA); and name or initials of each student for when the service was provided. In the event services were not provided, rationale for why the services were not provided shall be included.

Such an invoice is subject to all conditions of this Master Contract. At the discretion of LEA, an electronic invoice may be required provided such notice has been made in writing and training provided to the CONTRACTOR at no additional charge for such training.

Invoices shall be submitted no later than thirty (30) days after the end of the attendance accounting period in which the services were rendered. LEA shall make payment to CONTRACTOR based on the number of billable days of attendance and hours of service at rates specified in this Master Contract within forty-five (45) days of LEA's receipt of properly submitted hard copy of invoices prepared and submitted as specified in California Education Code Section 56366.5. CONTRACTOR shall correct deficiencies and submit rebilling invoices no later than thirty (30) calendar days after the invoice is returned by LEA. LEA shall pay properly submitted re-billing invoices no later than forty-five (45) days after the date a completely corrected re-billing invoice is received by LEA.

In no case shall initial payment claim submission for any Master Contract fiscal year (July through June) extend beyond December 31<sup>st</sup> after the close of the fiscal year. In no case shall any rebilling for the Master Contract fiscal year (July through June) extend beyond six months after the close of the fiscal year unless approved by LEA to resolve billing issues including rebilling issues directly related to a delay in obtaining information from the Commission on Teacher Credentialing regarding teacher qualification, but no later than 12 months from the close of the fiscal year. If the billing or rebilling error is the responsibility of LEA, then no limit is set provided that LEA and CONTRACTOR have communicated such concerns in writing during the 12-month period following the close of the fiscal year. LEA will not pay mileage for NPA employee.

#### **58. RIGHT TO WITHHOLD PAYMENT**

LEA may withhold payment to CONTRACTOR when: (a) CONTRACTOR has failed to perform, in whole or in part, under the terms of this Contract; (b) CONTRACTOR has billed for services rendered on days other than billable days of attendance or for days when student was not in attendance and/or did not receive services; (c) CONTRACTOR was overpaid by LEA as determined by inspection, review, and/or audit of its program, work, and/or records; (d) CONTRACTOR has failed to provide supporting documentation with an invoice; (e) education and/or related services are provided to LEA students by personnel who are not appropriately credentialed, licensed, or otherwise qualified; (f) LEA has not received, prior to school closure or contract termination, all documents concerning one or more LEA students enrolled in CONTRACTOR'S educational program; (g) CONTRACTOR fails to confirm a student's change of residence to another district or confirms the change or residence to another district, but fails to notify LEA within five (5) days of such confirmation; (h) CONTRACTOR receives payment from Medi-Cal or from any other agency or funding source for a service provided to a LEA student; or (i) CONTRACTOR fails to provide the required liability/insurance documentation as outlined in Section 15. It is understood that no payments shall be made for any invoices that are not received by six months following the close of the prior fiscal year, for services provided in that year.

Final payment to CONTRACTOR in connection with the cessation of operations and/or termination of a Master Contract will be subject to the same documentation standards described for all payment claims for regular ongoing operations. In addition, final payment may be withheld by LEA until completion of a review or audit, if deemed necessary by LEA. Such review or audit will be completed within ninety (90) days. The final payment may be adjusted to offset any previous payments to the CONTRACTOR determined to have been paid in error or in anticipation of correction of documentation deficiencies by the CONTRACTOR that remain uncorrected.

The amount which may be withheld by LEA with respect to each of the subparagraphs of the preceding paragraph are as follows: (a) the value of the service CONTRACTOR failed to perform; (b) the amount of overpayment; (c) the entire amount of the invoice for which satisfactory documentation has not been provided by CONTRACTOR; (d) the amount invoiced for services provided by the individual not appropriately credentialed, licensed, or otherwise qualified; (e) the proportionate amount of the invoice related to the applicable pupil for the time period from the date the violation occurred and until the

violation is cured; or (f) the amount paid to CONTRACTOR by Medi-Cal or another agency or funding source for the service provided to LEA student.

If LEA determines that cause exists to withhold payment to CONTRACTOR, LEA shall, within ten (10) business days of this determination, provide to CONTRACTOR written notice that LEA is withholding payment. Such notice shall specify the basis or bases for LEA's withholding payment and the amount to be withheld. Within thirty (30) days from the date of receipt of such notice, CONTRACTOR shall take all necessary and appropriate action to correct the deficiencies that form the basis for LEA's withholding payment or submit a written request for extension of time to correct the deficiencies. Upon receipt of CONTRACTOR'S written request showing good cause, LEA shall extend CONTRACTOR'S time to correct deficiencies (usually an additional thirty (30) days), otherwise payment will be denied.

If after subsequent request for payment has been denied and CONTRACTOR believes that payment should not be withheld, CONTRACTOR shall send written notice to LEA specifying the reason it believes payment should not be withheld. LEA shall respond to CONTRACTOR'S notice within thirty (30) business days by indicating that a warrant for the amount of payment will be made or stating the reason LEA believes payment should not be made. If LEA fails to respond within thirty (30) business days or a dispute regarding the withholding of payment continues after LEA's response to CONTRACTOR'S notice, CONTRACTOR may invoke the following escalation policy.

After forty-five (45) business days: The CONTRACTOR may notify the Authorized LEA's Representative of the dispute in writing. LEA Authorized Representative shall respond to the CONTRACTOR in writing within fifteen (15) business days.

After sixty (60) business days: Disagreements between LEA and CONTRACTOR concerning the Master Contract may be appealed to the County Superintendent of Schools or the State Superintendent of Public Instruction pursuant to the provisions of California Education Code Section 56366(c)(2).

## **59. PAYMENT FROM OUTSIDE AGENCIES**

CONTRACTOR shall notify LEA when Medi-Cal or any other agency is billed for the costs associated with the provision of special education and/or related services to LEA students. Upon request, CONTRACTOR shall provide to LEA any and all documentation regarding reports, billing, and/or payment by Medi-Cal or any other agency for the costs associated with the provision of special education and/or related services to LEA students.

## **60. PAYMENT FOR ABSENCES**

### NONPUBLIC SCHOOL STAFF ABSENCE

Whenever a classroom teacher employed by CONTRACTOR is absent, CONTRACTOR shall provide an appropriately credentialed substitute teacher in the absent teacher's classroom in accordance with California Education Code section 56061. CONTRACTOR shall provide to LEA documentation of substitute coverage pursuant to LEA Procedures. Substitute teachers shall remain with their assigned class during all instructional time. LEA will not pay for instruction and/or services unless said instruction or service is provided by an appropriately credentialed substitute teacher.

Whenever a related service provider is absent, CONTRACTOR shall provide a qualified (as defined in Section seven (7) of this Master Contract and as determined by LEA) substitute. LEA will not pay for services unless a qualified substitute is provided and/or CONTRACTOR provides documentation evidencing the provision of "make-up" services by a qualified service provider within thirty (30) calendar days from the date on which the services should have been provided unless otherwise agreed in LEA student's IEP.

### NONPUBLIC SCHOOL STUDENT ABSENCE

If CONTRACTOR is a nonpublic school, no later than the tenth (10th) cumulative day of LEA student's unexcused absence, CONTRACTOR shall notify LEA of such absence as specified in LEA Procedures.

Criteria for a billable day for payment purposes is one day of attendance as defined in California Education Code sections 46010, 46010.3 and 46307. LEA shall not pay for services provided on days that a student's attendance does not qualify for Average Daily Attendance ("ADA") reimbursement under state law. *Per Diem* rates for students whose IEPs authorize less than a full instructional day may be adjusted on a pro rata basis in accordance with the actual proportion of the school day the student was served. LEA shall not be responsible for payment of related services for days on which a student's attendance does not qualify for ADA reimbursement under state law, nor shall student be eligible for make-up services.

#### NONPUBLIC AGENCY STAFF ABSENCE

When CONTRACTOR is a nonpublic agency and CONTRACTOR'S service provider is absent, CONTRACTOR shall provide a qualified (as defined in Section seven (7) of this Master Contract and as determined by LEA) substitute, unless LEA provides appropriate coverage in lieu of CONTRACTOR'S service providers. LEA shall not pay for services unless a qualified substitute is provided and/or CONTRACTOR provides documentation evidencing the provision of "make-up" services by a qualified service provider within thirty (30) calendar days from the date on which the services should have been provided. CONTRACTOR shall not "bank" or "carry over" make up service hours under any circumstances, unless otherwise agreed to in writing by CONTRACTOR and LEA. In the event services were not provided, reasons for why the services were not provided shall be included.

#### NONPUBLIC AGENCY STUDENT ABSENCE

If CONTRACTOR is a nonpublic agency, it shall notify LEA of the absence of a LEA student no later than the fifth (5th) consecutive service day of the student's absence. LEA shall not be responsible for the payment of services when a student is absent.

### **61. INSPECTION AND AUDIT**

CONTRACTOR shall maintain and LEA shall have the right to examine and audit all of the books, records, documents, accounting procedures and practices and other evidence that reflect all costs claimed to have been incurred or fees claimed to have been earned under this Agreement.

CONTRACTOR shall provide LEA access to all records as defined in Section 9 of this Master Contract. CONTRACTOR shall make all records available at the office of LEA or CONTRACTOR'S offices (to be specified by LEA), at all reasonable times and without charge. All records shall be provided to LEA within five (5) working days of a written request from LEA. CONTRACTOR shall, at no cost to LEA, provide assistance for such examination or audit. LEA's rights under this section shall also include access to CONTRACTOR'S offices for purposes of interviewing CONTRACTOR'S employees. If any document or evidence is stored in an electronic form, a hard copy shall be made available to LEA, unless LEA agrees to the use of the electronic format.

CONTRACTOR shall obtain from its subcontractors and suppliers written agreements to the requirements of this section and shall provide a copy of such agreements to LEA upon request by LEA.

If an inspection, review, or audit by LEA, a state agency, a federal agency, and/or an independent agency/firm determines that CONTRACTOR owes LEA monies as a result of CONTRACTOR'S over billing or failure to perform, in whole or in part, any of its obligations under this Master Contract, LEA shall provide to CONTRACTOR written notice demanding payment from CONTRACTOR and specifying the basis or bases for such demand. Unless CONTRACTOR and LEA otherwise agree in writing, CONTRACTOR shall pay to LEA the full amount owed as a result of CONTRACTOR'S over billing and/or failure to perform, in whole or in part, any of its obligations under this Master Contract, as determined by an inspection, review, or audit by LEA, a state agency, a federal agency, and/or an

independent agency/firm. CONTRACTOR shall make such payment to LEA within thirty (30) days of receipt of LEA's written notice demanding payment.

## **62. RATE SCHEDULE**

The attached rate schedules (Exhibits A and B) limit the number of LEA students that may be enrolled and the maximum dollar amount of the contract. It may also limit the maximum number of students that can be provided specific services. Per Diem rates for LEA students whose IEPs authorize less than a full instructional day may be adjusted proportionally. In such cases only, the adjustments in basic education rate shall be based on the percentage of a 314-minute instructional day.

Special education and/or related services offered by CONTRACTOR shall be provided by qualified personnel as per State and Federal law, and the codes and charges for such educational and/or related services during the term of this Master Contract, shall be as stated in Exhibits A and B.

When CONTRACTOR is a nonpublic school associated with a Residential Treatment Center ("NPS/RTC"), Educationally Related Mental Health Services (ERMHS) are provided in an integrated, intensive, educationally related therapeutic residential setting which includes social emotional/behavior support through individual counseling, group counseling, family consultation and support, as appropriate. It is a collaborative model which includes educational professionals and related service providers, where all supports and services are integrated in the NPS/RTC program. Costs for ERMHS are all inclusive and combined with the daily rate as ERMHS+RB ("ERMHS + Room and Board"). ERMHS plus Room and Board payments are based on positive attendance (payable for up to a maximum of 365 days) only, with up to a maximum of 10 days payment per student, per contract year, when a bed is unoccupied, for home visits of a therapeutic nature.

## **63. DEBARMENT CERTIFICATION**

By signing this agreement, CONTRACTOR certifies that:

- (a) CONTRACTOR and any of its shareholders, partners, or executive officers are not presently debarred, suspended, proposed for debarment, or declared ineligible for the award of contracts by any Federal agency, and
- (b) Has/have not, within a three-year period preceding this contract, been convicted of or had a civil judgment rendered against them for: commission of fraud or a criminal offense in connection with obtaining, attempting to obtain, or performing a Federal, state or local government contract or subcontract; violation of Federal or state antitrust statutes relating to the submission of offers; or commission of embezzlement, theft, forgery, bribery, falsification or destruction of records, making false statements, tax evasion, or receiving stolen property; and are not presently indicted for, or otherwise criminally or civilly charged by a Government entity with, commission of any of these offenses.

The Parties hereto have executed this Master Contract by and through their duly authorized agents or representatives. This Master Contract is effective on the 1<sup>st</sup> day of July 2016 and terminates at 5:00 P.M. on June 30, 2017, unless sooner terminated as provided herein.

CONTRACTOR  
ODYSSEY LEARNING CENTER

Nonpublic School/Agency

By:

Signature

Date

Name and Title of Authorized  
Representative

Notices to CONTRACTOR shall be addressed to:

Name and Title  
ODYSSEY LEARNING CENTER  
Nonpublic School/Agency/Related Service Provider  
7150 SANTA JUANITA AVENUE

Address  
ORANGEVALE, CA 95662

City State Zip  
916-988-0258 916-

Phone Fax  
shawnsloane@odysseylearningcenter.org

Email\*  
(\*Required)

LEA  
CENTER JOINT UNIFIED

By:

Signature

Date

By: SCOTT A. LOEHR, SUPERINTENDENT

Name and Title of Authorized  
Representative

Notices to LEA shall be addressed to:  
SCOTT A. LOEHR, SUPERINTENDENT

Name and Title  
CENTER JOINT UNIFIED

LEA  
8408 WATT AVENUE

Address  
ANTELOPE CA 95843

City State Zip  
916-338-6320 916-338-6329

Phone Fax  
probinson@centerusd.org

Email

**Additional LEA Notification  
(Required if Completed)**

Name and Title

LEA

Address

City State Zip

Phone Fax

Email

**EXHIBIT A: RATES - NON-PUBLIC SCHOOL ONLY – 2016-2017 CONTRACT YEAR**

<b>CONTRACTOR</b>	<b>ODYSSEY LEARNING CENTER</b>	<b>CONTRACTOR NUMBER</b>	<b>14</b>	<b>2016-2017</b>
<b>(NONPUBLIC SCHOOL)</b>				<b>(CONTRACT YEAR)</b>

**Per CDE Certification, total enrollment may not exceed****If blank, the number shall be as determine by  
CDE Certification.**

**Rate Schedule.** This rate schedule limits the number of LEA students who may be enrolled and the maximum dollar amount of the contract. It may also limit the maximum number of students who can be provided specific services. Special education and/or related services offered by CONTRACTOR, and the charges for such educational and/or related services during the term of this contract shall be as follows:

Payment under this contract may not exceed \_\_\_\_\_  
 Total LEA enrollment may not exceed \_\_\_\_\_  
 (per Master Contract Section 62)

Rate	Period
159.84	7/1/16-6/30/17

**A. Basic Education Program/Special Education Instruction**  
**Basic Education Program/Dual Enrollment**

Per diem rates for LEA students whose IEPs authorize less than a full instructional day shall be adjusted proportionally.

**B. Related Services**

(1)	a. Transportation – Round Trip (NPS only, unless otherwise agreed to by LEA)	\$45.00	7/1/16-6/30/17
	b. Transportation – One Way (NPS only, unless otherwise agreed to by LEA)		
	c. Transportation-Dual Enrollment		
	d. Public Transportation		
	e. Parent*		
(2)	a. Educational Counseling – Individual		
	b. Educational Counseling – Group of		
	c. Counseling – Parent		
(3)	a. Adapted Physical Education – Individual		
	b. Adapted Physical Education – Group of _____		
	c. Adapted Physical Education – Group of _____		
(4)	a. Language and Speech Therapy – Individual	\$53.40 40 min	7/1/16-6/30/17
	b. Language and Speech Therapy – Group of 2		
	c. Language and Speech Therapy – Group of 3		
	d. Language and Speech Therapy – Assessment		
	e. Language and Speech - Consultation Rate		
(5)	a. Additional Instructional Assistant - Individual (must be authorized on IEP)		
	b. Additional Instructional Assistant – Group of 2		
	c. Additional Instructional Assistant – Group of 3		
(6)	Intensive Special Education Instruction**		
(7)	a. Occupational Therapy – Individual	\$50.00 30 min	7/1/16-6/30/17
	b. Occupational Therapy – Group of 2		
	c. Occupational Therapy – Group of 3		
	d. Occupational Therapy – Group of 4 - 7		
	e. Occupational Therapy - Consultation Rate		
(9)	Physical Therapy		
(10)	Initial Evaluations		
	Independent Education Evaluations (IEEs)		
(11)			

\*Parent transportation reimbursement rates are to be determined by LEA.

\*\*By credentialed Special Education Teacher.

## Center Joint Unified School District

### AGENDA REQUEST FOR:

Dept./Site: Special Education

Date: March 15, 2017

Action Item   X  

To: Board of Trustees

Information Item

From: Scott Loehr, Superintendent

# Attached Pages

Initials: S.L.

### SUBJECT: 2016/2017 Individual Services Agreements

Please ratify the following Individual Services Agreements for special education to receive services at nonpublic schools/agencies during the 2016/17 fiscal year.

2016/17-193*	CCHAT	\$ 150.00
2016/17-198*	Northern CA Prep School	\$20,123.00
2016/17-199*	Placer Learning Center	\$38,246.00
2016/17-206-207	Placer Learning Center	\$28,262.00
2016/17-208	Point Quest Education	\$14,400.00
2016/17-209*	Placer Learning Center	\$23,123.00
2016/17-210	Odyssey Learning Center	\$17,831.76

**RECOMMENDATION:** CJUSD Board of Trustees to ratify Individual Service Agreements for the 2016/2017 school year.

CONSENT AGENDA



# *Center Joint Unified School District*

**AGENDA REQUEST FOR:**

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

**Date:** February 22, 2017

**To:** Carol Hunt

**From:** David L. French

**Action Item** XX

**Information Item**

**# Attached Pages** 3

**Principal's Initials:** WLF

**SUBJECT:** Memorandum of Understanding between Sacramento County of Office of Education and McClellan High School - Agreement EMS #1042

The attached MOU between Sacramento County Office of Education and McClellan High School is for training and site-based support to include High Quality First Instruction, lesson study, walk-throughs, and support for selecting an intervention curriculum. This will include all training materials and a contact person and service provider.

**RECOMMENDATION:** The Center Joint Unified School District Board of Trustees Approve the Memorandum of Understanding between Sacramento County of Office of Education and McClellan High School - Agreement EMS #1042

CONSENT AGENDA

**MEMORANDUM OF UNDERSTANDING**  
Agreement EMS #1042

This Memorandum of Understanding (MOU) is between the **Sacramento County Office of Education**, hereinafter referred to as "**SCOE**," and **McClellan High School**, hereinafter referred to as "**School**."

The purpose of this MOU is to detail the roles and responsibilities of **SCOE** and the **School** in regards to delivering instructional support services to staff. Once signed by both parties, this MOU is in effect, and may be terminated by either entity in writing, but not less than seven business days prior to the first day of service.

No audio or visual recording of the services provided under this agreement may be made by any means without the advance written authorization of **SCOE**.

**SCOE agrees to:**

1. Provide a primary contact person and service provider(s) for all work under this MOU.  
MOU Contact: Services provided by:  
Tami Wilson / Melissa Hilleby Melissa Hilleby  
(916) 228-2350 / (916) 228-2553 (916) 228-2553  
[twilson@scoe.net](mailto:twilson@scoe.net) / [mhilleby@scoe.net](mailto:mhilleby@scoe.net) [mhilleby@scoe.net](mailto:mhilleby@scoe.net)
2. Provide training and site-based support to include High Quality First Instruction, lesson study, walk-throughs, and support for selecting an intervention curriculum. See Exhibit A for details.
3. Location of the service  
McClellan High School  
8725 Watt Avenue  
Antelope, CA 95843
4. Provide an evaluation of services.
5. Provide training materials. All instructional materials provided by **SCOE** are copyrighted.
6. Invoice **School** upon completion of services to:  
McClellan High School  
8725 Watt Avenue  
Antelope, CA 95843

**School agrees to:**

1. Provide a primary contact person for all work under this MOU.  
David French  
(916) 338-6440  
[davidf@centerusd.org](mailto:davidf@centerusd.org)
2. Ensure the site principal/district representative is present during services.
3. Participate in an evaluation of services.

**MEMORANDUM OF UNDERSTANDING, Agreement EMS #1042**

4. Provide facility, insurance, and indemnification.
5. Provide SCOE with a copy of attendance sign-in sheet upon request.
6. Provide the audio-visual equipment and table supplies.
7. Provide requested materials for participants (e.g., Teacher's Edition).
8. Remit payment to SCOE within 60 days of invoicing.

**Fee: \$11,000**

**Indemnity.** Each party agrees to defend, indemnify, and hold harmless each of the other parties (including a party's directors, agents, officers and employees), from any claim, action, or proceeding arising from any actual or alleged act or omissions of the indemnifying party, its director, agents, officers, or employees arising from the indemnifying party's duties and obligations described in this agreement or imposed by law.

It is the intention of the parties that this section imposes on each party responsibility to the others for the acts and omissions of their respective elected and appointed officials, employees, representatives, agents, subcontractors and volunteers, that the provisions of comparative fault shall apply. This provision shall survive the termination of this agreement for any claim related to this agreement.

The undersigned represent that they are authorized representatives of the parties and hereby execute this MOU:

**Sacramento County Office of Education**  
Mark Vigario, Assistant Superintendent  
Educational Services

**McClellan High School**  
David French, Principal

\_\_\_\_\_  
Signature Date

\_\_\_\_\_  
Signature Date

\_\_\_\_\_  
Director Approval

**Exhibit A  
McClellan High School**

Day	Date	Support Description	Attend		Notes
			T	A	
1	3/20/17	HQFI: Introduction Module	5	1	1:00–2:30
2	3/27/17	HQFI: Introduction Module	5	1	12:30–2:00
3–4	TBD	Prepare for Lesson study	0	0	
5	3/29/17	ELA/Math Planning Day	2	1	2 subs needed
6	3/30/17	Science, Social Studies, Independent Study Planning Day	3	1	3 subs needed
7	4/6/17	Classroom Observations with Principal	5	1	
8	4/24/17	HQFI: Module	5	1	12:30–2:00 Module to be determined
9	5/1/17	HQFI: Module	5	1	12:30–2:00 Module to be determined
10–11	TBD	Prepare for Lesson study	0	0	
12	5/3/17	Lesson Study -- Planning Day	2	1	2 subs needed
13	5/4/17	Lesson Study -- Planning Day	3	1	3 subs needed
14	5/10/17	Classroom Observations with Principal	5	1	
15	TBD	Adoption Toolkit, Intervention Programs Review	1	1	1 sub needed
16	TBD	Adoption Toolkit, Intervention Programs Review	1	1	1 sub needed

# Center Unified School District

## AGENDA REQUEST FOR:

Dept./Site: Center High School

Date: March 1<sup>st</sup> 2017

To: CUSD Board of Trustees

From: Mike Jordan

Principal's Initials MJS

Action Item XX

Information Item 4

# Attached Pages

## SUBJECT: CHS Girls Varsity Basketball Tournament

To: Center Unified School Board:

The CHS Girls Varsity Basketball Program is requesting permission to accept an invitation to participate in the 2017 Selma Shootout Winter Tournament. The dates of the tournament will be November 29<sup>th</sup> through December 2<sup>nd</sup>. However, we will be playing November 30<sup>th</sup> through December 2<sup>nd</sup>, Thursday-Saturday.

We will be staying overnight Thursday and Friday and will return Saturday following our last game. The basketball program will be fundraising to fully fund this trip through Booster Club Spring, summer and Fall events. This is a non-league tournament and participation is not expected. Any player may opt out of this trip.

We will be using a district provided vehicles, reserving 6 rooms for players, 2 coaches and 2 female chaperones that will be cleared by the district. Players will be responsible for one meal a day and spending money and any other costs not basketball related.

See attached page for a more detailed of things needed for this trip and letter from Selma High school.

**RECOMMENDATION:** The CHS Girls Varsity Basketball Program is requesting permission to accept an invitation to participate in the 2017 Selma Shootout Winter Tournament.

CONSENT AGENDA

## Selma Tournament

November 30<sup>th</sup> through December 2<sup>nd</sup>

Distance 200 miles (3 ½ hours)

15 players/2 coaches/2 chaperones

(6 rooms)      1 room-coaches

4 rooms-players (3 to 4 players per room)

1 room-chaperone

Thursday, Friday (2 nights)

Name of Hotel: Fairfield Inn Suites

Players \$50.00 = Rooms, Transportation and 2 meals each day

\*Lodging@ \$125.00 per room x 6

\*Vans x 2 = gas money

\*Money for Thursday, Friday, Saturday Dinner

\*Money for activity (non-basketball related)

Leave Thursday TBA

Return Saturday TBA

Please fax the below information to : (559) 896-1110 – Attn. Paul Romig/Girls Basketball

School Name Center School Phone (916) 338 6420

Coach's Name Jeff Wrig Coach's Cell Phone ( )

Coach's Home Phone ( ) E-mail jaw@center.vso.org

A.D. Phone ( ) E-mail

### CONTRACT FOR ATHLETIC CONTESTS

This contract is made and subscribed to by the principals and athletic administrators of SELMA HIGH SCHOOL and Center HS for the ~~2016~~ 2017 WINTER GIRLS BASKETBALL TOURNAMENTS to be played as follows.

LEVEL	SITE	DATES	COST
Check which level entered			
<u>Var</u> (4 games)	Selma HS	(Nov 30 - Dec 2, 2017) Nov 29-Dec 2, 2017	455
JV (3 games)	Selma HS	Dec 28, 29 & 30, 2017	325
Frosh (3 games)	Selma HS	Dec 28, 29 & 30, 2017	325

Your exact game times will be provided to you at a later date.

### FINANCIAL ARRANGEMENTS

- A. General Admission \$5.00
- B. Students w/ASB card \$3.00
- C. Children & Seniors \$3.00

### Other Information:

All contests will be played under the regulations and rulings of the California Interscholastic Federation and the Central Sections of which the contracting schools are members. These regulations and rulings are a part of this contract.

SELMA HIGH SCHOOL  
Host High School

Center HS  
Visiting High School

Athletic Administrator

Athletic Administrator

Please make checks payable to Selma Girls Basketball and send to:  
Selma High School Girls Basketball 3125 Wright Street Selma, Ca 93662

## **2017 Selma Shoot-Out Girls Basketball Winter Tournaments**

Selma High School  
3125 Wright Street  
Selma, Ca 93662  
[promig@selma.k12.ca.us](mailto:promig@selma.k12.ca.us)  
(559) 790-8751

Dear Girls' Basketball Coach and Athletic Director,

We would like to invite you to the Selma Shoot-Out, our winter girls basketball tournaments 2017. The Varsity tournament will be November 29-December 2 and have 16 teams. We will have one 16 team bracket.. Each team will play four games, one each day.

The JV tournament and Freshman tournament will be December 28, 29 & 30. It will be straight bracket play with each team playing 3 games, one each day.

If you have any questions, please feel free to contact me.

All teams will be place in the tournament only when we have received the attached signed contract. Space is limited- please don't delay.

Fax to- Girls Basketball 559-896-1110 or e-mail to [promig@selmausd.org](mailto:promig@selmausd.org)

Paul Romig  
Varsity Head Coach  
Selma High School  
(559) 790-8751  
[promig@selmausd.org](mailto:promig@selmausd.org)



## Center Unified School District

AGENDA REQUEST FOR:

Dept./Site: McClellan High School

Date: February 10, 2017

To: Carol Hunt

From: David L. French

Action Item XX

Information Item

# Attached Pages 33

Principal's Initials: \_



SUBJECT: McClellan High School – Single Plan for Student Achievement –  
2016-2017

CONSENT AGENDA

# Single Plan for Student Achievement



A Resource for the School Site Council

McClellan High School  
2016-2017



Revised February, 2017

# The Single Plan for Student Achievement

School: McClellan High School

District: Center Joint Unified School District

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

Principal: David L. French

Date of this revision: November, 2016

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

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

Contact Person: David L. French

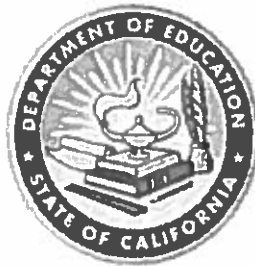
Position: Principal

Telephone Number: (916) 338-6440

Address: 8725 Watt Avenue, Antelope, CA 95843

E-mail Address: davidlf@centerusd.org

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



# Table of Contents

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

### Form A: Planned Improvements in Student Performance

Goal #1 - English 1

Goal #2 - Math 5

Goal #3 - GPA 8

Goal #4 – Attendance (Non-Academic Goal) 15

Form B: Centralized Services for Planned Improvements in Student Performance 18

Form C: Programs Included in This Plan 19

Form D: School Site Council Membership 23

Form E: Recommendations and Assurances 24

Form F: Budget Planning Tool ver. 2.2 (revised) 25

Form G: Single Plan for Student Achievement Annual Evaluation 31

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

The School Site Council has analyzed the academic performance of all student groups and has considered the effectiveness of key elements of the instructional program for students failing to meet academic performance index and adequate yearly progress growth targets. As a result, it has adopted the following school goals, related actions, and expenditures to raise the academic performance of students not yet meeting state standards:

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

**SCHOOL GOAL:** English/Language Arts - For the 2016-2017 school year, we will use data from last year's SBAC/CAASPP and student grade and credit data to design interventions to raise the percentage of students meeting and/or exceeding standards, and use site assessments to show progress toward proficiency in the Common Core English Language Arts Standards.

### What data did you use to form this goal?

Spring 2016 CAASPP Results  
Student grades and credit completion rates  
Writing Samples and teacher-created assessments generated at MHS

### What were the findings from the analysis of this data?

Overall 2016 CAASPP results for 11<sup>th</sup> grade McClellan students show 17% meeting or exceeding the standard ELA achievement level. This breaks down to the following 4 areas assessed by the CAASPP:

- Reading – 50% near, at, or exceeding standard
- Writing – 50% near, at, or exceeding standard
- Listening – 63% near, at, or exceeding standard
- Research/Inquiry – 70% near, at, or exceeding standard

Analysis of student grades identified 10 current students who had failed English classes 2 or more times in past years.

Analysis of student credit completion rates identified 14 current students who had failed to complete 22% or more of the credits they had attempted.

Current classroom assignments show that students have knowledge of the basic skills for English / Language Arts (basic grammar, spelling, punctuation, sentence structure, reading comprehension, writing, etc.) Students do struggle with more complex topics such as writing complex sentences, supporting writing with evidence, text dependent questioning, reading more complex writings (those with a higher lexicon level), and writing higher level essays.

### How will the school evaluate the progress of this goal?

Daily, weekly, and at the end of each trimester, students will be monitored and evaluated for progress towards meeting or exceeding Common Core ELA Standards

Where can a budget plan of the proposed expenditures for this goal be found?  
Itemized on the following chart.

**STRATEGY:** During the 2016-2017 school year, at-risk students will receive interventions and supports to address their areas of weakness in ELA.

<b>Action/Date</b>	<b>Person(s) Responsible</b>	<b>Task/Date</b>	<b>Cost and Funding Source (Itemize for Each Source)</b>
August 2016-May 2017  1. Continue to identify at-risk students and target their literacy needs	Classroom teacher Counselor Principal	August 2016-May 2017  <ul style="list-style-type: none"> <li>Assess students to determine at-risk status</li> <li>Identify specific ELA needs of at-risk students</li> </ul>	From District General Fund: Classroom Teacher: \$112,523 Principal: \$144,018 Counselor: \$32,644  From Title One Funds: Counselor: \$21,128
August 2016-May 2017  2. Plan and implement continuing math intervention plan for at-risk students; develop further supports for at-risk students	Classroom teacher Principal	August 2016-May 2017  <ul style="list-style-type: none"> <li>ELA Teacher will hold Intervention Periods for students before and after school.</li> <li>Science and Social Studies teachers will also hold Intervention Periods for students struggling to meet literacy standards in these areas.</li> <li>Teachers will select students required to attend Intervention Periods</li> <li>Principal will enforce attendance at these periods.</li> <li>Select appropriate ELA/Literacy intervention strategies/materials for at-risk students</li> <li>Implement other ELA/Literacy interventions and supports to meet at-risk students' needs</li> </ul>	From District General Fund: Classroom Teachers: \$469,683 Principal: \$144,018  From Title One Funds: Additional Teacher Time: \$5,500

August 2016-May 2017		August 2016-May 2017	From District General Fund: Principal: \$144,018 Classroom Teacher: \$112,523
3. Use student achievement data to evaluate effectiveness of instruction and intervention strategies	Principal Classroom teacher	<ul style="list-style-type: none"> <li>• Monitor and evaluate student progress throughout and at the end of each grading period</li> <li>• Adjust/re-evaluate instruction and intervention according to student needs</li> </ul>	
March-May 2017		March-May 2017	From District General Fund: All Site Teachers: \$469,683 Principal: \$144,018  From Title One Funds: SCOE Personnel: \$11,000
4. Implement a professional development plan to improve quality of instruction and student engagement	Principal Classroom teachers Sacramento County Office of Education Personnel	<ul style="list-style-type: none"> <li>• SCOE personnel conduct whole-staff training sessions on High Quality First Instruction</li> <li>• SCOE personnel work individually with teachers to construct lessons that promote student engagement in learning</li> <li>• SCOE personnel and principal conduct walk-through observations to evaluate implementation of HQFI principles</li> </ul>	
March-July 2017		March-July 2017	From District General Fund: All teaching and office staff: \$831,822 From Title One Funds: Counselor: \$21,128 Other Professional Development & Substitutes for teachers: \$6,000
5. Engage in other professional development activities to support student achievement	Principal Classroom teachers Counselor Support staff	<ul style="list-style-type: none"> <li>• School staff are encouraged to seek out professional development opportunities related to improving student achievement.</li> <li>• Principal will review these for appropriate connection with school goals before approving.</li> </ul>	
May-September 2017		May-September 2017	From District General Fund: All Site Teachers: \$469,683 Principal: \$144,018  From Title One Funds: SCOE Personnel: \$11,000 Intervention Materials: \$10,000
6. Select, adopt, & purchase intervention materials for ELA/literacy	Principal Classroom Teachers Sacramento County Office of Education Personnel	<ul style="list-style-type: none"> <li>• With committee of principal, site teachers, and SCOE personnel, review available intervention programs for ELA/literacy</li> <li>• Select a program</li> <li>• Purchase program and plan its implementation</li> </ul>	

<p>March-June 2017</p> <p>7. Select, purchase, install, and implement technology items to improve delivery of lessons, capability of data tracking, student access to curriculum, etc.</p>	<p>Principal Technology Specialist School Staff</p>	<p>March-June 2017</p> <p>Technology purchases will include:</p> <ul style="list-style-type: none"> <li>• Additional Chromebooks for students</li> <li>• Chromecart to secure and charge Chromebooks</li> <li>• Replacement printers</li> <li>• Smartboard for math classroom</li> <li>• Replacement projectors</li> <li>• Other tech needs as determined by staff</li> </ul>	<p>From District General Fund: All teaching and office staff: \$831,822 Technology Specialist: \$6,882</p> <p>From Title One Funds: Counselor: \$21,128 Technology Expenditures: \$27,583</p>
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**Form A: Planned Improvements in Student Performance Goal #2**

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

**SCHOOL GOAL:** Math - For the 2016-2017 school year, we will use data from last year's SBAC/CAASPP and student grade and credit data to design interventions to raise the percentage of students meeting and/or exceeding standards, and use site assessments to show progress toward proficiency in the Common Core Math Standards.

<p><b>What data did you use to form this goal?</b></p> <p>Spring 2016 CAASPP Results  Student grades and credit completion rates  Publisher-created assessments from Pearson, Prentice Hall, Glencoe, CPM  Teacher-created assessments generated at MHS</p>	<p><b>What were the findings from the analysis of this data?</b></p> <p>Overall 2016 CAASPP results for 11<sup>th</sup> grade McClellan students show 0% meeting or exceeding the standard math achievement level. This breaks down to the following 4 areas assessed by the CAASPP:</p> <ul style="list-style-type: none"> <li>• Concepts and Procedures – 5% near, at, or exceeding standard</li> <li>• Problem Solving &amp; Modeling/Data Analysis – 37% near, at, or exceeding standard</li> <li>• Communicating Reasoning – 47% near, at, or exceeding standard</li> </ul> <p>Analysis of student grades identified 11 current students who had failed math classes 2 or more times in past years.  Analysis of student credit completion rates identified 14 current students who had failed to complete 22% or more of the credits they had attempted.  Current classroom assignments show that students have a satisfactory level of understanding of basic math operations (addition, subtraction, multiplication, &amp; division). Students struggle carrying out multiple-step math problems and retaining the rules necessary to justify the steps they use to solve these problems involving proportions, single-variable equations, x/y coordinates on a plane, and inequalities.</p>	<p><b>How will the school evaluate the progress of this goal?</b>  Daily, weekly, and at the end of each trimester, students will be monitored and evaluated for progress towards meeting or exceeding Common Core Math Standards</p> <p><b>Where can a budget plan of the proposed expenditures for this goal be found?</b>  Itemized on the following chart.</p>
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**STRATEGY:** During the 2016-2017 school year, at-risk students will receive interventions and supports to address their areas of weakness in math.

<b>Action/Date</b>	<b>Person(s) Responsible</b>	<b>Task/Date</b>	<b>Cost and Funding Source (Itemize for Each Source)</b>
August 2016-May 2017  8. Continue to identify at-risk students and target their math needs	Classroom teacher Counselor Principal	August 2016-May 2017  <ul style="list-style-type: none"> <li>Assess students to determine at-risk status</li> <li>Identify specific math needs of at-risk students</li> </ul>	From District General Fund: Classroom Teacher: \$57,459 Principal: \$144,018 Counselor: \$32,644  From Title One Funds: Counselor: \$21,128
August 2016-May 2017  9. Plan and implement continuing math intervention plan for at-risk students; develop further supports for at-risk students	Classroom teacher Principal	August 2016-May 2017  <ul style="list-style-type: none"> <li>Teacher will hold Intervention Periods for students before and after school.</li> <li>Teacher will select students required to attend Intervention Periods</li> <li>Principal will enforce attendance at these periods.</li> <li>Select appropriate math intervention strategies/materials for at-risk students</li> <li>Implement other math interventions and supports to meet at-risk students' needs</li> </ul>	From District General Fund: Classroom Teacher: \$57,459 Principal: \$144,018  From Title One Funds: Additional Teacher Time: \$5,500
August 2016-May 2017  10. Use student achievement data to evaluate effectiveness of instruction and intervention strategies	Principal Classroom teacher	August 2016-May 2017  <ul style="list-style-type: none"> <li>Monitor and evaluate student progress throughout and at the end of each grading period</li> <li>Adjust/re-evaluate instruction and intervention according to student needs</li> </ul>	From District General Fund: Principal: \$144,018 Classroom Teacher: \$57,459

<p>March-May 2017</p> <p>11. Implement a professional development plan to improve quality of instruction and student engagement</p>	<p>Principal Classroom teachers Sacramento County Office of Education Personnel</p>	<p>March-May 2017</p> <ul style="list-style-type: none"> <li>• SCOE personnel conduct whole-staff training sessions on High Quality First Instruction</li> <li>• SCOE personnel work individually with teachers to construct lessons that promote student engagement in learning</li> <li>• SCOE personnel and principal conduct walk-through observations to evaluate implementation of HQFI principles</li> </ul>	<p>From District General Fund: All Site Teachers: \$469,683 Principal: \$144,018</p> <p>From Title One Funds: SCOE Personnel: \$11,000</p>
<p>March-July 2017</p> <p>12. Engage in other professional development activities to support student achievement</p>	<p>Principal Classroom teachers Counselor Support staff</p>	<p>March-July 2017</p> <ul style="list-style-type: none"> <li>• School staff are encouraged to seek out professional development opportunities related to improving student achievement.</li> <li>• Principal will review these for appropriate connection with school goals before approving.</li> </ul>	<p>From District General Fund: All teaching and office staff: \$831,822</p> <p>From Title One Funds: Counselor: \$21,128 Other Professional Development &amp; Substitutes for teachers: \$6,000</p>
<p>May-September 2017</p> <p>13. Select, adopt, &amp; purchase intervention materials for mathematics</p>	<p>Principal Classroom Teachers Sacramento County Office of Education Personnel</p>	<p>May-September 2017</p> <ul style="list-style-type: none"> <li>• With committee of principal, site teachers, and SCOE personnel, review available intervention programs for mathematics</li> <li>• Select a program</li> <li>• Purchase program and plan its implementation</li> </ul>	<p>From District General Fund: All Site Teachers: \$469,683 Principal: \$144,018</p> <p>From Title One Funds: SCOE Personnel: \$11,000 Intervention Materials: \$10,000</p>
<p>March-May 2017</p> <p>14. Hire a part-time aide for math classes</p>	<p>Principal Math Teacher</p>	<p>March-May 2017</p> <ul style="list-style-type: none"> <li>• Hire an aide to assist students in math classes, 4 hours a day, 4 times a week.</li> </ul>	<p>From District General Fund: Classroom Teacher: \$57,459 Principal: \$144,018</p> <p>From Title One Funds: Aide: \$2,125</p>


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

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


**SCHOOL GOAL:** GPA - 70% students will earn 2.00 or higher cumulative GPA at the end of each trimester.

<b>What data did you use to form this goal?</b> Site GPA records from school years 2012-13, 2013-14, 2014-15, and 2016 through October 30	<b>What were the findings from the analysis of this data?</b>  2013-2014 – 71% above 2.00 GPA  2014-2015 – 55% above 2.00 GPA  2015-2016 – 47% above 2.00 GPA  2016-2017 – 33% above 2.00 GPA at end of Trimester 1  See charts on the next page	<b>How will the school evaluate the progress of this goal?</b> Each trimester, school will analyze GPA data.  <b>Where can a budget plan of the proposed expenditures for this goal be found?</b> See form C, pages 11-13 of this SPSA.
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2013-2014

	GPA Group	Total	Percent	Above/Below 2.00	%
4.00	1	1	0.79%	90	71.43%
3.25-3.99	2	14	11.10%		
2.00-3.24	3	75	59.52%		
1.00-1.99	4	25	19.84%	36	28.57%
00.1-0.99	5	7	5.56%		
0	6	4	3.17%		
	Grand Total	126			


2015-2016

	GPA Group	Total	Percent	Above/Below 2.00	%
4.00	1	0	0	65	47.10%
3.25-3.99	2	10	7.25%		
2.00-3.24	3	55	39.86%		
1.00-1.99	4	43	31.16%	73	52.90%
00.1-0.99	5	28	20.29%		
0	6	2	1.45%		
	Grand Total	138			

2014-2015

	GPA Group	Total	Percent	Above/Below 2.00	%
4.00	1	0	0	71	54.62%
3.25-3.99	2	12	9.23%		
2.00-3.24	3	59	45.38%		
1.00-1.99	4	41	31.54%	59	45.38%
00.1-0.99	5	15	11.54%		
0	6	3	2.31%		
	Grand Total	130			

2016-2017 (at Trimester 1B)

	GPA Group	Total	Percent	Above/Below 2.00	%
4.00	1	1	1.00%	33	41.25%
3.25-3.99	2	8	10.00%		
2.00-3.24	3	24	30.00%		
1.00-1.99	4	34	42.50%	47	58.75%
00.1-0.99	5	10	12.50%		
0	6	3	3.75%		
	Grand Total	80			

**STRATEGY:** During the 2016-2017 school year, students with grades below 70% will receive interventions and supports to improve their performance.

Action/Date	Person(s) Responsible	Task/Date	Cost and Funding Source (Itemize for Each Source)
August 2016-May 2017  15. Review current grades to identify students below a 70% in any class.	Teachers	August 2016-May 2017  Beginning three weeks into each grading period, teachers will note students below 70% on a D/F list. This is updated weekly.	From District General Fund: All Site Teachers: \$469,683
August 2016-May 2017  16. Students will be given opportunity and incentive to make up work	Principal Teachers Campus Monitor	August 2016-May 2017  After the D/F list is established, students with less than a 70% in any class will be directed to go to an open classroom to make up work.	From District General Fund: All Site Teachers: \$469,683 Principal: \$144,018 Campus Monitor: \$21,743
August 2016-May 2017  17. Provide detention for selected students who have less than 70% in a class.	Teachers	August 2016-May 2017  Teachers will select the students who need to be in detention to make up work, and they will work out times for these students to attend detention before or after school or at lunch.	From District General Fund: All Site Teachers: \$469,683

<p>August 2016-May 2017</p> <p>18. Families will be notified when students are earning less than 70% in any class</p>	Teacher	<p>August 2016-May 2017</p> <p>Teacher will program auto dialer each week to call homes of students earning less than 70% in any one class. Contact may also go through email and text message.</p>	<p>From District General Fund: Classroom Teacher: \$112,523</p>
<p>August 2016, November 2016, February 2017:</p> <p>19. Students who fail may be given support class</p>	Counselor	<p>August 2016, November 2016, February 2017:</p> <p>Counselor will schedule students who have failed classes into Success/Study Hall class, as fitting with class availability and students' credit needs.</p>	<p>From District General Fund: Counselor: \$32,644</p> <p>From Title One Funds: Counselor: \$21,128</p>
<p>August 2016, September 2016, November 2016, January 2017, February 2017, March 2017:</p> <p>20. Students who fail 2 classes or more will lose afternoon classes for the following grading period</p>	Counselor	<p>August 2016, September 2016, November 2016, January 2017, February 2017, March 2017:</p> <ul style="list-style-type: none"> <li>Class load for students who fail will be reduced from 6 to minimum 4 to allow them to focus on passing remaining classes and to provide incentive to pass all classes.</li> <li>Students may earn afternoon classes back the next grading period if they pass all 4 classes on reduced schedule.</li> </ul>	<p>From District General Fund: Counselor: \$32,644</p> <p>From Title One Funds: Counselor: \$21,128</p>
<p>November 2016-May 2017</p> <p>21. Students who have lost classes will be given opportunity to keep up with work in current classes.</p>	Teachers	<p>November 2016-May 2017</p> <ul style="list-style-type: none"> <li>If these students are still falling behind in their remaining classes, teachers may require these students to stay for the last 2 periods after lunch to make up work.</li> <li>These students may also be scheduled into an afternoon class focused on keeping up with classwork.</li> </ul>	<p>From District General Fund: All Site Teachers: \$469,683</p>

<p>November 2016-May 2017</p> <p>22. Selected students will be placed on Check In-Check Out contracts</p>	<p>Principal Teachers Counselor</p>	<p>November 2016-May 2017</p> <ul style="list-style-type: none"> <li>Principal will identify low-performing students with little other support.</li> <li>These students will be required to check in each morning and predict classroom performance.</li> <li>Teachers will verify student performance on contract form.</li> <li>Students' parents/guardians will sign form weekly.</li> <li>Data on student performance will be recorded and rewarded.</li> </ul>	<p>From District General Fund: All Site Teachers: \$469,683 Principal: \$144,018 Counselor: \$32,644</p> <p>From Title One Funds: Counselor: \$21,128</p>
<p>August 2016-May 2017</p> <p>23. Teachers and administration will discuss student concerns on a regular basis</p>	<p>Teachers Principal Counselor</p>	<p>August 2016-May 2017</p> <ul style="list-style-type: none"> <li>Every other staff meeting (Mondays are staff meeting days) will be a student-focused meeting, where teachers will discuss student concerns with the principal and counselor.</li> <li>Appropriate action steps and persons responsible will be determined.</li> </ul>	<p>From District General Fund: All Site Teachers: \$469,683 Principal: \$144,018 Counselor: \$32,644</p> <p>From Title One Funds: Counselor: \$21,128</p>
<p>March-May 2017</p> <p>24. Expose students to post-high school opportunities, pathways, and information to encourage improved academic performance in high school</p>	<p>Teachers Principal Counselor</p>	<p>March-May 2017</p> <ul style="list-style-type: none"> <li>Coordinate field trips to local colleges</li> <li>Seek out opportunities to expose students to other post-high school pathways</li> <li>Seek out guest speakers to address post-high school plans with students</li> </ul>	<p>From District General Fund: All Site Teachers: \$469,683 Principal: \$144,018 Counselor: \$32,644</p> <p>From Title One Funds: Counselor: \$21,128 Post-High School Exposure: \$3,000</p>



<p>August 2016-May 2017</p> <p>25. Teachers and administration will recognize student academic success on a regular basis.</p>	<p>Teachers Principal Counselor</p>	<p>August 2016-May 2017</p> <ul style="list-style-type: none"> <li>• Every other staff meeting (Mondays are staff meeting days) will be a student-focused meeting, where teachers will discuss student successes with the principal and counselor.</li> <li>• Teachers will fill out award certificates for students recognized as performing successfully.</li> <li>• Principal and/or counselor will present these awards to students during class.</li> <li>• After each trimester ends, an award assembly will be held to recognize students performing well academically.</li> <li>• Students on the honor roll will be entered into a drawing for rewards.</li> <li>• Students not on the D/F list given weekly rewards and entered into drawing for prizes.</li> <li>• Staff will develop more ways of recognizing students for doing well.</li> </ul>	<p>From District General Fund: All Site Teachers: \$469,683 Principal: \$144,018 Counselor: \$32,644</p> <p>From Title One Funds: Counselor: \$21,128 Incentives for students: \$500</p>
<p>August 2016-May 2017</p> <p>26. Students not meeting grade-level standards or graduation requirements will be identified and placed in Intervention Periods and given additional counseling support.</p>	<p>Teachers Principal Counselor</p>	<p>August 2016-May 2017</p> <ul style="list-style-type: none"> <li>• Identify students who are not meeting grade level standards in English and/or math, who are not meeting literacy standards in history/social studies and/or science, and/or who are not meeting graduation standards.</li> <li>• These students will be recommended to Intervention periods before or after school for English, math, history/social studies, and/or science, to be taught by the teacher of record for that course.</li> <li>• These students may also receive additional support and guidance from our counselor in meeting graduation requirements.</li> </ul>	<p>From District General Fund: All Site Teachers: \$469,683 Principal: \$144,018 Counselor: \$32,644</p> <p>From Title One Funds: Counselor: \$21,128 Additional Teacher Time: \$5,500</p>


<p>March-May 2017</p> <p>27. Implement a professional development plan to improve quality of instruction and student engagement</p>	<p>Principal Classroom teachers Sacramento County Office of Education Personnel</p>	<p>March-May 2017</p> <ul style="list-style-type: none"> <li>• SCOE personnel conduct whole-staff training sessions on High Quality First Instruction</li> <li>• SCOE personnel work individually with teachers to construct lessons that promote student engagement in learning</li> <li>• SCOE personnel and principal conduct walk-through observations to evaluate implementation of HQFI principles</li> </ul>	<p>From District General Fund: All Site Teachers: \$469,683 Principal: \$144,018</p> <p>From Title One Funds: SCOE Personnel: \$11,000</p>
<p>March-July 2017</p> <p>28. Engage in other professional development activities to support student achievement</p>	<p>Principal Classroom teachers Counselor Support staff</p>	<p>March-July 2017</p> <ul style="list-style-type: none"> <li>• School staff are encouraged to seek out professional development opportunities related to improving student achievement.</li> <li>• Principal will review these for appropriate connection with school goals before approving.</li> </ul>	<p>From District General Fund: All teaching and office staff: \$831,822</p> <p>From Title One Funds: Counselor: \$21,128 Other Professional Development &amp; Substitutes for teachers: \$6,000</p>
<p>March-May 2017</p> <p>29. Encourage parent involvement at Student Site Council meetings</p>	<p>Principal</p>	<p>March-May 2017</p> <ul style="list-style-type: none"> <li>• Provide light refreshments for parents at School Site Council meetings</li> </ul>	<p>From District General Fund: Principal: \$144,018</p> <p>From Title One Funds: \$100</p>
<p>March-May 2017</p> <p>30. Facilitate understanding of school information for non-English speaking parents</p>	<p>Principal</p>	<p>March-May 2017</p> <ul style="list-style-type: none"> <li>• Translate key documents and information into Spanish and Russian for parents</li> </ul>	<p>From District General Fund: Principal: \$144,018</p> <p>From Title One Funds: \$250</p>

**Form A: Planned Improvements in Student Performance Goal #4 (Non-Academic Goal)**

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

**SCHOOL GOAL:** Attendance – Students will have an average daily attendance rate of 90%. Suspension rate will decrease from prior years. Habitual truancy rate will decrease from prior years.

<p><b>What data did you use to form this goal?</b>  Site attendance records from 2013-2016  Site suspension rates from 2013-2016  Site habitual truancy rates from 2013-2016  (9 or more unexcused absences in the year)</p>	<p><b>What were the findings from the analysis of this data?</b>  (percentages for this section based on enrollment in regular program at McClellan High School)  See following chart:</p>	<p><b>How will the school evaluate the progress of this goal?</b> Attendance, suspension, and absenteeism rates can be measured throughout year using data from Aeries.</p> <p><b>Where can a budget plan of the proposed expenditures for this goal be found?</b>  ▪ See form C, pages 11-13 of this SPSA.</p>
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	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017 (to October 2016)
Max Enrollment	97	84	88	116	81
Attendance Average %	89.99%	85.65%	84.41%	80.33%	88.48%
# of Students Habitually Truant*	20 (20.62%)	21 (25.00%)	22 (25.00%)	17 (14.66%)	1 (1.23%)
Incidents of Suspension	135	86	81	84	15
# of Individual Students Suspended	63 (64.95%)	42 (50.00%)	39 (44.32%)	41 (35.34%)	12 14.81%

\* Habitually Truant = 9 or more unexcused absences

**STRATEGY:** During the school year, students with poor attendance will receive interventions and supports to increase attendance rates.

<b>Action/Date</b>	<b>Person(s) Responsible</b>	<b>Task/Date</b>	<b>Cost and Funding Source (Itemize for Each Source)</b>
<p>August 2016-May 2017:</p> <p>31. Identify students who are frequently absent or who are habitually truant.</p>	<p>Attendance technician Principal</p>	<p>August 2016-May 2017:</p> <ul style="list-style-type: none"> <li>• Monitor attendance records in Aeries</li> <li>• Print &amp; mail truancy letters to parents/guardians</li> <li>• Conduct SART meetings with students who are habitually truant</li> <li>• Recommend students who continue to be truant to the SARB process.</li> </ul>	<p>From District General Fund: Attendance Technician: \$24,882 Principal: \$144,018</p>
<p>November 2016-May 2017:</p> <p>32. Staff members will identify and build relationships with students who have poor attendance to encourage them to attend school more often</p>	<p>All staff members</p>	<p>November 2016-May 2017:</p> <ul style="list-style-type: none"> <li>• Staff members choose individual students with poor attendance.</li> <li>• Staff members reach out to students, welcoming, encouraging, building relationships</li> <li>• Staff members contact students/families when they are absent and encourage to attend</li> </ul>	<p>From District General Fund: All school staff: \$1,050,354</p> <p>From Title One Funds: Counselor: \$21,128</p>
<p>August 2016-May 2017</p> <p>33. Provide incentives for students to maintain good attendance</p>	<p>Leadership teacher Principal</p>	<p>August 2016-May 2017</p> <ul style="list-style-type: none"> <li>• Students with excellent attendance each week are given rewards and entered into a raffle for additional prizes.</li> <li>• After each trimester ends, students with excellent attendance will be recognized at an award assembly.</li> </ul>	<p>From District General Fund: Leadership Teacher: \$112,523, plus \$1020 club stipend Principal: \$144,018</p> <p>From Title One Funds: Incentives for Students: \$500</p>

<p>August 2016-May 2017</p> <p>34. Teachers and administration will discuss student concerns on a regular basis</p>	<p>Teachers Principal Counselor</p>	<p>August 2016-May 2017</p> <ul style="list-style-type: none"> <li>• Every other staff meeting (Mondays are staff meeting days) will be a student-focused meeting, where teachers will discuss student concerns with the principal and counselor.</li> <li>• Action steps and persons responsible will be determined</li> </ul>	<p>From District General Fund: All Site Teachers: \$469,683 Principal: \$144,018 Counselor: \$32,644</p> <p>From Title One Funds: Counselor: \$21,128</p>
<p>August 2016-May 2017</p> <p>35. Teachers and administration will continue to discuss ways to improve student attendance.</p>	<p>Teachers Principal Counselor</p>	<p>August 2016-May 2017</p> <p>In addition to discussions at student-focused meetings, staff will discuss programs and methods to improve student attendance.</p>	<p>From District General Fund: All Site Teachers: \$469,683 Principal: \$144,018 Counselor: \$32,644</p> <p>From Title One Funds: Counselor: \$21,128</p>
<p>March-May 2017</p> <p>36. Staff will reach out to students and parents to encourage excellent attendance.</p>	<p>Principal Attendance Secretary</p>	<p>March-May 2017</p> <ul style="list-style-type: none"> <li>• Attendance information sent to parents on a regular basis, including articles on the importance of attendance and regular reports on school attendance percentages</li> <li>• Phone calls made to parents/students regarding attendance</li> </ul>	<p>From District General Fund: Principal: \$144,018 Attendance Secretary: \$18,236</p> <p>From Title One Funds: Additional Staff Time: \$1,500</p>
<p>March-July 2017</p> <p>37. Engage in other professional development activities to support student achievement</p>	<p>Principal Classroom teachers Counselor Support staff</p>	<p>March-July 2017</p> <ul style="list-style-type: none"> <li>• School staff are encouraged to seek out professional development opportunities related to improving student achievement.</li> <li>• Principal will review these for appropriate connection with school goals before approving.</li> </ul>	<p>From District General Fund: All teaching and office staff: \$831,822</p> <p>From Title One Funds: Counselor: \$21,128 Other Professional Development &amp; Substitutes for teachers: \$6,000</p>

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

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

### School Goal #: 5

Actions to be Taken to Reach This Goal <sup>1</sup> Consider all appropriate dimensions (e.g., Teaching and Learning, Staffing, and Professional Development)	Start Date <sup>2</sup> Completion Date	Proposed Expenditures	Estimated Cost	Funding Source (Itemize for each source)
For the 2016-2017 school year, Center JUSD will offer professional development to ensure the teaching staff is highly qualified and well prepared for the grade level Common Core State Standards, and the needs of all students	August 2016 to May 2017	Staff Development opportunities in the following areas will be offered to teachers: <ul style="list-style-type: none"><li>• Curriculum delivery</li><li>• Research based instructional strategies</li><li>• Foundational skills</li><li>• Technology assistance</li><li>• Behavior management</li><li>• Data disaggregation</li><li>• EL support/strategies</li><li>• Collaboration</li></ul>	Coordinator of C & I \$13,654.00	.65 FTE General Fund, .2 FTE Title 1, .15 FTE Title 1 PI

**Note:** Centralized services do not include administrative costs. Centralized services may include the following direct services:

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

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

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

## Form C: Programs Included in this Plan

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

Note: For many of the funding sources listed below, school districts may be exercising Categorical Program Provisions options (flexibility), which are described at <http://www.cde.ca.gov/fq/aa/co/ca12squlappcatprog.asp>.

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

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

State Programs	Allocation	Consolidated in the SWP
<input checked="" type="checkbox"/> <b>Local Control Funding Formula (LCFF) – Base Grant</b> Purpose: To provide flexibility in the use of state and local funds by LEAs and schools	\$32,790,577 (D)	<input type="checkbox"/>
<input checked="" type="checkbox"/> <b>LCFF – Supplemental Grant</b> Purpose: To provide a supplemental grant equal to 20 percent of the adjusted LCFF base grant for targeted disadvantaged students	\$4,132,390 (D)	<input type="checkbox"/>
<input checked="" type="checkbox"/> <b>LCFF – Concentration Grant</b> Purpose: To provide an additional concentration grant equal to 50 percent of the adjusted LCFF base grant for targeted students exceeding 55 percent of an LEA's enrollment	\$1,451,405 (D)	<input type="checkbox"/>
<input type="checkbox"/> <b>California School Age Families Education (Carryover only)</b> Purpose: Assist expectant and parenting students to succeed in school	\$	<input type="checkbox"/>
<input type="checkbox"/> <b>Economic Impact Aid/State Compensatory Education (EIA-SCE) (Carryover only)</b> Purpose: Help educationally disadvantaged students succeed in the regular program	\$	<input type="checkbox"/>

<input type="checkbox"/>	<b>Economic Impact Aid/Limited English Proficient (EIA-LEP) (Carryover only)</b> Purpose: Develop fluency in English and academic proficiency of English learners	\$	<input type="checkbox"/>
<input type="checkbox"/>	<b>Peer Assistance and Review (Carryover only)</b> Purpose: Assist teachers through coaching and mentoring	\$	<input type="checkbox"/>
<input type="checkbox"/>	<b>Professional Development Block Grant (Carryover only)</b> Purpose: Attract, train, and retain classroom personnel to improve student performance in core curriculum areas	\$	<input type="checkbox"/>
<input type="checkbox"/>	<b>Pupil Retention Block Grant (Carryover only)</b> Purpose: Prevent students from dropping out of school	\$	<input type="checkbox"/>
<input type="checkbox"/>	<b>Quality Education Investment Act (QEIA)</b> Purpose: Funds are available for use in performing various specified measures to improve academic instruction and pupil academic achievement	\$	<input type="checkbox"/>
<input type="checkbox"/>	<b>School and Library Improvement Program Block Grant (Carryover only)</b> Purpose: Improve library and other school programs	\$	<input type="checkbox"/>
<input type="checkbox"/>	<b>School Safety and Violence Prevention Act (Carryover only)</b> Purpose: Increase school safety	\$	<input type="checkbox"/>
<input type="checkbox"/>	<b>Tobacco-Use Prevention Education</b> Purpose: Eliminate tobacco use among students	\$	<input type="checkbox"/>
<input checked="" type="checkbox"/>	<b>List and Describe Other State or Local Funds (e.g., Career and Technical Education [CTE], etc.) Lottery</b>	\$ 14,823 (S)	<input type="checkbox"/>
Total amount of state categorical funds allocated to this school		District-Controlled \$ 38,374,372  Site-Controlled \$14,823	



Federal Programs		Allocation	Consolidated in the SWP
<input checked="" type="checkbox"/>	<b>Title I, Part A: Allocation</b> Purpose: To improve basic programs operated by local educational agencies (LEAs)	\$ 88,632 (S)	<input type="checkbox"/>
<input checked="" type="checkbox"/>	<b>Title I, Part A: Parental Involvement</b> (if applicable under Section 1118[a][3][c] of the Elementary and Secondary Education Act) Purpose: Ensure that parents have information they need to make well-informed choices for their children, more effectively share responsibility with their children's schools, and help schools develop effective and successful academic programs (this is a reservation from the total Title I, Part A allocation).	\$ 349 (S)	<input type="checkbox"/>
<input type="checkbox"/>	<b>For Program Improvement Schools only: Title I, Part A Program Improvement (PI) Professional Development</b> (10 percent minimum reservation from the Title I, Part A reservation for schools in PI Year 1 and 2)	\$ 0 (S)	<input type="checkbox"/>
<input checked="" type="checkbox"/>	<b>Title II, Part A: Improving Teacher Quality</b> Purpose: Improve and increase the number of highly qualified teachers and principals	\$ 118,687 (D)	<input type="checkbox"/>
<input checked="" type="checkbox"/>	<b>Title III, Part A: Language Instruction for Limited-English-Proficient (LEP) Students</b> Purpose: Supplement language instruction to help LEP students attain English proficiency and meet academic performance standards	\$ 63,822 (D)	Title III funds may not be consolidated as part of a SWP <sup>3</sup>
<input type="checkbox"/>	<b>Title VI, Part B: Rural Education Achievement Program</b> Purpose: Provide flexibility in the use of ESEA funds to eligible LEAs	\$	<input type="checkbox"/>
<input type="checkbox"/>	<b>For School Improvement Schools only: School Improvement Grant (SIG)</b> Purpose: to address the needs of schools in improvement, corrective action, and restructuring to improve student achievement	\$	<input type="checkbox"/>
<input type="checkbox"/>	<b>Other federal funds</b> (list and describe)	\$	<input type="checkbox"/>

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

<input type="checkbox"/> Other federal funds (list and describe)	\$	<input type="checkbox"/>
<input type="checkbox"/> Other federal funds (list and describe)	\$	<input type="checkbox"/>
Total amount of federal categorical funds allocated to this school	District-Controlled \$182,502  Site-Controlled \$ 88,632	
Total amount of state and federal categorical funds allocated to this school	District-Controlled \$38,556,881  Site-Controlled \$ 103,455	

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

## Form D: School Site Council Membership

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

Names of Members	Principal	Classroom Teacher	Other School Staff	Parent or Community Member	Secondary Student
David L. French	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Kim Baioni	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Chris Collins	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Aaron Hagman	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Carla Guerguy	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Lin Jones	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Shyanna Teague	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Jennifer Williams	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Tristan Wallenmeyer	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Shelby Clark	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Alisha Goodman-Keen	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Numbers of members in each category	1	3	2	3	3

<sup>4</sup> EC Section 52852

## Form E: Recommendations and Assurances

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

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

- ☐ State Compensatory Education Advisory Committee \_\_\_\_\_ Signature
- ☐ English Learner Advisory Committee \_\_\_\_\_ Signature
- ☐ Special Education Advisory Committee \_\_\_\_\_ Signature
- ☐ Gifted and Talented Education Advisory Committee \_\_\_\_\_ Signature
- ☐ District/School Liaison Team for schools in Program Improvement \_\_\_\_\_ Signature
- ☐ Compensatory Education Advisory Committee \_\_\_\_\_ Signature
- ☐ Departmental Advisory Committee (secondary) \_\_\_\_\_ Signature
- ☐ Other committees established by the school or district (list) \_\_\_\_\_ Signature

4. The SSC reviewed the content requirements for school plans of programs included in this SPSA and believes all such content requirements have been met, including those found in district governing board policies and in the local educational agency plan.
5. This SPSA is based on a thorough analysis of student academic performance. The actions proposed herein form a sound, comprehensive, coordinated plan to reach stated school goals to improve student academic performance.
6. This SPSA was adopted by the SSC at a public meeting on: \_\_\_\_\_.

Attested:

David L. French  
Typed name of School Principal

  
Signature of School Principal

3-2-2017  
Date

Kim Baioni  
Typed name of SSC Chairperson

  
Signature of SSC Chairperson

3-2-2017  
Date

## **Form F: Budget Planning Tool –Version 2.2 (revised)**

The SPSA Budget Planning Tool has been redesigned to be simpler to use while remaining flexible and informative. The tool has been designed to provide those involved in school planning with a way to compare the costs of their estimated goal expenditures to funding source fiscal year allocations. The aim in providing this tool is to assist school planners in making effective and informed decisions as to the use of their funds. Form F (XLS; Aug-2014) is available for download at <http://www.cde.ca.gov/nclb/sr/le/singleplan.asp>.

### **System Requirements:**

A computer running spreadsheet software with the ability to use Macro-Enabled Microsoft Excel 1997–2003 worksheets is required.

### **Instructions for Use**

#### **Opening the Budget Planning Workbook for the First Time**

To ensure that the SPSA Budget Planning Tool operates correctly, follow these steps when opening the file:

1. Open the SPSA Budget Planning Tool. A dialogue box should appear that will ask the user if they want to enable editing. Select 'Yes' to enable editing.
2. Enable macros. A Security Warning dialogue box should appear asking if the user wants to enable macros. This warning may alternately appear as a yellow security warning bar across the top of the workbook. Select 'Enable Macros' and then save the document.
3. Maximize the workbook so that the page tabs show along the bottom of the workbook.

#### **Setting-up School Information**

To set the school information in the tool, follow these steps:

1. Select the 'SPSABudget' sheet tab at the bottom of the workbook.
2. Select the 'Add School Information' button to input school information.
3. Enter the school name, the district name, the schools CDS code, the name of the school administrator, and the date of revision.

4. If the school is operating a schoolwide program (SWP) select the 'Operating Schoolwide Program' checkbox. Another checkbox will appear asking if you are consolidating funds as part of operating a SWP. If you are consolidating funds, select the checkbox. You will then be asked to select if you will be consolidating only federal funding sources or consolidating all funding sources.
5. Select 'OK' to continue, or select 'Cancel' to exit.

You may change school information at any time by the selecting 'Add School Information' button. Each time the 'Add School Information' button is selected, the date of revision will reset to '1/1/2000', therefore you will need to update the date of revision each time changes are made to the school information.

### **For Schools Consolidating Funds as Part of a SWP**

If the school is operating a SWP and is choosing to consolidate funds a funding source titled 'Consolidated SWP Funds' will appear on the 'SPSABudget' sheet. Any funding sources that are consolidated as part of the SWP will be added into the 'Consolidated SWP Funds' funding source. In addition, a new sheet named 'Consolidated SWP Funds' will appear in the workbook. By going to the 'Consolidated SWP Funds' sheet you will be able to see a list of all the funding sources that have been consolidated in the SWP, their initial fiscal year allocations, and the total fiscal year allocation of all the funding sources that have been consolidated.

### **Adding a New Funding Source**

By default, the first funding source listed in the 'Funding Sources' column is 'Title I'. It has a default allocation of '\$0.00'. To edit either the name of the funding source and/or the allocation amount, select the 'Edit a Funding Source' button and skip to step three below.

To add a new funding source to the list, follow these steps:

1. From the 'SPSABudget' sheet, select the 'Add a Funding Source' button.
2. Enter the name of the funding source and the amount of the fiscal year allocation.
3. If you are consolidating this funding source as part of operating a SWP, then select the checkbox. If you are not operating a SWP or if you are operating a SWP but not consolidating funds, no checkbox will appear. If you are operating a SWP and consolidating funds another box will open asking if the funding source is federal, state, or local. Select the appropriate option to continue.
4. Select 'OK' to add the funding source to your list, or select 'Cancel' to exit.

Be sure that the centralized services described in Form B of the SPSA document match any centralized services entered into the Budget Planning Tool.

### **For Schools Consolidating Funds as Part of a SWP**

If the funding source is being consolidated as part of a SWP, it will not appear in the funding sources column on the 'SPSABudget' sheet. The fiscal year allocation will be added to the 'Consolidated SWP Funds' fiscal year allocation and the funding source will be added to the list previously referred to on the 'Consolidated SWP Funds' sheet.

### **Editing or Deleting a Funding Source**

To edit an existing funding source on the list, follow these steps:

1. From the 'SPSABudget' sheet, select the 'Edit a Funding Source' button.
2. Select the funding source you want to edit or delete from the list on the left. The information for that funding source will auto-populate in the appropriate cells.
3. To edit the funding source, make the desired changes to the funding source information and select 'OK' to enforce the changes or select 'Cancel' to exit.
4. To delete the funding source select the 'Delete' button. You will be asked if you want to delete the selected funding source. Select 'Yes' to delete the funding source or 'No' to cancel.

**Note:** Deleting a funding source cannot be undone! The system will not allow you to delete the first funding source row.

### **For Schools Consolidating Funds as Part of a SWP**

To edit the 'Consolidated SWP Funds' funding source go to the 'Consolidated SWP Funds' sheet, Select the 'Edit a Consolidated SWP Funding Source' button, and follow instructions 2–4 (above). To delete the 'Consolidated SWP Funds' funding source, select the 'Add School Information' button and uncheck the box labeled 'This site consolidates funding sources as part of operating its schoolwide program'.

### **Adding a Budget/Resource Code**

By default, the first budget code listed in the 'Budget/Resource Code Descriptions' column is 'Unrestricted'. It has a default code of '0000'. To edit either the name of the

budget or resource code, or the code itself, select the 'Edit a Budget Code' button and skip to step two below.

To add a new budget or resource code to the list, follow these steps:

1. From the 'SPSABudget' sheet, select the 'Add a Budget Code' button.
2. Enter the name and/or description of the budget/resource code and the code number.
3. Select 'OK' to add the budget/resource code to your list, or select 'Cancel' to exit.

Be sure that the centralized services described in Form B of the SPSA document match any centralized services entered into the Budget Planning Tool.

### **Editing or Deleting a Budget/Resource Code**

To edit an existing budget or resource code on the list, follow these steps:

1. From the 'SPSABudget' sheet, select the 'Edit a Budget Code' button.
2. Select the budget/resource code you want to edit or delete from the list on the left. The information for that budget/resource code will auto-populate in the appropriate cells.
3. To edit the budget/resource code, make the desired changes to the budget/resource code information and select 'OK' to enforce the changes, or select 'Cancel' to exit.
4. To delete the budget/resource code, select the 'Delete' button. You will be asked if you want to delete the selected budget/resource code. Select 'Yes' to delete the budget/resource code or 'No' to cancel.

**Note:** Deleting a budget/resource code cannot be undone! The system will not allow you to delete the first budget/resource code source row.

### **Using 'Goal' Worksheets**

To use the 'Goal' worksheets to track the estimated expenditures related to the school goals as described in the SPSA, follow these steps:

1. Select the first goal tab, 'Goal 1', at the bottom of the workbook.



2. Double-select next to 'Goal' (under the school information at the top of the page) to activate the cell and enter the title of the goal being addressed.
3. Enter a description of one of the proposed expenditures for this goal. Double-select on a cell in the 'Description of expenditures for implementing this Goal' column and enter the description.
4. Select the budget category (or code) for the proposed expenditure. Select a cell to activate the dropdown menu. Use the scroll bar to scroll through the selections in the dropdown menu and select on a budget category (or code) to select the budget description (or code) for the proposed expenditure. The corresponding code (or budget description) will appear automatically in the adjoining cell.
5. Enter the funding source for the proposed expenditure. In the 'Funding Source' row, select a cell to activate the dropdown menu. Use the scroll bar to scroll through the selections and select on a funding source in the dropdown menu to select it. The remaining allocation amount for that funding source will appear in the 'Remaining Fiscal Year Allocation' row immediately below the funding source.
6. Enter the estimated cost for the proposed expenditure. Select on the cell at the juncture of the corresponding Budget Category row and Funding Source column and enter the estimated cost for the proposed expenditure.

If a proposed expenditure draws from multiple funding sources, select additional funding sources and enter the appropriate amounts. For an example of this, please refer to the SPSA Form F: Budget Planning Tool SAMPLE Form A available for download at <http://www.cde.ca.gov/nclb/sr/le/singleplan.asp>.

### **Adding and Deleting Rows and Columns on 'Goal' Worksheets**

To add or delete rows or columns on 'Goal' worksheets, follow these steps:

1. To add a new expenditures row, select the 'Add a Row' button. A new row will be added after the last used row. Do not add a new row until all the available cells in the column labeled 'Descriptions of Expenditures for Implementing this Goal' have been used.
2. To delete an expenditure row, Select on the description in the row that you want to delete and select the 'Delete a Row' button. That row will be deleted. **Note:** This action cannot be undone!
3. To add a new funding source column, select the 'Add a Column' button and a column will be added after the last used column. Do not add a new column until all the available cells in the row labeled 'Funding Source' have been used.

4. To delete a funding source column, select on the funding source in the column that you want to delete and then select the 'Delete a Column' button. That column will be deleted. **Note:** This action cannot be undone!

### **Adding or Deleting a Goal**

To add or delete a goal, follow these steps:

1. To add a goal, select the 'Add a Goal' button on the 'SPSABudget' page. The next goal in numerical order (up to number 10) will be added to the workbook.
2. To delete a goal, select the 'Delete this Goal' button found on all 'Goal' pages except 'Goal 1'. That page, and everything on it, will be deleted. **Note:** This action cannot be undone!

### **Additional Information**

Each 'Goal' worksheet keeps a running total of:

1. The estimated costs assigned to each funding source on that page; and
2. A running total of the remaining fiscal year allocation for each funding source.

These totals will automatically update each time that you return to that goal sheet.

The 'SPSABudget' worksheet keeps running totals of:

1. The total estimated expenditures for each funding source across all goals;
2. The remaining balance for each funding source; and
3. The total of the estimated expenditures assigned to each budget or resource code from across all goal sheets.

These totals will automatically update each time that you return to the 'SPSABudget' sheet.

## **Form G: Single Plan for Student Achievement Annual Evaluation**

Pursuant to California *Education Code* Section 64001(g), the School Site Council (SSC) must evaluate at least annually the effectiveness of planned activities. In the cycle of continuous improvement of student performance, evaluation of the results of goals will provide data to inform and guide subsequent plans.

Annual evaluation by the SSC and local educational agency (LEA) is a critical part of the continuous cycle of improvement for a school. Furthermore, it is an integral component of the Compensatory Education (CE) Federal Program Monitoring (FPM) review process for Single Plan for Student Achievements (SPSAs). During an FPM review, the SSC and LEA must be able to provide evidence of the evaluation process to determine if the needs of students are being met by the strategies described in the SPSA.

The SPSA annual evaluation may be a summary description of the school's progress toward implementation of the strategies and actions in the SPSA. The report may also include a data analysis of the school's progress towards its student achievement goals based on local, state, or national assessment data.

During the evaluation process, it is important for the SSC and LEA to exercise caution about jumping to conclusions about the effectiveness or non-effectiveness of specific activities and programs without examining the underlying causes. The SSC and LEA should consider all relevant factors when evaluating the plan, such as the degree of implementation, student enrollment changes, and health and safety issues.

### **SAMPLE QUESTIONS FOR SPSA ANNUAL EVALUATION**

#### **Plan Priorities**

- Identify the top priorities of the current SPSA. (No more than 2–3.)
- Identify the major expenditures supporting these priorities.

#### **Plan Implementation**

- Identify strategies in the current SPSA that were fully implemented as described in the plan.
- Identify strategies in the current SPSA that were not fully implemented as described in the plan or were not implemented within the specified timelines.
  - What specific actions related to those strategies were eliminated or modified during the year?
  - Identify barriers to full or timely implementation of the strategies identified above.

- What actions were undertaken to mitigate those barriers or adjust the plan to overcome them?
- What impact did the lack of full or timely implementation of these strategies have on student outcomes? What data did you use to come to this conclusion?

### **Strategies and Activities**

- Identify those strategies or activities that were particularly effective in improving student achievement. What evidence do you have of the direct or indirect impact of the strategies or activities on student achievement?
- Identify those strategies or activities that were ineffective or minimally effective in improving student achievement.
  - Based on an analysis of the impact of the strategies/activities, what appears to be the reason they were ineffective in improving student achievement?
    - Lack of timely implementation
    - Limited or ineffective professional development to support implementation
    - Lack of effective follow-up or coaching to support implementation
    - Not implemented with fidelity
    - Not appropriately matched to student needs/student population
    - Other \_\_\_\_\_
  - Based on the analysis of this practice, would you recommend:
    - Eliminating it from next year's plan
    - Continuing it with the following modifications: \_\_\_\_\_

### **Involvement/Governance**

- How was the SSC involved in development of the plan?
- How were advisory committees involved in providing advice to the SSC?
- How was the plan monitored during the school year?

- What changes are needed to ensure involvement of all stakeholders and adequate monitoring of planned activities and outcomes?

#### **Outcomes**

- Identify any goals in the current SPSA that were met.
- Identify any goals in the current SPSA that were not met, or were only partially met.
  - List any strategies related to this goal that were identified above as “not fully implemented” or “ineffective” or “minimally” effective.
- Based on this information, what might be some recommendations for future steps to meet this goal?

## *Center Joint Unified School District*

<b>AGENDA REQUEST FOR:</b>	
Dept./Site: Instructional Services	Action Item <u>  X  </u>
To: Board of Trustees	Information Item <u>          </u>
Date: March 15, 2017	# Attached Pages <u>          </u>
From: Becky Lawson, K-12 Curriculum Coordinator	
Principal/Administrator Initials: <u>                    </u>	

**SUBJECT:** 2017/2018 AVID Agreement

**RECOMMENDATION:** The CJUSD Board of Trustees approve the 2017/2018 AVID Agreement.

CONSENT AGENDA

## AVID® STANDARD TERMS AND CONDITIONS

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

### Article I. Definitions

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

- 1.6 **AVID Programs:** Other AVID offerings that are supplementary to AVID Elementary, AVID Secondary, or AVID for Higher Education (with the corresponding program indicated in parentheses in this Paragraph). The specific AVID Programs are further defined in their corresponding Exhibit. This list is subject to change without notice: AVID Excel (AVID Secondary); AVID Roadtrip Nation Experience (AVID Secondary); AVID Summer Bridge (AVID Secondary); AVID Weekly (versions for each: AVID Elementary, AVID Secondary, AVID for Higher Education. AVID Elementary and AVID for Higher Education subscriptions are included as part of membership; AVID Secondary subscriptions are included in Middle School and High School Libraries, if so ordered by Client).
- 1.7 **Exhibit:**  
The document with terms and conditions that relate specifically to a corresponding service or product ordered on the Quote(s).
- 1.8 **Payment Terms:** The terms of when payment is due, as listed on the Quote.
- 1.9 **Quote:** The order document that is fully incorporated into this Agreement by reference.
- 1.10 **AVID District Director:** District leaders that coordinate the implementation of AVID Secondary and/or AVID Elementary at AVID Member Sites within their school system according to the AVID Methodologies. If Client implements AVID Elementary and/or AVID Secondary at any of its AVID Member Sites, then Client agrees to maintain, at its expense, at least one AVID District Director who will enroll in and complete, or have previously completed, the series of AVID District Leadership (ADL) trainings (as described in the corresponding Exhibit).

## **Article II. Period of Agreement**

- 2.1 **Term:** The Term ("Term") of this Agreement shall be July 1, 2017 to June 30, 2018 unless earlier terminated as provided herein.

## **Article III. Licenses and Rights**



3.1

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

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

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

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

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

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

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

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

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

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

#### **Article IV. Compensation**

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

#### **Article V. Status of Parties**

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

## **Article VI. Authority**

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

## **Article VII. Termination**

- 7.1 **Termination for Cause:** Subject to the last sentence of this Paragraph 7.1, either party has the right to terminate this Agreement at any time if the other party is in material breach of any warranty, term, condition or covenant of this Agreement and (i) fails to cure that breach within thirty (30) days of receiving notice from the non-breaching party which specifies such material breach and demands cure thereof, or (ii) fails to provide the non-breaching party assurance that the breach will be cured within a longer period of time which is acceptable to the non-breaching party. In the case of a breach by Client that is not cured as described above, AVID Center shall have the right to terminate Client's right to conduct all or part of an AVID product or service at one or more specific AVID Member Sites, by giving written notice to Client of the sites so terminated, without terminating this Agreement with respect to the other products or services at the particular AVID Member Site and/or other AVID Member Site(s) subject to this Agreement. Any termination under this Paragraph 7.1 will become effective automatically upon expiration of the cure period in the absence of a cure or mutually agreed-upon resolution. Notwithstanding the foregoing, any material breach by Client, which is further defined as a breach of any of the provisions of Article III, shall be deemed non-curable and AVID Center shall have the right to immediately terminate this Agreement upon such material breach by Client.
- 7.2 **Termination Without Cause:** Notwithstanding Paragraph 7.1 above, either party may terminate this Agreement upon thirty (30) days prior written notice to the other party.
- 7.3 **Cessation of Use:** Upon termination or expiration of this Agreement: (a) the licenses in Article III shall automatically terminate and revert to AVID Center, (b) Client shall thereafter immediately discontinue AVID in all of its school sites and cease using the AVID Materials, AVID Methodologies, or AVID Trademarks in any way, and (c) Client shall pay any unpaid balances to AVID Center and remain liable for its obligations or other actions that accrued or occurred prior to the termination date.
- 7.4 **Cumulative Remedies:** All rights and remedies conferred herein shall be cumulative and in addition to all of the rights and remedies available to each party at law, equity or otherwise. In addition, Paragraphs 3.3, 3.4, 3.5, 3.6, 4.1, and all of the provisions of Articles VII and VIII shall survive the termination or expiration of this Agreement.

## Article VIII. General Provisions

- 8.1 Governing Law and Venue: If any action at law or in equity is brought to enforce or interpret the provisions of this Agreement, then (i) if AVID is the party initiating the action (e.g., as plaintiff), this Agreement shall be interpreted under the law of the State in which Client is located, the action shall be submitted to the exclusive jurisdiction of the applicable court in the city and State where Client is located and venue for the action shall be that city and State; and (ii) if Client is the party initiating that action (e.g., as plaintiff), this Agreement shall be interpreted under California law, the action shall be submitted to the exclusive jurisdiction of the applicable court in San Diego, California, and venue for the action shall be San Diego, California.
- 8.2 Entire Agreement: All Quotes, Exhibits, and other addenda to this Agreement are fully incorporated herein. This Agreement, including all addenda, constitutes the entire agreement between the parties regarding this subject matter hereof and supersedes all prior oral or written agreements or understandings regarding this subject matter. This Agreement can only be amended by a written document signed by both parties.
- 8.3 Limitation of Liability: NEITHER PARTY SHALL BE LIABLE FOR ANY INDIRECT, SPECIAL, INCIDENTAL, CONSEQUENTIAL OR EXEMPLARY DAMAGES, WHETHER FORESEEABLE OR NOT, THAT ARE IN ANY WAY RELATED TO THIS AGREEMENT, THE BREACH THEREOF, THE USE OR THE INABILITY TO USE THE AVID COLLEGE READINESS SYSTEM SERVICES AND PRODUCTS, THE RESULTS GENERATED FROM THE USE OF THE AVID COLLEGE READINESS SYSTEM SERVICES AND PRODUCTS, LOSS OF GOODWILL OR PROFITS AND/OR FROM ANY OTHER CAUSE WHATSOEVER.
- 8.4 Force Majeure: Neither party shall have any liability to the other hereunder by reason of any delay or failure to perform any obligation or covenant if the delay or failure to perform is occasioned by force majeure, meaning any act of God, storm, fire, casualty, unanticipated work stoppage, strike, lockout, labor dispute, civil disturbance, riot, war, national emergency, act of Government, act of public enemy, or other cause of similar or dissimilar nature beyond its control.
- 8.5 Severability: If any provision of this Agreement is judicially determined to be invalid, void or unenforceable, the remaining provisions shall remain in full force and effect.
- 8.6 Attorney Fees: In the event a dispute arises regarding this Agreement and a legal proceeding is brought by either party, each party shall be responsible for paying their own attorney fees regardless of the outcome or resolution of the dispute.
- 8.7 No Assignment, Delegation or Transfer: Client acknowledges that the favorable terms of this Agreement were granted solely to Client, and that the substitution of any party by Client would destroy the intent of the parties. Accordingly, Client shall have no right to assign, delegate, transfer or otherwise encumber this Agreement or any portion thereof without AVID Center's prior written consent, which can be withheld in its sole discretion.

- 8.8 **Notice:** All notices, requests or other communications under this Agreement shall be in writing, shall be sent to the designated representatives of the parties at the addresses set forth in Quote(s), and shall be deemed to have been duly given on the date of service if sent by facsimile or electronic mail, or on the day following service if sent by overnight air courier service with next day delivery and with written confirmation of delivery, or five (5) days after mailing if sent by first class, registered or certified mail, return receipt requested. Each party is required to notify the other party in the above manner of any change of address.
- 8.9 **Counterparts:** This Agreement may be executed in several counterparts that together shall be originals and constitute one and the same instrument.
- 8.10 **Non-Waiver:** The failure of a party to enforce any of its rights hereunder or at law or in equity shall not be deemed a waiver or a continuing waiver of any of its rights or remedies against the other party, unless such waiver is in writing and signed by the party to be charged.
- 8.11 **Facsimile and Electronic Signatures:** The parties hereto (i) each agree to permit the use, from time to time and where appropriate under the circumstances, of signatures sent via facsimile or electronically in a .pdf file or other digital format in order to expedite the transaction(s) contemplated by this Agreement; (ii) each intend to be bound by its respective signature sent by that party via facsimile or electronically in a .pdf file or other digital format; (iii) are each aware that the other, and the other's agents and employees, will rely on signature pages sent via facsimile or electronically in a .pdf file or other digital format; and (iv) each acknowledge such reliance and waive any defenses to the enforcement of this Agreement or of other documents effecting the transactions contemplated by this Agreement based on the signature page being a facsimile, .pdf copy or other digital format. The parties covenant to each other that each time they send a signature page via facsimile or electronically in a .pdf file or other digital format, they will in a timely manner send the other party the countersigned signature page(s).

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

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

Center Joint Unified School District  
CA

\_\_\_\_\_  
Signature: AVID Center Authorized

\_\_\_\_\_  
Signature: Client Authorized

\_\_\_\_\_  
Printed or Typed Name

\_\_\_\_\_  
Printed or Typed Name

\_\_\_\_\_  
Title

\_\_\_\_\_  
Title of Designee

\_\_\_\_\_  
Date

\_\_\_\_\_  
Date

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



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

## Quote: Center Joint Unified School District

To	From
Center Joint Unified School District	Pamela Specht
Scott Loehr	E-mail: <a href="mailto:pspecht@avidcenter.org">pspecht@avidcenter.org</a>
8408 Watt Ave.	Phone: 858-380-4725
Antelope, CA 95843	

## Summary

Total Amount:	<b>\$13,598.00</b>	Quote ID:	QUO-08028-N1S3F8
Shipping Method:	FedEx	Date:	2/10/2017
Payment Terms:	Net 30		

Number of SI:		Number of Elementary Libraries:	
Number of Memberships:	2	Number of Middle Libraries:	
Number of AVID Weekly:		Number of High Libraries:	

## Details

Site	Product ID	Product	Quantity	Price	Sub Total
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Site:

Co-ADL Year 1	AVID District Leadership	1.00	\$6,000.00	\$6,000.00
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Ship To:  
Jennifer Slay  
4747 PFE Road,  
  
Roseville, 95747



Site	Product ID	Product	Quantity	Price	Sub Total
Site: Center High School					
Program Level: Secondary	MEMBERSHIP AVID	Membership Fees	1.00	\$3,799.00	\$3,799.00
	SECONDARY				
Site: Wilson C. Riles Middle School					
Program Level: Secondary	MEMBERSHIP AVID	Membership Fees	1.00	\$3,799.00	\$3,799.00
	SECONDARY				

Pre Freight Amount	\$13,598.00
Total Tax	\$0.00
<b>Total</b>	<b>\$13,598.00</b>

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

☐ Purchase Order is not required.

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

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

\_\_\_\_\_  
Client Signature

\_\_\_\_\_  
Title

\_\_\_\_\_  
Date

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

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

### **Article I. AVID Membership Benefits**

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

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

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

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

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

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

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

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

## **Article II. Term of Exhibit**

**2.1 Term:** The parties agree that this Exhibit shall be in effect from July 1, 2017 to June 30, 2018 unless earlier terminated as provided for in the Standard Terms and Conditions ("Term").

## **Article III. Client Responsibilities**

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

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

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

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

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

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

## *Center Joint Unified School District*

**AGENDA REQUEST FOR:**

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

**Date:** March 15, 2017

**Action Item**

**To:** Board of Trustees

**Information Item** X

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

**# Attached Pages**

**Administrator's Initials:** TJB

**SUBJECT: 2016-17 CONSOLIDATED APPLICATION**

**RECOMMENDATION:** The Center Joint Unified School District Board of Trustees approve the 2016-17 Consolidated Application

CONSENT AGENDA

**2016-17 Certification of Assurances**

Submission of Certification of Assurances is required every fiscal year. A complete list of legal and program assurances for the fiscal year can be found at <http://www.cde.ca.gov/fg/aa/co/ca16asstoc.asp>.

**CDE Program Contact:**

Joy Paull, [jpaull@cde.ca.gov](mailto:jpaull@cde.ca.gov), 916-319-0297

**LEA Plan**

An LEA that receives Title I funds and is in Program Improvement corrective action must certify that its LEA Plan, including any Addenda to the Plan, is current and provide the local online web address for their LEA Plan. An LEA that receives Title III funds must upload the Title III LEA Plan Performance Goal2 to the California Department of Education Monitoring Tool (CMT) at <https://cmt.cde.ca.gov/cmt/logon.aspx>.

State Board of Education approval date	7/11/2003
LEA Plan Web page  (format <a href="http://SomeWebsiteName.xxx">http://SomeWebsiteName.xxx</a> )	<a href="http://www.centerusd.org/file/1397284301890/1397284883080/1648132667363329330.pdf">http://www.centerusd.org/file/1397284301890/1397284883080/1648132667363329330.pdf</a>

**Consolidated Application Certification Statement**

I hereby certify that all of the applicable state and federal rules and regulations will be observed by this applicant; that to the best of my knowledge the information contained in this application is correct and complete; and I agree to have the use of these funds reviewed and/or audited according to the standards and criteria set forth in the California Department of Education's Categorical Program Monitoring (CPM) Manual. Legal assurances for all programs are accepted as the basic legal condition for the operation of selected projects and programs and copies of assurances are retained on site. I certify that we accept all assurances except for those for which a waiver has been obtained or requested. A copy of all waivers or requests is on file. I certify that actual ink signatures for this page are on file.

Authorized Representative's Full Name	Scott A. Loehr
Authorized Representative's Signature	
Authorized Representative's Title	Superintendent
Authorized Representative Signature Date	06/30/2016

**\*\*\*Warning\*\*\***

The data in this report may be protected by the Family Educational Rights and Privacy Act (FERPA) and other applicable data privacy laws. Unauthorized access or sharing of this data may constitute a violation of both state and federal law.

**2016-17 Protected Prayer Certification**

ESEA Section 9524(b) specifies federal requirements regarding constitutionally protected prayer in public elementary and secondary schools. This form meets the annual requirement and provides written certification.

**CDE Program Contact:**

Franco Rozic, Title I Monitoring and Support Office, [frozic@cde.ca.gov](mailto:frozic@cde.ca.gov), 916-319-0269

**Protected Prayer Certification Statement**

The LEA hereby assures and certifies to the California State Board of Education that the LEA has no policy that prevents, or otherwise denies participation in, constitutionally protected prayer in public schools as set forth in the "Guidance on Constitutionally Protected Prayer in Public Elementary and Secondary Schools."

The LEA hereby assures that this page has been printed and contains an ink signature. The ink signature copy shall be made available to the California Department of Education upon request or as part of an audit, a compliance review, or a complaint investigation.

The authorized representative agrees to the above statement	Yes
Authorized Representative's Full Name	Scott A. Loehr
Authorized Representative Title	Superintendent
Authorized Representative Signature Date	06/08/2016
Comment If the LEA is not able to certify at this time an explanation must be provided in the Comment field. (Maximum 500 characters)	

**\*\*\*Warning\*\*\***

The data in this report may be protected by the Family Educational Rights and Privacy Act (FERPA) and other applicable data privacy laws. Unauthorized access or sharing of this data may constitute a violation of both state and federal law.

**2016-17 Application for Funding****CDE Program Contact:**Education Data Office, [ConApp@cde.ca.gov](mailto:ConApp@cde.ca.gov), 916-319-0297**Local Governing Board Approval**

The LEA is required to review and receive approval of their Application for Funding selections with their local governing board.

Date of approval by local governing board	06/30/2016
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**District English Learner Advisory Committee (DELAC) Review**

Per Title 5 of the California Code of Regulations Section 11308, if your district has more than 50 English learners the district must establish a District English Learner Advisory Committee (DELAC) and involve them in the application for funding for programs that serve English learners.

DELAC representative's full name	Rosa Pena
DELAC review date	06/07/2016
Meeting minutes web address Please enter the Web address of DELAC review meeting minutes (format <a href="http://SomeWebsiteName.xxx">http://SomeWebsiteName.xxx</a> ). If a Web address is not available, the LEA must keep the minutes on file which indicates that the application is approved by the committee.	
DELAC comment If an advisory committee refused to review the application, or if DELAC review is not applicable, enter a comment. (Maximum 500 characters)	

**Application for Categorical Programs**

To receive specific categorical funds for a school year the LEA must apply for the fund by selecting Yes. Only the categorical funds the LEA is eligible to receive are displayed.

<b>Title I Part A (Basic Grant)</b> ESEA Sec. 1111 et seq. SACS 3010	Yes
<b>Title I Part D (Delinquent)</b> ESEA Sec. 1401 SACS 3025	No
<b>Title II Part A (Educator Quality)</b> ESEA Sec. 2101 SACS 4035	Yes
<b>Title III Part A Immigrant</b> ESEA Sec. 3102 SACS 4201	Yes
<b>Title III Part A LEP (English Learner)</b>	Yes

**\*\*\*Warning\*\*\***

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## 2016-17 Application for Funding

**CDE Program Contact:**

Education Data Office, [ConApp@cde.ca.gov](mailto:ConApp@cde.ca.gov), 916-319-0297

ESEA Sec. 3102 SACS 4203	
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**\*\*\*Warning\*\*\***

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## 2016-17 Federal Transferability

Federal transferability is governed by Title VI in ESEA Section 6123. An LEA may transfer a maximum of 50% of any program to other programs. This transferability is not the same as Title VI Subpart 1 REAP Flexibility governed by ESEA Section 6211.

**CDE Program Contact:**

Education Data Office, [ConApp@cde.ca.gov](mailto:ConApp@cde.ca.gov), 916-319-0297

**This data collection is not applicable, program funds cannot be transferred out as the LEA is in Program Improvement year 3.**

**\*\*\*Warning\*\*\***

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**2016-17 Title I, Part A LEA Allocation**

The purpose of this data collection is to calculate the full Title I Part A allocation available to the LEA.

**CDE Program Contact:**

Jane Liang, District Innovation and Improvement Office, [jliang@cde.ca.gov](mailto:jliang@cde.ca.gov), 916-319-0259

Jacqueline Matranga, District Innovation and Improvement Office, [jmatranga@cde.ca.gov](mailto:jmatranga@cde.ca.gov), 916-445-4905

2016-17 Title I, Part A entitlement	\$1,063,595
Transferred-in amount	\$0
Title I, Part A entitlement after transfers	\$1,063,595
<b>Note:</b> In order for the 2015-16 Allowable Carryover amount to be pre-populated, the 2015-16 Title I, Part A Carryover data collection should be completed and saved before beginning data entry on this data collection.	
2015-16 Allowable Carryover (Allowable values are the 12 month 2015-16 carryover amount or, whichever is less either the 15 month 2015-16 carryover amount or 15% of the 2015-16 entitlement plus transfers-in amount)	\$148,535
Repayment of funds	\$0
2016-17 Total allocation	\$1,212,130
Indirect cost reservation	\$57,830
Administrative reservation	\$123,989
2016-17 Title I, Part A adjusted allocation	\$1,030,311
<b>Indirect Cost and Administration Calculation Tool</b> To help determine allowable indirect cost and administration reserves, based on your Approved Indirect Cost Rate as defined on <a href="http://www.cde.ca.gov/fg/ac/ic/">http://www.cde.ca.gov/fg/ac/ic/</a> , below are recommended values.	
2016-17 Approved indirect cost rate	5.01%
Maximum allowable indirect cost reservation	\$57,830
Recommended administration reservation	\$123,989

**\*\*\*Warning\*\*\***

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**2016-17 Title I, Part A Reservations, Required**

To report LEA required reservations before distributing funds to schools, and to calculate and report nonprofit private school set-aside values.

**CDE Program Contact:**

Lana Zhou, Title I Policy and Program Guidance Office, [lzhou@cde.ca.gov](mailto:lzhou@cde.ca.gov), 916-319-0956

Sylvia Hanna, Title I Policy and Program Guidance Office, [shanna@cde.ca.gov](mailto:shanna@cde.ca.gov), 916-319-0948

**Nonprofit Private School Equitable Services Percentage Calculation**

Total participating nonprofit private school low income students	
Total participating attendance area low income students	0
Percent of nonprofit private school low income students for equitable service calculations	0.00%

**Required Reservations**

Title I Part A adjusted allocation	\$1,030,311
------------------------------------	-------------

**Parental Involvement**

Parental involvement (1% of the entitlement plus transfers-in if greater than \$500,000.)	\$10,636
Supplemental parental involvement (Optional: Additional discretionary set-aside.)	\$0
Nonprofit private school parental involvement set-aside	\$0
Amount remaining	\$10,636
Public school parental involvement	\$10,636
Balance available for LEA parental involvement activities	\$0

**Direct and Indirect Services**

Direct or indirect services to homeless children, regardless of their school of attendance	\$45,175
Homeless services provided (Maximum 500 characters)	Supplies, clothing, transportation, staff training, mentoring, tutoring, transition plan development, life skills lessons, assistance accessing services from community agencies
Local neglected institutions Does the LEA have local institutions for neglected children or children currently classified as neglected?	No
Direct or indirect services in local institutions for neglected children	
Local delinquent institutions Does the LEA have local institutions for delinquent children?	No

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**2016-17 Title I, Part A Reservations, Required**

To report LEA required reservations before distributing funds to schools, and to calculate and report nonprofit private school set-aside values.

**CDE Program Contact:**

Lana Zhou, Title I Policy and Program Guidance Office, [lzhou@cde.ca.gov](mailto:lzhou@cde.ca.gov), 916-319-0956

Sylvia Hanna, Title I Policy and Program Guidance Office, [shanna@cde.ca.gov](mailto:shanna@cde.ca.gov), 916-319-0948

Other neglected or delinquent services	
--	--

**Program Improvement (PI)**

The following reservation is required if the LEA is in Program Improvement, or has one or more schools in Program Improvement.

Program Improvement activities (Including Alternative Supports and public school Choice Transportation.)	\$48,593
Program Improvement comments (Maximum 500 characters)	

**Program Improvement Professional Development**

Professional development funds	Yes
Will the LEA use PI school-level professional development funds to help meet the LEA 10% minimum professional development requirement?	
PI professional development (Minimum 10% of the entitlement plus transfers in.)	\$121,213
2015-16 PI professional development carryover	\$0
Total PI professional development	\$121,213

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**2016-17 Title I, Part A Reservations, Allowed**

To report LEA allowable reservations before distributing funds to schools, and to calculate and report nonprofit private school set-aside values.

**CDE Program Contact:**

Lana Zhou, Title I Policy and Program Guidance Office, [lzhou@cde.ca.gov](mailto:lzhou@cde.ca.gov), 916-319-0956

Nancy Bodenhausen, Title I Policy and Program Guidance Office, [NBodenhausen@cde.ca.gov](mailto:NBodenhausen@cde.ca.gov), 916-445-4904

**Allowed Reservations****Professional development for credentialed teachers and highly qualified paraprofessionals**

Professional development for teachers and paraprofessionals	\$1,050
Nonprofit private school equitable services	\$0
Professional development reserved for public schools	\$1,050

**District-wide Instructional Programs**

District-wide instructional programs (Non-PI activities)	\$0
Nonprofit private school equitable services	\$0
District-wide instructional programs for Title I public schools	\$0

**Other School Programs**

Other school programs Including summer school or intersession programs or before and after school programs.	\$0
Nonprofit private school equitable services	\$0
Other school programs reserved for public schools	\$0

**Other Allowable Reservations**

Salary differentials	\$0
Preschool programs	\$0
Capital expenses for nonprofit private schools	\$0

**Program Improvement Activities**

Teacher incentives and rewards (Maximum 5% of entitlement after transfers.)	\$0
Professional development of credentialed teachers	\$0
Technical assistance to schools	\$0
Summer school, intersession programs or before and after school programs	\$0

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**2016-17 Title I, Part A Reservations, Allowed**

To report LEA allowable reservations before distributing funds to schools, and to calculate and report nonprofit private school set-aside values.

**CDE Program Contact:**

Lana Zhou, Title I Policy and Program Guidance Office, [lzhou@cde.ca.gov](mailto:lzhou@cde.ca.gov), 916-319-0956

Nancy Bodenhausen, Title I Policy and Program Guidance Office, [NBodenhausen@cde.ca.gov](mailto:NBodenhausen@cde.ca.gov), 916-445-4904

**Reservation Summary**

Adjusted Allocation	\$1,030,311
Total required reservations	\$214,981
Total allowed reservations	\$1,050
Allocations after reservations	\$814,280
Total nonprofit private school set aside	\$0
Nonprofit private school Parental Involvement set-aside	\$0
Public school Parental Involvement set-aside	\$10,636
Amount available for Title I, Part A school allocations	\$803,644

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**2016-17 Title II, Part A LEA Allocations**

The purpose of this data collection is to calculate the total allocation amount available to the LEA for Title II, Part A Teacher & Principal Training & Recruiting.

**CDE Program Contact:**

Melissa Flemmer, Educator Excellence Office, [mflemmer@cde.ca.gov](mailto:mflemmer@cde.ca.gov), 916-324-5689

Juan J. Sanchez, Educator Excellence Office, [jsanchez@cde.ca.gov](mailto:jsanchez@cde.ca.gov), 916-319-0452

2016-17 Title II, Part A entitlement	\$116,904
Total funds transferred out of Title II, Part A	\$0
Total entitlement after transfers	\$116,904
Repayment of funds	
Repayment comment	
Provide an explanation of why repayment dollars were added back to the allocation	
2016-17 Allocation	\$116,904
Administrative and indirect costs	\$5,856
2016-17 Title II, Part A adjusted allocation	\$111,048

**\*\*\*Warning\*\*\***

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**2016-17 Title III, Part A Immigrant LEA Allocations**

The purpose of this data collection is to calculate the total allocation amount available to the LEA for Title III, Part A Immigrant, and to report required reservations.

**CDE Program Contact:**

Patty Stevens, Language Policy and Leadership Office, [pstevens@cde.ca.gov](mailto:pstevens@cde.ca.gov), 916-323-5838

2016-17 Title III, Part A Immigrant entitlement	\$11,065
Repayment of funds	
2016-17 Allocation	\$11,065
Administrative and indirect costs	\$0
2016-17 Adjusted allocation	\$11,065
General comment (Maximum 500 characters)	

**\*\*\*Warning\*\*\***

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**2016-17 Title III, Part A Immigrant YTD Expenditure Report, 6 Months**

A report of year-to-date expenditures by activity. Activity period covered is July 1, 2016 through December 31, 2016.

**CDE Program Contact:**

Patty Stevens, Language Policy and Leadership Office, [pstevens@cde.ca.gov](mailto:pstevens@cde.ca.gov), 916-323-5838  
Geoffrey Ndirangu, Language Policy and Leadership Office, [gndirang@cde.ca.gov](mailto:gndirang@cde.ca.gov), 916-323-5831

**Approved Immigrant Sub-grantee Activities****(e) ACTIVITIES BY AGENCIES EXPERIENCING SUBSTANTIAL INCREASES IN IMMIGRANT CHILDREN AND YOUTH-**

(1) IN GENERAL-An eligible entity receiving funds under section 3114(d)(1) shall use the funds to pay for activities that provide enhanced instructional opportunities for immigrant children and youth, which may include-  
(A) family literacy, parent outreach, and training activities designed to assist parents to become active participants in the education of their children;

(B) support for personnel, including teacher aides who have been specifically trained, or are being trained, to provide services to immigrant children and youth;

(C) provision of tutorials, mentoring, and academic or career counseling for immigrant children and youth

(D) identification and acquisition of curricular materials, educational software, and technologies to be used in the program carried out with funds;

(E) basic instruction services that are directly attributable to the presence in the school district involved of immigrant children and youth, including the payment of costs of providing additional classroom supplies, costs of transportation, or such other costs as are directly attributable to such additional basic instruction services;

(F) other instruction services that are designed to assist immigrant children and youth to achieve in elementary schools and secondary schools in the United States, such as programs of introduction to the educational system and civics education; and

(G) activities, coordinated with community-based organizations, institutions of higher education, private sector entities with expertise in working with immigrants, to assist parents of immigrant children and youth by offering comprehensive community services.

2016-17 Title III, Part A Immigrant entitlement	\$11,065
<b>Object Code - Activity</b>	
1000-1999 Certificated personnel salaries	\$0
2000-2999 Classified personnel salaries	\$0
3000-3999 Employee benefits	\$0
4000-4999 Books and supplies	\$0
5000-5999 Services and other operating expenditures	\$0
Administrative and indirect costs	\$0
Total year-to-date expenditures	\$0
2016-17 Unspent funds	\$11,065
General comment (Maximum 500 characters)	The funds were dispersed for the first time to the LEA in January 2017.

**\*\*\*Warning\*\*\***

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**2016-17 Title III, Part A English Learner LEA Allocations**

The purpose of this data collection is to calculate the total allocation amount available to the LEA for Title III, Part A English Learner, and to report required reservations.

**CDE Program Contact:**

Patty Stevens, Language Policy and Leadership Office, [pstevens@cde.ca.gov](mailto:pstevens@cde.ca.gov), 916-323-5838

2016-17 Title III, Part A English Learner entitlement	\$61,344
Repayment of funds	\$0
2016-17 Allocation	\$61,344
Administrative and indirect costs	\$0
2016-17 Adjusted allocation	\$61,344

**\*\*\*Warning\*\*\***

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**2016-17 Title III, Part A English Learner YTD Expenditure Report, 6 Months**

A report of year-to-date expenditures by activity. Activity period covered is July 1, 2016 through December 30, 2016.

**CDE Program Contact:**

Patty Stevens, Language Policy and Leadership Office, [pstevens@cde.ca.gov](mailto:pstevens@cde.ca.gov), 916-323-5838  
Geoffrey Ndirangu, Language Policy and Leadership Office, [gndirang@cde.ca.gov](mailto:gndirang@cde.ca.gov), 916-323-5831

**Required and Authorized English Learners Sub-grantee Activities****Required**

Section 3115 (c)(1) To increase the English proficiency by providing high-quality language instruction educational programs that are based on scientifically based research demonstrating the effectiveness of the programs.  
Section 3115 (c)(2) To provide high quality professional development to classroom teachers (including teachers in classroom settings that are not the settings of language instruction educational programs), principals, administrators, and other school or community-based organizational personnel.

**Authorized**

- (1) Upgrading program objectives and effective instruction strategies.
- (2) Improving the instruction program for English learners by identifying acquiring and upgrading curricula, instruction materials, educational software, and assessment procedures.
- (3) Providing tutorials and academic or vocational education for English learners and intensified instruction.
- (4) Developing and implementing elementary school or secondary school language instruction educational programs that are coordinated with other relevant programs and services.
- (5) Improving the English language proficiency and academic achievement of English learners.
- (6) Providing community participation programs, family literacy services and parent outreach and training activities to English learners and their families.

2016-17 Title III, Part A English learner entitlement	\$61,344
<b>Object Code - Activity</b>	
1000-1999 Certificated personnel salaries	\$0
2000-2999 Classified personnel salaries	\$0
3000-3999 Employee benefits	\$0
4000-4999 Books and supplies	\$0
5000-5999 Services and other operating expenditures	\$0
Administrative and indirect costs	\$0
Total year-to-date expenditures	\$0
2016-17 Unspent funds	\$61,344
General comment	Center JUSD is currently under review as part of Federal Program Monitoring. We have reversed all 2016-17 charges and are awaiting approval for our new plan before making any new expenditures.
(Maximum 500 characters)	

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**2016-17 Consolidation of Administrative Funds**

A request by the LEA to consolidate administrative funds for specific programs.

**CDE Program Contact:**

Julie Brucklacher, Financial Accountability and Info Srv Office, [jbruckla@cde.ca.gov](mailto:jbruckla@cde.ca.gov), 916-327-0858

Title I, Part A (Basic) SACS Code 3010	No
Title I, Part C (Migrant Education) SACS Code 3060	No
Title I, Part D (Delinquent) SACS Code 3025	No
Title II, Part A (Educator Quality) SACS Code 4035	No
Title III, Part A (Immigrant Students) SACS Code 4201	No
Title III, Part A (English Learner Students) - 2% maximum SACS Code 4203	No
Title IV, Part B (21st Century Community Learning Centers) SACS Code 4124	No

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**2016-17 Substitute System for Time Accounting**

This certification may be used by auditors and by CDE oversight personnel when conducting audits and sub-recipient monitoring of the substitute time-and-effort system. Approval is automatically granted when the LEA submits and certifies this data collection.

**CDE Program Contact:**

Julie Brucklacher, Financial Accountability and Info Srv Office, [jbruckla@cde.ca.gov](mailto:jbruckla@cde.ca.gov), 916-327-0858

The LEA certifies that only eligible employees will participate in the substitute system and that the system used to document employee work schedules includes sufficient controls to ensure that the schedules are accurate. Additional information on the predetermined schedule substitute system of time accounting can be found at <http://www.cde.ca.gov/fg/ac/co/timeaccounting2013.asp>. Detailed information on documenting salaries and wages, including both substitute systems of time accounting, are described in Procedure 905 of the California School Accounting Manual posted on the Web at <http://www.cde.ca.gov/fg/ac/sa/>.

2016-17 Request for authorization	Yes
LEA certifies that the following is a full disclosure of any known deficiencies with the substitute system or known challenges with implementing the system (Maximum 500 characters)	no known deficiencies

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# Center Unified School District

<b>Dept./Site:</b> Center High School	<b>AGENDA REQUEST FOR:</b>
<b>To:</b> Board of Trustees	<b>Action Item</b> <u>X</u>
<b>Date:</b> 3/2/17	<b>Information Item</b>
<b>From:</b> Vernon Bisho	<b># Attached Pages</b>
<b>Principal/Administrator Initials:</b> <u>MOS</u>	

<b>SUBJECT:</b> Approval of consultant
<b>CONSULTANT'S NAME:</b> Samuel McAllister
<b>COMPANY NAME (if applicable):</b> N/A
<b>SERVICES TO BE RENDERED:</b> Apple computer repair/service
<b>DATES OF SERVICE:</b> 12/14/2016
<b>PAYMENT PER DAY:</b> \$50.00 an hour
<b>TOTAL AMOUNT OF CONTRACT:</b> As needed
<b>FUNDING SOURCE:</b> Media Communications Academy Grant
<b>RECOMMENDATION:</b> CUSD Board of Trustees approve Professional Services Agreement as presented.

CONSENT AGENDA



Center Unified School District  
8408 Watt Avenue  
Antelope, California 95843

## PROFESSIONAL SERVICES AGREEMENT

This agreement for professional services is entered into this \_\_\_\_\_ 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: Sarinel McAllister

Address: ~~2740~~ 3149 Cheltenham Drive, Rancho Cordova CA 95670

Phone: (916) 776-6722

Taxpayer ID # [REDACTED]

Full description of services to be provided:

Apple Computer repair/service

Payment \$ 50 per hr. CONTRACTOR will submit a signed invoice not more frequently than monthly, detailing services provided and charges. Payment will be made within forty-five days after receipt of invoice or service, whichever is later.

Beginning Date of Service: July - 1 2016

Frequency of Service: As needed

Ending Date of Service: June 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 \$

01 7220 0 5600 472 1110 1000 014000  
Budget #

Reason service cannot be provided by a District employee:

No employee trained to perform Apple computers

Signature of CONTRACTOR: [Signature]

Signature of District employee requesting service: [Signature]

Date: 02/24/17

Signature of Accounting Supervisor: \_\_\_\_\_

Date: 2/28/17

Date Board of Trustees Approved (If over \$500.00): \_\_\_\_\_

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

Signature of Authorized Contracting Official: \_\_\_\_\_

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

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



California Association of  
School Business Officials

## Impact of IRS Independent Contractor Reclassifications

October 1994

*Professional Development*  
The Key To Excellence In Education



## 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? 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 <u>infrequent or irregular basis</u> 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.

# 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) <b>Samuel McAllister</b>	
Business name/disregarded entity name, if different from above	
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) ▶	
Exemptions (see instructions): Exempt payee code (if any) Exemption from FATCA reporting code (if any)	
Address (number, street, and apt. or suite no.) <b>3149 Chetfenham Drive</b>	Requester's name and address (optional)
City, state, and ZIP code <b>Rancho Cordova CA 95670</b>	
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), 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 ▶ <b>02/24/2017</b>
-----------	----------------------------	--------------------------

## General Instructions

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

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### 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, payments made to you in settlement of payment card and third party network transactions, 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, and

4. Certify that FATCA code(s) entered on this form (if any) indicating that you are exempt from the FATCA reporting, is correct.

**Note.** If you are a U.S. person and 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 under section 1446 on any foreign partners' share of effectively connected taxable income from such business. Further, in certain cases where a Form W-9 has not been received, the rules under section 1446 require a partnership to presume that a partner is a foreign person, and pay the section 1446 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 section 1446 withholding on your share of partnership income.

# *Center Joint Unified School District*

<b>AGENDA REQUEST FOR:</b>	
Dept./Site: McClellan High School	Action Item <u>X</u>
Date: March 15, 2017	Information Item _____
To: Board of Trustees	# Attached Pages _____
From: David French, Principal	
Principal/Administrator Initials: _____	

<b>SUBJECT: Professional Services Agreement</b>	
<b>CONSULTANT'S NAME:</b>	Katrina Emerson
<b>COMPANY NAME (if applicable):</b>	
<b>SERVICES TO BE RENDERED:</b>	Certified Referees (2 refs) for 18 games of basketball
<b>DATE(S) OF SERVICE:</b>	January 26, 2017 to March 16, 2017
<b>PAYMENT PER DAY:</b>	
<b>TOTAL AMOUNT OF CONTRACT:</b>	\$900.00 (\$25.00 per ref, per game)
<b>FUNDING SOURCE:</b>	01-0000-0-5800-475-3200-1000-015-000 75% of funds to be reimbursed by Chana HS, Pacific HS, Silver Springs (\$225.00 per school)
<b>RECOMMENDATION: The CJUSD Board of Trustees ratify the Professional Service Agreement with Katrina Emerson.</b>	

CONSENT AGENDA

**CENTER JOINT UNIFIED SCHOOL DISTRICT**

TELEPHONE (916)338-6400

FAX (916)338-6345

**PURCHASE ORDER****No. 171660**

TO: 019086  
KATRINA EMERSON  
5416 JACKSON STREET #40  
NORTH HIGHLANDS CA 95660

SHIP TO: MCCLELLAN HIGH SCHOOL  
8725 WATT AVENUE  
ANTELOPE, CA 95843-9116

Phone: (916)470-0893

Fax: -

ORDER DATE		SUBMITTED BY		SITE NAME		REQ#	
02/16/2017		COLLINS/HUGGINS		MCCLELLAN CONT. HIGH SCHOOL		001980	
PURCHASE ORDER NUMBER MUST BE SHOWN ON ALL PACKAGES, INVOICES AND CORRESPONDENCE							
ITEM#	QTY	UNIT	DESCRIPTION	UNIT PRICE	AMOUNT		
1	1		OPEN PO FOR REFEREES FOR BASKETBALL LEAGUE GAMES. 2 REFEREES FOR 2 GAMES WEEKLY JANUARY 26 2017 - MARCH 23,2017  PLEASE PAY PER INVOICE ONE IN FEBRUARY AND THE FINAL IN MARCH	900.000	900.00		
				SUB-TOTAL	900.00		
				FREIGHT	0.00		
				TAX	0.00		
				TOTAL	900.00		

01-0000-0-5800-475-3200-1000-015-000

900.00

TERMS: NET 30 DAYS  
INVOICE TO: Center Joint Unified School District  
ACCOUNTS PAYABLE  
8408 WATT AVE  
ANTELOPE, CA 95843-9116

  
Authorized Signature



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: Katrina Emerson

Address: 5416 Jackson St, N. Highlands CA 95660

Phone: (916) 470-0893 APT 40

Taxpayer ID # [REDACTED]

Full description of services to be provided:

referee (2 refs) 18 games of Basketball

Payment \$ \_\_\_\_\_ per \_\_\_\_\_. 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: 1-26-17

Frequency of Service: Weekly

Ending Date of Service: 3-16-17

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 \$ 900

Budget # 01-0000-0-5800-475-3200-1000-

Reason service cannot be provided by a District employee:

Certified Basketball Referee + Football Official

certifier

015-000

Signature of CONTRACTOR: Kath

Date: 2-14-17

Signature of District employee requesting service: [Signature]

Date: 2-17-17

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 \*\*\*

# 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? Consider whether or not the individual may designate someone else to do the work without the district's knowledge or approval	✓	
9. Does the district have a continuing relationship with this individual? 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.		✓
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.

# 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)

Katrina Emerson

Business name/disregarded entity name, if different from above

5416 Jackson St. Apt 40 North Highlands CA 95660

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) ▶

☐ Other (see instructions) ▶

Exemptions (see instructions):

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

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

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

City, state, and ZIP code

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:

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 ▶

Katrina Emerson

Date ▶ 2-14-17

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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

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# *Center Joint Unified School District*

**AGENDA REQUEST FOR:**

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

**Date:** February 23, 2017

**To:** Carol Hunt

**From:** David L. French

**Action Item** XX

**Information Item**

**# Attached Pages** 100

**Principal's Initials:**



**SUBJECT:** McClellan High School Safety Plan for 2016-2017

**RECOMMENDATION:** The CJUSD Board of Trustees Approve the 2016-2017 Safety Plan for McClellan High School

CONSENT AGENDA

**McClellan High School**



**Safe School**

**And**

**Emergency Preparedness Plan**

**2016-2017**

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

Revised February 2017

## **EMERGENCY PREPAREDNESS PLAN**

The Emergency Response Plan has as its primary objectives:

1. To save lives and avoid injuries;
2. To safeguard school property and records;
3. To promote a fast, effective reaction to coping with emergencies;
4. To restore conditions back to normal with minimal confusion as promptly as possible.

Attaining these objectives will require clear activation procedures and responsibilities, identification of all tasks to be performed and by whom, an organized yet flexible response, and the dedication and cooperation of all.

It is vital to the continued functioning of the school, staff, and students that we are prepared to respond effectively in times of emergencies. Such preparations will also help us meet our obligations to our community.

This plan has been developed to be used in case of an emergency. All members of the faculty and other employees should:

1. familiarize themselves with this plan,
2. be prepared to activate it immediately, and
3. perform any duties to which they are assigned to make its activation effective.

Members of the faculty shall teach the Emergency Response Plan to the students. The members of each classroom shall be instructed in the evacuation plan so they can respond immediately upon receiving the necessary warning.

## Table of Contents

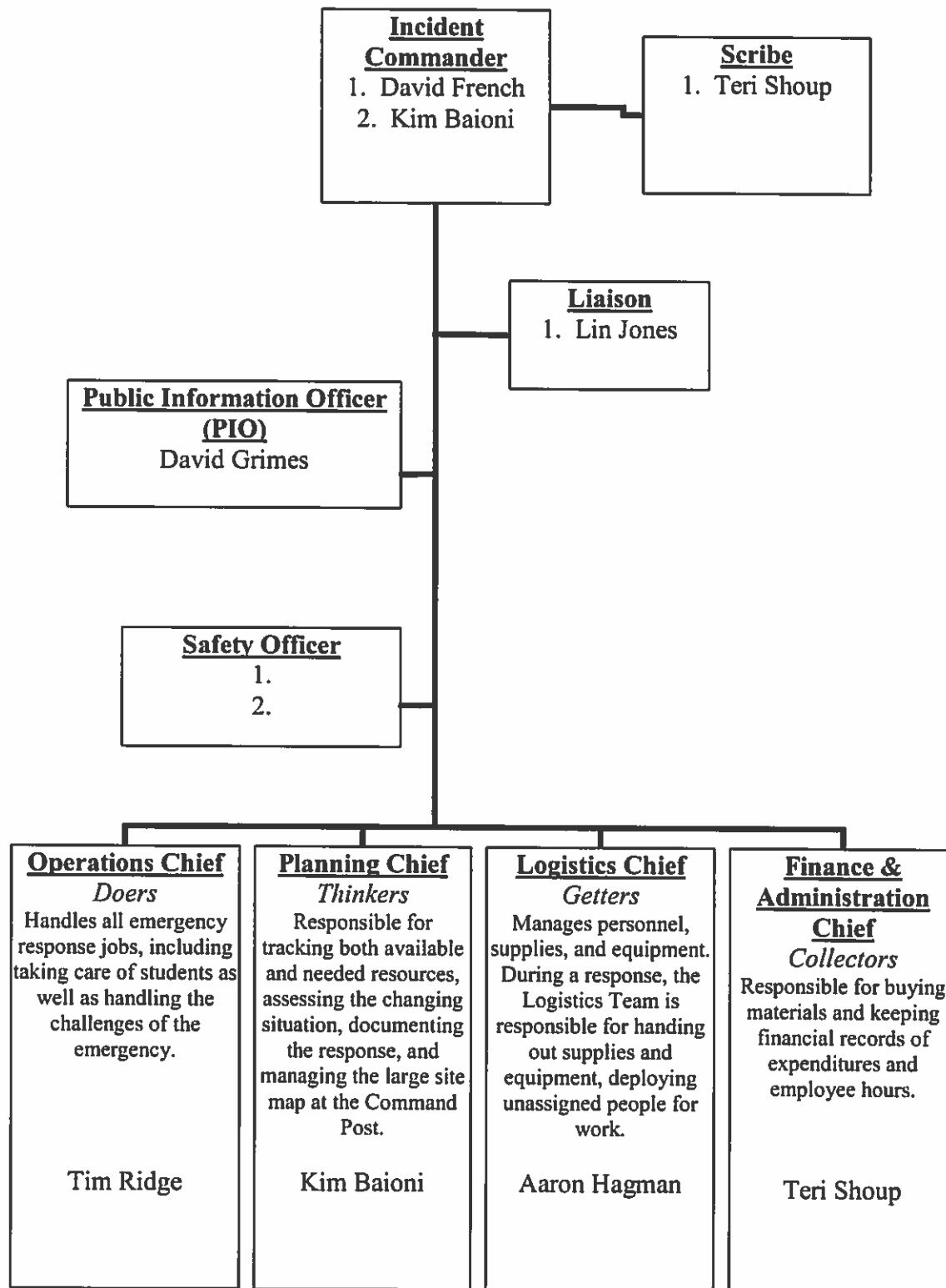
<b>Part 1</b>	<b>Crisis Management</b>	
Section 1	Incident Command System .....	4
Section 2	Staging Areas.....	12
Section 3	Lockdown Procedures.....	13
Section 4	Evacuation Procedures.....	16
Section 5	Student Release Procedures .....	19
Section 6	School Partnerships.....	21
Section 7	Resources .....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

## **PART 1 CRISIS MANAGEMENT**

### **SECTION 1 INCIDENT COMMAND SYSTEM**

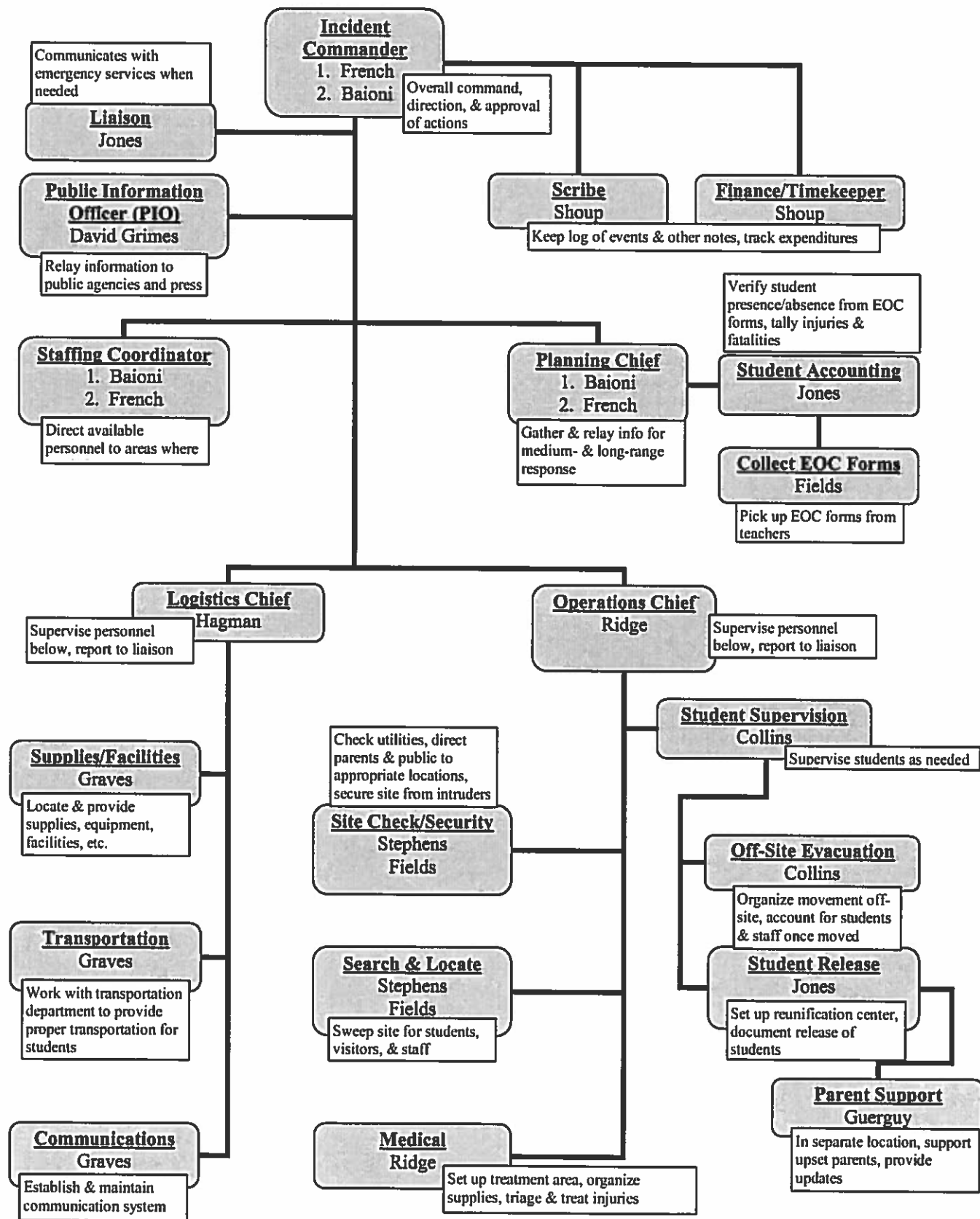
The Incident Command System (ICS) is a nationally recognized organizational structure that provides for role assignment and decision-making while planning for and reacting to critical incidents of all types. Implementing ICS will allow for all school personnel to know their area of responsibility during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

# McClellan High School Incident Command System





## McClellan High School – Incident Command System



Note: positions are fluid; personnel will be assigned as needed.

## Incident Command Descriptions

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

- Assume Command
- Establish the Command Post
- Conduct briefings of the Command Staff
- Identify level of threat by assessing situation
- Set specific objectives and direct development of incident action plans
- Direct protective actions to stabilize the school
- Activate and oversee ICS functions
- Establish Unified Command with responding agencies
- Update EOC as situation evolves
- Approve information to send to the EOC for media briefings
- Set objectives for resumption of normal activities
- Maintain an activity log (scribe) and oversee action reports

### *Admin/Finance Chief*

- Report to Command Post if directed to do so; otherwise, provide finance duties as secondary duty
- Keep an envelope or box for all receipts and overtime cards
- Provide a cost-accounting update for the IC as requested
- Maintain an activity log (scribe) and write after-action report
- Check attendance for that day for both students and adults

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

- Report to Command Post (immediately or upon handing off students)
- Participate in briefing sessions, helping to identify required resources and personnel or advising of their availability
- Provide equipment, supplies, personnel, busses/cars as required by Operations
- Establish and maintain communications (radios, bullhorns, etc.)
- Stage resources (or Team Leaders) so they are readily available
- Coordinate and re-assign staff to other teams as needed by Operations
- Maintain a visible chart of available resources as a reference for Ops and the IC Team
- Provide food and water as needed (and available) for staff and students
- Maintain an activity log (scribe) and write after-action report

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

- Immediately report to Command Post
- Supervise and direct activities of all groups assigned to Operations through the Team Leaders
- Identify alternate staging areas as needed (to IC and Logistics)
- Identify alternate resource requirements (to IC and Logistics)
- Deploy resources
- Make changes as necessary to action plan based upon reports from group leaders and Planning Chief
- Update IC and IC Team with status reports
- Maintain an activity log (scribe) and write after-action report

*Planning Chief:* The Planning Intelligence Chief will report directly to the Incident Commander and may stay with the Incident Commander throughout the crisis. This team will gather information to assist with medium/long-range planning related to the ongoing incident and school recovery issues. They will arrange for recovery/aftermath resources so that there is no gap between the end of the incident and necessary support/ services.

- Report to Command Post (immediately or upon handing off students)
- Collect EOC forms and develop a briefing on incident size and scope for IC Team.
- With Ops, gather incident information and updates from team leaders.
- Send and supervise runners, if needed, to gather incident information
- Share information needed for decision making with IC Team
- Prepare estimates of incident escalation or de-escalation for IC Team
- Report to Safety any conditions that may cause danger
- Maintain an activity log (scribe) and write after-action report

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

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

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

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

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

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

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

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

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

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

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

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

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

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

*Student Supervision Team:* This team supervises all students unless otherwise assigned. Other teachers who have designated responsibilities that take them away from their class will be reporting to a member of the Student Supervision Team before they leave their class in his care. This team will be working closely with the Student Release Team to make sure that students do not leave until their parent or adult has signed them out from the release area.

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

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

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

## **SECTION 2 STAGING AREAS**

### **Indoor Command Post:**

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

### **Outdoor Command Post:**

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

### **Triage Area:**

- 1. Multipurpose room**
- 2. Middle parking lot**

**Parent Reunification Area: North parking lot**

**Bus Staging Area: North parking lot**

**Media Staging Area: South parking lot**

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

### **SECTION 3      LOCKDOWN PROCEDURES**

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

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

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

When a lockdown is announced, several steps should take place. Someone must be assigned to the dangerous situation or area to ensure students and staff do not enter the area. Immediate notification should be made to the 911, fully explaining what is known at that time. The bells must be held and instructions to ignore the fire alarm should be given.

When ordering a lockdown, the following announcements should be made and repeated several times:

A) Classes in progress (not during lunch)

"Teachers, please secure your students in your classrooms immediately. All students report directly to your classrooms and ignore any fire alarms."

B) Class change in progress

"Teachers and students, it is necessary to begin a lockdown of classrooms. All students report directly to your next assigned class and ignore any fire alarms."

C) Lunch is in session

Add the following to either announcement:

"Students in the cafeteria, follow the instructions of the staff in the cafeteria. Students outside of a building, go to the nearest safe building and follow directions of staff there."

Unassigned teachers should ensure that students in hallways are placed in classrooms immediately. Staff members should check restrooms and other areas where students may be found. If students are found and are not close to their classroom, students should go into the closest occupied classroom. Then teachers should stay in a locked room and notify the office of their location.



During a lockdown, special attention should be given to the areas of the school where numerous students are gathered in an unsecured environment, such as the cafeteria, auditorium, or library. Arrangements should be made so that students in these areas can be moved to nearby locations that can be secured.

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

1. Lock the classroom door immediately.
2. Keep all students sitting on the floor, away from the door and windows.
3. Use caution and discretion in allowing students entry into the classroom.
4. Advise the students that there is some type of emergency but you don't know what it is.
5. Take attendance and fill out EOC form, noting missing students and extra students in the room. Prepare to take this form with you when you are directed to leave the classroom.
6. If there is a phone in your classroom, do not use the telephone to call out. Lines must be kept open, unless there is an emergency situation in the classroom.
7. Ignore any fire alarm activation. The school will not be evacuated using this method.
8. Project a calm attitude to maintain student behavior.
9. When or if students are moved out of the classroom, assist them in moving as quietly and quickly as possible.
10. Remain in the room until a member of the Crisis Management Team comes to the room with directions, or a law enforcement arrives with directions.

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

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

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

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

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

Special areas of concern:

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

## **SECTION 4      EVACUATION PROCEDURES**

### General Evacuation

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

### Evacuation of School Grounds

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

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

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

### School Evacuation Instructions

#### Exit the Building

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

#### Teachers

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

## Students

### In homeroom class

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

### NOT in homeroom

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

### At recess / break

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

## Staff Not Assigned To Classrooms

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

## Principal or Designee

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

## Evacuation of Students with Disabilities

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

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

### Exit Route

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

## **SECTION 5      STUDENT RELEASE PROCEDURES**

### Early Dismissal

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

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

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

Follow the "Release of Students to Parents" plan.

### Release of Students to Parents

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

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

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

**STUDENT RELEASE FORM**

Date \_\_\_\_\_ Time \_\_\_\_\_

Student \_\_\_\_\_

Teacher \_\_\_\_\_

Room # \_\_\_\_\_ Grade \_\_\_\_\_

**PERSON CHECKING OUT STUDENT:** \_\_\_\_\_

Signature \_\_\_\_\_

---

**STUDENT RELEASE FORM**

Date \_\_\_\_\_ Time \_\_\_\_\_

Student \_\_\_\_\_

Teacher \_\_\_\_\_

Room # \_\_\_\_\_ Grade \_\_\_\_\_

**PERSON CHECKING OUT STUDENT:** \_\_\_\_\_

Signature \_\_\_\_\_

---

**STUDENT RELEASE FORM**

Date \_\_\_\_\_ Time \_\_\_\_\_

Student \_\_\_\_\_

Teacher \_\_\_\_\_

Room # \_\_\_\_\_ Grade \_\_\_\_\_

**PERSON CHECKING OUT STUDENT:** \_\_\_\_\_

Signature \_\_\_\_\_

## **SECTION 6 SCHOOL PARTNERSHIPS**

Off Site Partnerships (See appendix D for maps)



## SECTION 7 RESOURCES

### Staff Information

TEACHERS	Phone #	Room/Ext #	Health Concerns	Special Skills
Baioni, Kim		8/447		
Collins, Chris		Sci/444		
Graves, William		3/444		
Hagman, Aaron		6/444		
Ridge, Tim		4/444		
<b>Preschool</b>				
Chris Berger		1/6446		CPR
Pat Stayton		0/6446		
Karina Dominguez		2/6446		CPR/First Aid

OFFICE STAFF				
French, David		Ofc/445		
Guerguy, Carla		Ofc/443		
Jones, Lin		Ofc/440		
Shoup, Teri		Ofc/440		

Preschool Aides	Phone #	Health Concerns	Special Skills
Marina Derevyanchuk			
Joset, Morgan Kathaleen			
Debby Sabella			Restraint Training
Amy Branton			
Carrie Colen			

KITCHEN STAFF			
Kari Knutson			

CAMPUS MONITOR STAFF			
Rosanne Maffei-Field			

CUSTODIAL STAFF			
Dennis Stephens			

## **SECTION 8      COMMUNICATIONS**

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

Communication between the custodial staff and the office staff will be by radio. One radio shall be assigned to each of the following people:

Principal  
Secretary  
Day Custodian  
Campus Monitor  
Counselor  
Operations Chiefs  
Planning Chiefs  
Logistics Chiefs  
Incident Commanders

### Telephone Communication

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

## **SECTION 9      CRISIS PHONE DIRECTORY**

- Law enforcement/Fire Department: 911
- Twin Rivers Police Department: (916) 566-2777
- Poison Control Center, UCD Medical Center:(916) 734-3692
- Citizens Utilities (Water): (916) 568-4200
- SMUD (Electricity): (916) 456-7683
- PG&E (Gas): (916) 743-5000
- Superintendent's Office: (916) 338-6409
- Maintenance, Operations, Transportation (MOT):
  - Craig Deason, Assistant Superintendent: (916) 338-6337
  - Karen Matre, Assistant Superintendent's Secretary: (916) 338-6337
  - Angela Espinoza, Staff Secretary: (916) 338-6417
- Child Protective Services (CPS): (916) 875-5437
- Dudley Elementary School: (916) 338-6470
- North Country Elementary School: (916) 338-6480
- Oak Hill Elementary School: (916) 338-6460
- Spinelli Elementary School: (916) 338-6490
- Wilson C. Riles Middle School: (916) 787-8100
- Center High School: (916) 338-6420
- McClellan High School: (916) 338-6445
- Global Youth Charter School: (916) 339-4680

## **SECTION 10      LETTERS HOME**

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



Established 1858

# *Center Joint Unified School District*

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

## **BOARD OF TRUSTEES**

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

## **SUPERINTENDENT**

Scott A. Loehr

## **CJUSD Disaster Procedures**

Dear Parents/Guardians:

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

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

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

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

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

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

Sincerely,

Principal



# Center Joint Unified School District

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

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Established 1858

## SUPERINTENDENT

Scott A. Loehr

### Snack Request

Dear Parents:

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

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

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

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

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

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

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

Sincerely,

Principal

*"Respecting our traditions, while embracing new ideas"*

## **SECTION 11     AFTERMATH**

### Counseling

The need for a proactive counseling program can not be overlooked. Many dangerous situations can be avoided with early intervention by trained professionals. Available resources should be identified and used on a regular basis when the first sign of depression, anger, or other alarming changes in a student is observed. During a crisis, the CMT member responsible for counseling must quickly organize a counseling program to help students, parents, faculty, and the community heal from the incident. Counselors at the effected school may handle some incidents, while other incidents could easily require the cooperation of many services. Identifying resources within the school system, county, and community should be planned and well organized before a crisis occurs.



## **SECTION 12      TRAINING AND UPDATING**

### Drills

See Appendix B for a proposed schedule of drills.

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

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

### Training

The staff has participated in the following trainings:

- Mandated Child Abuse Reporter Training (annually) – {Online training, due by September 9, 2016}
- Bloodborne Pathogens for School Employees (every other year – even years) – {September 19, 2016}
- Triage Training (every other year – even years) – {November 7, 2016}
- NIMMS/ICS video (discuss components annually, can watch video every other year) – {January 9, 2017}
- Code Red Lockdown Training (annually) – {May 8, 2017}
- Arson Prevention (every other year – odd years) – {Not this year}
- CPR Training (every other year – even years) – {TBA}

\* The Power Point Presentations on the Schools Insurance Authority website can be used in lieu of their videos. In either case, sign in sheets must be used.

## **PART 2 CRISIS READINESS**

### **SECTION 1 ACTIVITY IN THE VICINITY**

Upon notification of a dangerous situation near the school, several steps should be taken to protect the school population from the incident.

- Obtain as much information about the incident as you can. The Sacramento County Sheriff's Communication Center will be able to provide an overview of the incident. Call (916)874-5115.
- Convene a meeting of the Incident Command Team and discuss the situation and/or recommendations from law enforcement or fire department.
- Bring classes being conducted in trailers into the school.
- Secure the school building, if necessary.
- Coordinate with team members and faculty to ensure all doors are secured and post lookouts inside the school who can alert you to approaching danger.
- Notify the District's Central Office.
- Assign law enforcement and fire liaison member of Incident Command Team to monitor situation and provide updates as needed.
- Prepare for possible lockdown or evacuation depending on the situations. Follow law enforcement or fire guidance.
- If law enforcement or fire have not resolved the situation by dismissal time, plans will need to be made to alter or delay dismissal of students and transportation should be contacted with information.
- Informational letter for parents should be developed in conjunction with district office and law enforcement or fire officials.

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

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

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

## **SECTION 3      BOMB THREAT**

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

### **Bomb Threat Procedures**

#### **I. Office Personnel**

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

#### **II. Administration**

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

- a. Notify teachers to evacuate their rooms by announcing the bomb threat. All students should be at least 500 ft. away from the building.
- b. Wait for law enforcement's unit to arrive. Assist the officers as needed.

- c. Provide a designated employee(s) to assist law enforcement in search of suspicious objects on school grounds.
- d. Administrator must determine if students will need to evacuate the school grounds if no suspicious item is found.
- e. Maintenance, Operations, & Transportation will be called to provide busses for students, if necessary.

### III. Teachers

- a. Upon receiving the notice to evacuate, have your students assemble outside your classroom in an orderly manner and wait for you.
- b. Students should take their backpacks with them.
- c. Check your room before you leave for anything out of the ordinary. Take a 360-degree sweep from eye level to floor and if you see anything suspicious, report it to an administrator.
- d. Keep your group together and walk with them to the field. Take your roll sheet and emergency information and call roll when you get there. Get your group together in an orderly manner and stay with them. You will probably be there for awhile, so take your time with these tasks and make sure students obey you perfectly.
- e. When you hear the all clear signal (announcement over the intercom or on the bullhorn) return to your classroom in an orderly manner.

### IV. Custodians, Cooks, and other Classified Employees

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

## BOMB THREAT FORM

### RECEIVING A BOMB THREAT

#### INSTRUCTIONS:

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

Exact time of call: \_\_\_\_\_

Exact words of caller:

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#### Questions to Ask

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

#### Caller's Voice (Circle):

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

#### Voice Description (Circle):

Male	Female	
Calm	Nervous	
Young	Old	Middle-Aged
Rough	Refined	

Accent: Yes      No      Describe \_\_\_\_\_

Speech Impediment: Yes      No      Describe \_\_\_\_\_

Unusual Phrases\_\_\_\_\_

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

Background Noises (Circle):

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

Additional Information:

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

B. What line did the call come in on?\_\_\_\_\_

C. Is the number listed? Private number? Whose?  
\_\_\_\_\_  
\_\_\_\_\_

D. Person Receiving Call\_\_\_\_\_

E. Telephone number the call was received at\_\_\_\_\_

F. Date\_\_\_\_\_

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

Signature\_\_\_\_\_ Date\_\_\_\_\_

## THREATENING PHONE CALL FORM

Time call was received \_\_\_\_\_ Time caller hung up \_\_\_\_\_

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

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

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

Person receiving the call

Person monitoring the call

Department \_\_\_\_\_

Department \_\_\_\_\_

Dept Phone No. \_\_\_\_\_

Dept. Phone No. \_\_\_\_\_

Home Address \_\_\_\_\_

Home Address \_\_\_\_\_

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



## **SECTION 4      BUS ACCIDENT**

### Field Trip Preparedness for Staff Members

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

## **SECTION 5      CHEMICALS/BIOHAZARD/GAS ODOR**

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

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

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

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

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

## **SECTION 6      DEATH/SUICIDE**

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

Principal or designee shall:

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

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

## **SECTION 7      EARTHQUAKE**

### During the Quake

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

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

### After the Quake

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

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

### Re-entry of Building

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

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

## **SECTION 8      FIRE/EXPLOSION**

### Fire

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

### Computer Labs

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

### Lunchrooms and Kitchens

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

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

### Fire Drill Procedures

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

1. When the signal is sounded, the teaching staff will proceed to the evacuation assembly area (blacktop/field) with their classes. Staff not assigned a regular class of children will report to the same area to render any needed assistance to teachers.
2. Once each month, all teachers will instruct their classes in the correct procedures and behaviors to utilize during fire drills.

3. Once each month, a fire drill will be conducted by the school staff.
4. Students stand facing away from the building in silent lines.
5. Supervising staff will take roll. The whereabouts of all students should be known.
6. Any student in attendance at school but not with class or in a special class should be reported immediately to the Student Supervision Leader.

#### Silent Fire Drill / Neighborhood Disaster Plan

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

#### Fire Extinguishers

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

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

#### Fire Extinguisher Inspections

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

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

## **SECTION 9      FLOOD**

### When there is a flood at the school site

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

### After the danger is over

Beware of contaminated food, water, broken gas lines, and wet electrical equipment. Resume classes only after a qualified person has done a building assessment (see returning to building under earthquake.)

### Minor Flooding

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



## **SECTION 10      GAS ODOR**

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

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

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

## **SECTION 11     HOSTAGE SITUATION**

### Intruder or Hostage Situation

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

The procedures for the following situations are as follows:

### Terrorist or Intruder Enters the Classroom

1. The teacher will try to make contact with the office via intercom phone.
2. If the teacher cannot get to the communication system, he/she should attempt to send a note out the door with a student. Do not take a chance if there is any doubt that the child will be seen exiting. If one is able to leave, he/she should crawl past any windows so as not to be seen.
3. Any teacher receiving the note from a student or other adult should immediately lock all doors, inform the office, and close the blinds.
4. If there is another teacher, adult, or student who can safely make a call, call the office at {insert phone number} or the administrator at {insert phone number}. The office's number should be visibly posted near phone.
5. Immediately brief the students to sit down and be quiet if you are faced with an intruder.
6. Try to obey all commands of the terrorist/intruder.
7. The office personnel upon receiving a "help" signal will verbally call for a lock down over the intercom. Teachers will immediately lock all outside doors including workroom doors and close the blinds. Students should assume the duck and cover position under their desks.
8. Office will immediately dial 911.
9. No one will evacuate the building unless instructed to do so by the principal or uniformed police officer.
10. Remain in your room until an "all clear" signal is given.
11. Any student finding himself or herself en route to a classroom from the bathroom, office, library, or another classroom needs to go to the nearest classroom or building. If the door is locked, he/she is to knock and loudly announce one's self.

### Terrorist or Intruder Enters the Office

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

### Terrorist or Intruder Appears on Campus During Recess

1. The teacher on yard duty who first notices an armed individual (gun, knife, or other dangerous weapon) on campus will signal other adults on the playground with four short blasts on a whistle. An adult will send a student to the closest classroom door to enter and ask the teacher inside to inform the office immediately.
2. The office will announce the intruder alert. All students and teachers in classrooms will react accordingly by assuming the duck and cover position.
3. Students on the playground hearing four short whistle blasts or hearing the Duck and Cover signal will look for the nearest teacher and follow instructions. Students need to be aware that four short whistle blasts designate a problem. If the intruder has a weapon but is not firing, teachers should exit students as quickly as possible via one of the escape routes in that particular duty area.
4. Teachers will go in the opposite direction of the intruder.
5. If an intruder arrives on the playground and starts firing shots, students and teachers should drop to the ground.
6. Teachers will need to keep an eye on the intruder at all times to determine what to do next. This type of a situation is unpredictable and unfortunately cannot be covered with pre-determined procedures. The main concern is to get as many students as possible off the playground and into a safe building.

## **SECTION 12      HOSTILE VISITOR**

### Domestic or Civil Disturbance

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

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

1. All teachers are to be at their lines directly after the final recess bell.
2. Teachers are expected to attend assemblies and sit with their classes.
3. Teachers and administrators are available if the need for control should arise before and after school.
4. The administration is aware of substitutes in the building and teachers in adjoining classrooms are available to assist substitutes in controlling students if the need should arise. Each substitute is provided with lesson plans by the teacher who is absent, whether by direct communication, previously prepared plans, or emergency plans on file in the office.
5. Teachers are asked to report the presence of any outsider they see to the administration.

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

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

## Procedure to Deal with Civil Disturbances

### **Violent Person:**

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

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

### **Mob:**

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

### **Unidentified Person(s) Taking Control:**

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

## **SECTION 13      KIDNAPPING/ATTEMPTED KIDNAPPING**

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

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

## **SECTION 14      MEDICAL EMERGENCY**

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

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

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

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

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

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

### First Aid Stations

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

### Rescue

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

With a serious or critical injury, do the following:

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

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

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

With critical illness or injury, do the following:

1. Administer first aid to the extent possible.
2. Call 9-1-1 if the situation is life threatening or if the child is in need of immediate medical intervention.
3. Notify parents for their action and information.
4. Keep a record of time of injury, what first aid was administered and at what time.
5. Notify the superintendent's office.
6. Complete appropriate injury, illness, or insurance report promptly.
7. Keep a record of which students were sent to the hospital.

#### FIRST AID INSTRUCTIONS

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

#### Abdominal Pain

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



## Artificial Respiration

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

## Bleeding

1. Apply direct pressure on the wound.
2. Elevate the wounded area if an arm or leg is bleeding.
3. Apply pressure on the supplying artery of the arm or leg if steps 1 and 2 do not stop bleeding.
4. Only as a last resort (if they will die without this), apply a tourniquet to stop the bleeding. Once applied, a tourniquet must be loosened or removed only by a doctor.

\*Internal bleeding – Treat for shock

## Bone Injuries

1. Dislocations: fingers, thumb, shoulder  
Keep the part quiet. Immobilize shoulder with arm sling.
2. Fractures:
  - Signs of a closed fracture:
    1. Swelling
    2. Tenderness to touch
    3. Deformity
    4. Discoloration
  - Treatment (closed fracture - no bleeding or broken skin at wound)
    1. Keep broken bone ends from moving
    2. Keep adjacent joints from moving

3. Treat for shock
  - Treatment (open fracture - broken bone and broken skin)
    1. Do not move protruding bone end
    2. If bleeding, control bleeding by direct pressure on wound
    3. Treat the same as closed fracture after bleeding is controlled.
3. Sprains (injury to soft tissue around a joint)
  - Always immobilize
  - Elevate joint
  - Apply cold packs during first half hour
  - Treat the same as closed fractures
  - X-ray may be necessary

### Breathing - Unconscious Person

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

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

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

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

### Rescue Breathing:

1. Giving mouth-to-mouth rescue breathing to an adult:
  - a. Put your hand on the victim's forehead, pinching the nose shut with your fingers. Your other hand is lifting the victim's chin to maintain an open airway.
  - b. Place your mouth over the victim's, making a tight seal.
  - c. Breathe slowly and gently into the victim until you see the chest rise. Give 2 breaths, each lasting about 1½ seconds. Pause between breaths to let the airflow out. Watch the victim's chest rise each time you give a breath to make sure air is going in.

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

## Burns

1. Degrees:
  - Skin red (1st degree)
  - Blisters develop (2nd degree). Never break open blisters.
  - Deep tissue damage (3rd degree)
2. First Aid for thermal burns (1st and 2nd degree burns) to exclude air:
  - Submerge in cold water
  - Apply a cold pack
  - Cover with a thick dressing or plastic. (Do not use plastic on face.)
  - After using cold water or ice pack, cover burned area with a thick, dry, sterile dressing and bandage firmly to exclude air.
3. First Aid for 3rd degree burns:
  - Apply a thick, dry sterile dressing and bandage to keep out air.
  - If large area, wrap with a clean sheet or towel.
  - Keep burned hands and feet elevated and get medical help immediately.
  - Treat the same as shock victim, giving fluids as indicated; warmth necessary.

4. First Aid for chemical burns
  - Wash chemical away with water.
5. Acid burn to the eye (also alkali burns)
  - Wash eye thoroughly with a solution of baking soda (1 teaspoon per 8-ounce glass of water) or plain water for 5 minutes.
  - If victim is lying down, turn head to side. Hold the lid open and pour from inner corner outward. Make sure chemical isn't washed out onto the skin.
  - Have victim close the eye, place eye pad over lid, bandage and get medical help.

#### Choking (Heimlich Maneuver)

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

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

If the victim is on his back:

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

#### Convulsions or Seizures

##### 1. Symptoms

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

These seizures are seldom dangerous, but they are frightening.

##### 2. Causes

- Head injuries
- Severe infections
- Epilepsy

##### 3. Treatment

- Prevent patient from hurting himself
- Loosen tight clothing
- Do not restrain

- If breathing stops, apply mouth to mouth resuscitation
- Do not give liquids nor put patient in warm water
- When the seizure is over, treat as for shock keeping patient warm

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

### Diabetics

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

### Dog/Animal Bites

1. It is extremely important that the dog/animal be identified if the person bitten is to avoid rabies shots. Secure the animal, if possible without danger to yourself, with a leash, rope or in an enclosed area. If the animal cannot be contained, attempt to remember as much as possible about the animal's description so that animal control can make a thorough search of the area.
2. Attend to the wound by washing the area with water and soap for five minutes and bandage if possible. Inform parents and refer to the family physician.
3. Notify animal control center. Give description of the animal and name and address of the victim.
4. Complete the Report of Student Accident Form.
5. Notify school nurse so that information can be recorded in the pupil's health folder.

### Ears

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

### Electric Shock

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

### Eyes

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

### Fainting

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

### Fracture

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

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

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

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

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

### Frostbite

1. The frostbitten area will be slightly reddened with a tingling sensation of pain. The skin becomes grayish-yellow, glossy and feels numb. Blisters eventually appear.
2. Re-warm the area by quickly submerging it in warm water (start with 98 degrees and gradually warm to 102-103 degrees). Don't rub the area nor break the blisters.

## Head Injury

### 1. Symptoms

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

### 2. First Aid for Head Injuries:

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

## Heart Attack

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

## Nosebleeds

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

## Pandemic Flu Plan

### Seasonal Flu:

- Caused by influenza viruses that are closely related to viruses that have previously circulated; most people will have some immunity to it.
- Symptoms include fever, cough, runny nose and muscle pain.
- Complications such as pneumonia are most common in the very young and very old and may result in death.
- Vaccine is produced each season to protect people from the three influenza strains predicted to be most likely to cause illness.

### Mild to Moderate Pandemic:

- Caused by new influenza virus that has not previously circulated and can be easily spread.
- It is likely most people will have no immunity to the new virus; it will likely cause illness in high numbers of people and more severe illness and deaths than seasonal influenza.
- Symptoms are similar to seasonal flu, but may be more severe and have more serious complications.
- Healthy adults may be at increased risk for serious complications.

### Severe Pandemic:

- A severe strain causes more severe illness, results in a greater loss of life and has a greater impact on society.
- Workplace absenteeism could reach up to 40% due to people being ill themselves or caring for family members.

### Measures to limit the spread of flu:

- Promote hand-washing/use of antibacterial wipes, cough hygiene via modeling by school staff.
- Cover nose and mouth with a tissue or upper arm if a tissue is not available
- Dispose of used tissue in a waste basket and wash hands after coughing, sneezing or blowing nose.
- Use warm water and soap or alcohol-based sanitizers to clean hands.
- Wash hands before eating or touching eyes, nose or mouth.

Encourage vaccination of staff and students for whom the flu vaccine is recommended.

Persons developing symptoms at school should be sent home as soon as possible and instructed not to return until well.

### Social distancing:

In a pandemic, the risk of getting the flu is greatest when one has close contact with an infected person. Social distancing measures may include standing three feet apart when communicating, canceling outdoor recess, and monitoring hand washing after bathroom use and after sneezing/coughing/blowing nose. Wipe phones with antibacterial wipes after each use. Limit use of headphones, keyboards and any other shared items in the classroom – wipe with antibacterial wipes after each use.

Use a bacterial spray (such as Lysol) in the classroom twice daily.

Open windows if weather permits while room is occupied or when students leave the room for lunch. Consider possible school closure for a short amount of time early in the course of a community outbreak.

Consult [www.pandemicflu.gov](http://www.pandemicflu.gov) for new and updated information.

### Poisoning

1. In all oral poisoning, give liquids to dilute the poison.
2. Procedures for handling specific oral poisoning cases should be reviewed by teachers of classes in areas where poisoning may take place.

### Puncture Wounds (knife and gunshot)

A puncture wound may be caused by a pointed object such as a nail, piece of glass, or knife that pierces the skin. Gunshot wounds are also considered to be puncture wounds. Generally, puncture wounds do not bleed a lot and are therefore susceptible to infection. Severe bleeding can result if the penetrating object damages internal organs or major blood vessels.



If an object is impaled in a wound, DO NOT REMOVE IT.

- Place several dressings around the object to keep it from moving.
- Bandage the dressings in place around the wound.
- Call 911 and contact parents.

A puncture wound to the chest can range from minor to life threatening. A sucking chest wound is one in which the rib cage has been penetrated and you can hear a sucking sound every time the victim takes a breath.

- Without proper care, the victim's condition will quickly worsen.
- Cover the wound with a dressing that does not allow air to pass through it.
- A plastic bag, latex glove, or plastic wrap taped over the wound will help keep air circulating through the lungs.
- Give additional care as needed. Watch for shock.
- Call 911 and contact parents.

### Seizure

An alarming sight, a person experiencing a seizure may exhibit limbs jerking violently, eyes that roll upward, and breath that becomes heavy with dribbling or even frothing at the mouth. Breathing may stop in some seizures, or the victim may bite his or her tongue so severely that it blocks the airway. Do not attempt to force anything into the victim's mouth. You may cause injury to the victim or yourself.

1. During a seizure:
  - a. There is little you can do to stop a seizure.
  - b. Call for help.
  - c. Let the seizure run its course.
  - d. Help the victim to lie down and keep from falling to avoid injury.
  - e. Do not use force.
  - f. Loosen restrictive clothing.
  - g. Do not try to restrain a seizure victim.
  - h. Cushion the victim's head using folded clothing or a small pillow.
  - i. If a seizure lasts 10 minutes in a known epileptic, or 5 minutes in a person with no seizure history, call 911.
2. After a seizure:
  - a. Check to see if the victim is breathing. If not, immediately begin rescue breathing.
  - b. Check to see if the victim is wearing a MEDIC ALERT or similar bracelet. It describes emergency medical requirements.
  - c. Check to see if the victim has any burns around the mouth. This would indicate poison.
3. The victim of a seizure may be conscious but confused and not talking when the intense movement stops. Stay with the victim and be certain that breathing continues. When the victim is able to move, get medical attention.

After the seizure is over, the pupil can be taken to the office to lie down until the dazed phase is over and parents are notified. The student should be attended to continuously until fully recovered.

Very rarely a condition called "status epilepticus" occurs in which one seizure follows another for a long period of time. This is a medical emergency; call 911.

### Shock

1. Shock is likely to develop in any serious injury or illness. Shock may be serious enough to cause death even though the injury itself may not be fatal. Four important symptoms of shock are:
  - Pale, cold, moist skin
  - Weak and/or rapid pulse
  - Rapid breathing
  - Altered consciousness
2. The symptoms of shock may appear immediately or may be delayed for an hour or more. Give shock care to all seriously injured persons:
  - Have the victim lie down.
  - Control any external bleeding.
  - Help the victim maintain body temperature, cover to avoid chilling.
  - Reassure the victim.
  - Elevate legs about 12 inches unless you suspect head, neck, or back injuries or broken bones involving hips or legs.
  - Do not provide anything to eat or drink.
  - Call 911.
  - Call parents.

### Sunstroke

1. A person with sunstroke will have nausea, weakness, headache, cramps, pounding pulse, high blood pressure and high temperatures (up to 106 degrees.) The armpits are dry; skin flushed initially but later turns ashen or purplish. Delirium or coma is common.
2. Medical help is crucial. While waiting for medical aid, reduce temperature with a cold bath, sponging with alcohol or water, until the temperature is down. Hospitalization should be immediate.

## Wounds

An abrasion is a wound caused by scraping off the outer layer of skin. An abrasion is usually superficial with little bleeding but infection can occur unless the wound is cleaned with soap and water. Wash away from the wound.

An incision is a cut caused by a sharp object such as a knife, razor blade, or piece of glass. Bleeding is a serious problem. Medical help is often necessary in case the wound must be sewn.

A laceration is a tear or jagged, irregular wound caused by a hard object such as a rock, machine tool, bicycle or automobile. Animal bites are also lacerations. Surrounding tissue is damaged and bleeding may be profuse. A minor laceration can be cleaned with soap and water, but if the bleeding is severe, a pressure dressing may be needed. If the laceration is caused by an animal, medical help is required for testing and treatment of the animal.

A puncture wound is caused by deep penetration of a sharp object such as a pencil, nail, ice pick, bullet, spear or arrow. There may be little surface bleeding, but severe internal bleeding can result. A puncture wound is difficult to cleanse and may require a tetanus shot to guard against infection.

## **SECTION 15 MISSING STUDENT**

Maintaining strict visitor control procedures and enforcing the requirement for employees to wear identification badges will help control unwanted and dangerous access to the school. Penal Code section 626 will help control access by outsiders to the school.

### Access into Building

- All doors are to be locked during the school day, with the exception of the main entrance.
- Signs must be posted on all doors directing visitors to report to the main office.

### Student Accountability

- Elementary and middle school students shall not be left alone unsupervised anywhere in the building or on school grounds during the school day.

### Photo Identification Badges

- All personnel who work in or regularly visit schools in the course of business are required to wear an assigned identification badge. This regulation includes full and part-time staff, food services personnel, and bus drivers/attendants.
- Badges must be worn in a manner that makes them readily visible.

### Visitor Badges and Log

- Schools must issue numbered visitor badges that include the name of the school and the current school year.
- School staff must be aware of visitor badge procedures and their responsibility in reporting violations.

In a missing child incident, assign a member of the Incident Command Team to organize a search of the school. Call 911. Record the name and contact number of person reporting the child missing. If the case involves abduction, begin gathering witness information for law enforcement. Confirm child attended school that day. Assign staff member to begin checking last known location of the child.

1. Begin gathering information on the child, including:
  - Description, including height, weight, skin color, eye color, clothing, backpack, etc.
  - Obtain photo, if available.
  - Home address, phone number, parents' contact numbers
  - Class schedule, special activities
  - Bus or walking route information
2. Contact custodial parents.
3. Convene crisis management team.
4. Begin recording events.

5. If incident is happening during the school day, consider holding the bells until the matter is either resolved or school has been completely searched for the student.
6. Notify the Center Unified District Office.
7. Obtain information on possible witnesses, friends, and last person to see student.
8. If incident occurred while student was on the way home, contact bus driver, safety patrol, crossing guard.
9. Double check circumstances. Could child have ridden the wrong bus or walked home? Did someone pick-up the child? Is the child at another activity?
10. Assist law enforcement's department with investigation.
11. Arrange for counseling of students as needed.

At any point during these steps, if the child is found, inform everyone who has been notified of the incident that the child is no longer missing.

## **SECTION 16      PUBLIC DEMONSTRATION**

Most groups will give advance warning of a planned protest. When the warning comes:

- Identify a spokesperson for the group.
- Obtain information on when, why, how many.
- Contact the Center Unified District Office. The District Office should contact law enforcement and advise them of the situation.
- Notify faculty of the planned demonstration.
- Develop an information letter to parents.
- Continually work with the Office of Community Relations on any statements or contact with the demonstrating group.
- If demonstration occurs, curtail class changes to limit confusion.
- Do not allow students to be interviewed by media or join in demonstration.
- Assign CMT members to act as liaison with police, media, and the demonstrating group.
- Direct one staff member to handle all incoming calls.
- Prepare to establish areas where demonstrators can set up without affecting the operation of the school.
- Notify transportation of demonstration and any possible impact buses may encounter arriving at or departing from the school.

## **SECTION 17 SCHOOL SITE AS MASS CARE AND WELFARE SHELTER**

The American National Red Cross ("Red Cross"), a not-for-profit corporation chartered by the United States Congress, provides services to individuals, families and communities when disaster strikes. The disaster relief activities of the Red Cross are made possible by the American public, as the organization is supported by private donations and facility owners who permit their buildings to be used as a temporary refuge for disaster victims.

The governing board of any school district shall grant the use of school buildings, grounds and equipment to public agencies, including the American Red Cross, for mass care and welfare shelters during disasters or other emergencies affecting the public health and welfare.

1. Use of Facility: Upon request and if feasible, the Center Joint Unified School District (CJUSD) will permit the Red Cross to use the Facility on a temporary basis as an emergency public shelter.
2. Shelter Management: The Red Cross will have primary responsibility for the operation of the shelter and will designate a Red Cross official, the Shelter Manager, to manage the sheltering activities. CJUSD will designate a Facility Coordinator to coordinate with the Shelter Manager regarding the use of the Facility by the Red Cross.
3. Condition of Facility: The Facility Coordinator and Shelter Manager (or designee) will jointly conduct a pre-occupancy survey of the Facility before it is turned over to the Red Cross. They will record any existing damage or conditions. The Facility Coordinator will identify and secure all equipment that the Red Cross should not use while sheltering in the Facility. The Red Cross will exercise reasonable care while using the Facility as a shelter and will make no modifications to the Facility without the express written approval of CJUSD.
4. Food Services: Upon request by the Red Cross, and if such resources exist and are available, CJUSD will make the food service resources of the Facility, including food, supplies, equipment and food service workers, available to feed the shelter occupants. The Facility Coordinator will designate a Food Service Manager to coordinate the provision of meals at the direction of and in cooperation with the Shelter Manager. The Food Service Manager will establish a feeding schedule, determine food service inventory and needs, and supervise meal planning and preparation. The Food Service Manager and Shelter Manager will jointly conduct a pre-occupancy inventory of the food and food service supplies in the Facility before it is turned over to the Red Cross.

5. Custodial Services: Upon request by the Red Cross and if such resources exist and are available, CJUSD will make its custodial resources, including supplies and custodial workers, available to provide cleaning and sanitation services at the shelter. The Facility Coordinator will designate a Facility Custodian to coordinate the provision of cleaning and sanitation services at the direction of and in cooperation with the Shelter Manager.

6. Security: In coordination with the Facility Coordinator; the Shelter Manager, as he or she deems necessary and appropriate, will coordinate with law enforcement regarding any public safety issues at the Shelter.

7. Signage and Publicity: The Red Cross may post signs identifying the shelter as a Red Cross shelter in locations approved by the Facility Coordinator and will remove such signs when the shelter is closed. CJUSD will not issue press releases or other publicity concerning the shelter without the express written consent of the Shelter Manager. CJUSD will refer all media questions about the shelter to the Shelter Manager.

8. Closing the Shelter: The Red Cross will notify the CJUSD or Facility Coordinator of the closing date for the shelter. Before the Red Cross vacates the Facility, the Shelter Manager and Facility Coordinator will jointly conduct a post-occupancy survey to record any damage or conditions. The Shelter Manager and Facility Coordinator or Food Service Manager will conduct a post-occupancy inventory of the food and supplies used during the shelter operation.

9. Reimbursement: The Red Cross will reimburse the Owner for the following:

- a. *Damage to the Facility or other property of Owner, reasonable wear and tear excepted, resulting from the operations of the Red Cross. The Red Cross is not responsible for storm damage or other damage caused by the disaster.*
- b. *Reasonable costs associated with custodial and food service personnel which would not have been incurred but for the Red Cross's use of the Facility for sheltering.*

*Reasonable, actual, out-of-pocket operational costs to the extent that such costs would not have been incurred but for the Red Cross's use of the Premises.*



## **SECTION 18      SEVERE WEATHER**

If severe weather conditions develop or occur during the night or at a time when school is not in session, a decision on closing the school will be made before 7:00 a.m. If a decision is made to close school, news media will be notified and asked to announce the closure prior to 9:00 a.m. The emergency phone tree will be used to notify staff members.

If severe weather conditions develop while school is in session, the Emergency Coordinator will monitor the latest developments via radio and keep in contact with the principal. The principal will keep in contact with the superintendent's office.

If it is decided to close school, the following action will be taken:

1. The superintendent will notify radio stations and ask that a closure announcement be made which would specify the time students are to be released.
2. The principal will announce the closure to the faculty and students.
3. Staff members will be used to expeditiously evacuate the building.
4. Procedures outlined in the "Early Dismissal" plan will be followed.

## **SECTION 19     SHOOTING/STABBING**

Assess the situation

- Is the suspect in the school?
- Has weapon been found and/or secured?
- Has suspect been identified?

In most cases, initiate lockdown procedures to isolate students from danger or send students to a secure area.

Provide information in announcement about incident and outline expectations of the teachers and staff.

Disable the bell system, if possible.

Once situation has been assessed:

- Provide first aid to the injured.
- Call 911 requesting police and medical aid to injured parties.
- Notify the Center Unified District Office.
- Provide full information about what has occurred and what is known at this time.
  - If the suspect is still in the school, attempt to identify his or her location and begin planning for evacuation once police arrive.
  - If suspect has left, secure all exterior doors to prevent re-entry.
- Explain what steps the school has taken (lockdown).
- Identify command post for police to respond.
- Isolate and separate any witnesses. Instruct witnesses to write statement of events while awaiting police.
- Gather crisis management team in command post.
- Initiate the Incident Command System.
- Gather information and emergency cards on anyone involved in the incident.
- Organize evacuation to an off-site location, if necessary, or prepare to continue with classes. Keep crime scene secure.
- Prepare written statements for telephone callers and media in cooperation with law enforcement and the District Office.
- Prepare letter for students to take home in cooperation with law enforcement and the Office of Community Relations.
- Arrange for crisis counseling immediately and during subsequent days.
- Provide liaison for family members of any injured students.
- Continue to provide informational updates to students, family, and faculty during next few days to squelch rumors.

## **PART 3 SITE ACTION PLAN**

### **SECTION 1 DISTRICT AND SITE MISSION STATEMENTS**

#### Center Joint Unified School District Mission Statement

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

#### School Mission Statement

The mission of McClellan High School is to provide an environment for students to develop:

- Integrity
- Responsibility
- Respect

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

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

**DESCRIPTION OF SCHOOL CLIMATE**

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

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

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

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

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

In addition to the continuation high school program at McClellan, the district Independent Study program is based here. Students from upper elementary grades through high school meet with the independent study teacher once a week or more to go over lessons and receive one-on-one instruction to supplement the

courses they take online using the Edgenuity program. We also offer book-and-paper independent study for students unable to access the online courses.

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

McClellan also hosts a classroom devoted to adult education. Adult students working toward their GED or completing online courses to complete high school diploma requirements meet on Tuesdays, Wednesdays, and Thursdays from 9:00 am until 12:00 pm each week the high school is in session. This section of the campus is fenced off from the high school side and has its own entrance. Attendance in the adult education programs here has been approximately 5-15 students.

## **SECTION 3      SCHOOL CLIMATE GOALS**

### **The School Climate**

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

**Objective #1:** Attendance – Students will have an average daily attendance rate of 90%. Suspension rate will decrease from prior years. Habitual truancy rate will decrease from prior years.

#### **Activities:**

- Staff will monitor attendance records in Aeries
- Staff will print & mail truancy letters to parents/guardians
- Principal will conduct SART meetings with students who are habitually truant
- After each grading period ends, students with perfect attendance will be recognized at an honor roll assembly.
- Every other staff meeting (Mondays are staff meeting days) will be a student-focused meeting, where teachers will discuss student concerns with the principal. Action steps and persons responsible will be determined.

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

#### **Activities:**

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

**Objective #3:** At least 70% of the students will earn a cumulative GPA of 2.00 or higher by the end of each trimester.

**Activities:**

- Teachers will note students below 70% each week on a D/F sheet.
- Students who earn an F in any class will be cut from 6 to 4 classes for at least one grading period, until they earn back full enrollment by passing all classes in a grading period.
- Students failing classes may be scheduled into an extra support class.
- Students failing classes may be placed on a Check-In-Check-Out program monitored by the principal.
- Every other staff meeting (Mondays are staff meeting days) will be a student-focused meeting, where teachers will discuss student concerns with the principal. Action steps and persons responsible will be determined.
- Awards will be given to students performing well.
- Students achieving honor roll will be recognized at the end of each trimester.

## **SECTION 4      Place:**

**Create a physical environment that communicates respect for learning and for individuals.**

### **DESCRIPTION OF PHYSICAL ENVIRONMENT**

#### **The School's Location & Physical Environment**

McClellan High School is located in the northern region of Antelope at the North end of Sacramento County. The immediate area around the school includes single family dwellings and vacant land.

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

The school site encompasses approximately 10 acres. The campus is made up of mainly permanent structures and one re-locatable. The office faces the parking lot which is across the walkway from the multi-purpose room. The re-locatable houses the schools weight room which is at the south end of our campus. These buildings are fenced off after hours. There is a grass field that includes a baseball backstop and a memorial grove with benches, and there is an asphalt area that includes basketball courts. McClellan High School is fenced around its perimeter, with one ungated entry in front of the office. The rest of the gates around campus are closed during the day. Three preschool rooms have doors that open toward the main (north) parking lot. These are not fenced or gated.

During the school day, staff members and administrators provide campus supervision. The entire blacktop is easily seen if standing outside facing west. A safe schools officer is available if needed. McClellan has one campus monitor from 7:30 am until 2:30 pm.

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

McClellan is an older site; the original facilities were built in 1960. Buildings have been re-purposed and refitted with plumbing, wiring, and HVAC systems as needed to keep facilities up to date. The grounds are monitored for safety and appearance by the administration, custodians and individual classroom teachers. District maintenance and grounds keeping and the custodian perform maintenance, cleaning, and repairs to keep the site in good condition. It is the practice of McClellan High School and Center Joint Unified to remove all graffiti from school property before pupils arrive to begin their school day. Other acts of vandalism are promptly addressed. Additionally, health and fire department inspectors contribute to school safety.

#### **Internal Security Procedures**

McClellan High School has established procedures in the following areas: Emergency preparedness, suspension, school discipline rules and procedures, and an adopted school-wide dress code.

Pupils may be suspended or recommended for expulsion for certain acts. For specific student violations, a mandatory expulsion recommendation shall be submitted by the administration of McClellan High School.



Site administration and staff contribute to a positive school climate, promote positive pupil behavior and help reduce inappropriate conduct. The principal/designee uses available district and other appropriate records to inform teachers of each pupil identified under E.C. 49079.

Law enforcement is contacted and consulted to help maintain and to promote a safe and orderly school environment. McClellan High School employees comply with all legal mandates, regulations and reporting requirements for all instances of suspected child abuse.

If appropriate, additional internal security procedures affecting the integrity of the school facility include classroom intercoms, walkie-talkies, and an emergency bell system.

Community involvement is encouraged to help increase school safety using the WE TIP hotline to report suspected vandalism, drug use or other illegal activity.

An outdoor surveillance system consisting of multiple cameras has been installed to deter vandalism and/or apprehend vandals.

**Inventory System – Engraved ID, Security Storage**

Most school-site equipment has a metal ID tag or a bar code sticker adhered to its surface. These items are inventoried annually and there is an established accountability system. Office and classroom supplies are secured.

## **SECTION 5      PHYSICAL ENVIRONMENT GOALS**

### **The Physical Environment**

An action plan for places reflecting the school's physical environment including crisis response procedures and policies relating to student safety

*The following objectives were developed as the result of feedback from students, staff and parents on our Safe School Survey*

**Objective #1:** The physical environment of McClellan High School will be free of hazards.

#### **Related Activities:**

- To ensure a safe physical environment, all staff will observe the school facility during their duties each day and report any concerns observed immediately to the principal, school secretary, or custodian. The school secretary will submit work orders to address these issues. Dangerous or hazardous conditions will be dealt with immediately.

**Objective #2:** Staff will understand the Safety Plan procedures and their role in the Incident Command System.

#### **Related Activities:**

- All staff and students will take place in monthly safety drills.
- Staff training will occur during staff meetings.
- The parent reunification process will be included in at least one drill.
- Staff will have the opportunity to practice triage methods during drills.

**Objective #3:** The campus will be evaluated for security concerns.

- Administration will conduct a vulnerability assessment and will work to remediate areas where safety and security can be improved.

## SECTION 6 SIGNATURE SHEET

McClellan High School's Safe School Plan was developed in accordance with SB 187 and Safe Schools, A Planning Guide for Action, published by the Department of Education. Student, parent and teacher surveys were taken into account to determine areas of greatest need. The document includes the school's personal, physical, social and cultural environment, which serves as an effective prevention plan based on parent and student surveys. Also taken into consideration are temporary restraining orders, school-generated child abuse reports, custody orders prohibiting parents from contact with a child at school, harassment complaints filed by students and staff, suspension logs and accident reports. Additionally, the District's discrimination and harassment policy, hate crime reporting procedures and the Uniform Complaint Policy are included.

A detailed crisis response plan based on the California Standardized Emergency Management System (SEMS) is included. This model was designed to centralize, organize, and coordinate emergency response among district organizations and public agencies. Specific first aid treatment is categorized in alphabetical order.

The School Site Council members revised and approved this comprehensive school plan:

Names of Members	Principal	Classroom Teacher	Other School Staff	Parent or Community Member	Secondary Student
David L. French <i>W. French</i>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Kim Baioni <i>Kim Baioni</i>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Chris Collins <i>Chris Collins</i>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Aaron Hagman <i>Aaron Hagman</i>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Carla Guerguy <i>Carla Guerguy</i>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Lin Jones <i>Lin Jones</i>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Shyanna Teague <i>Shyanna Teague</i>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Jennifer Williams <i>Jennifer Williams</i>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Tristan Wallenmeyer <i>Tristan Wallenmeyer</i>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Shelby Clark <i>Shelby Clark</i>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Alisha Goodman-Keen <i>Alisha Keen</i>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Numbers of members in each category	1	3	2	3	3

## Appendix A

### SECTION 7 RESOURCES

#### Staff Information

TEACHERS	Phone #	Room/Ext #	Health Concerns	Special Skills
Baioni, Kim		8/447		
Collins, Chris		Sci/444		
Graves, William		3/444		
Hagman, Aaron		6/444		
Ridge, Tim		4/444		
<b>Preschool</b>				
Chris Berger		1/6446		CPR
Pat Stayton		0/6446		
Karina Dominguez		2/6446		CPR/First Aid

OFFICE STAFF				
French, David		Ofc/445		
GuerGuy, Carla		Ofc/443		
Jones, Lin		Ofc/440		
Shoup, Teri		Ofc/440		

Preschool Aides	Phone #	Health Concerns	Special Skills
Marina Derevyanchuk			
JoSet, Morgan Kathaleen			
Debby Sabella			Restraint Training
Amy Branton			
Carrie Colen			

KITCHEN STAFF			
Kari Knutson			

CAMPUS MONITOR STAFF			
Rosanne Maffei-Field			

CUSTODIAL STAFF			
Dennis Stephens			

## Appendix B

### McClellan High School

Drill Requirements & Objectives

2016-2017 School Year

(Revised 8-3-2016)

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

Date	Drill	Focus	Period	Done
Tues - 8/16	Fire	EOC Forms - Accuracy	1	
Mon - 9/12	Fire	Security – No One Left Behind	3	
Thur – 9/22	Earthquake (duck & cover)	Triage	2	
Tues 10/11	Intruder Drill	Intruder Procedures	6	
Thur - 10/20	Bomb Threat/Fire	Alternate Evacuation Route	6	
Tues - 11/8	Fire	Search & Rescue, Security	4	
Wed - 12/7	Fire	Triage Review	1	
Fri - 1/6	Fire	Alternate Evacuation Route	5	
Mon 1/23	Intruder	Hide	2	
Fri - 2/3	Fire	Alternate Evacuation Route	4	
Fri – 2/24	Earthquake (duck & cover)	Search & Rescue, Reunification	5	
Wed - 3/1	Fire	Non-Class Evacuation	Between 3 <sup>rd</sup> & 4 <sup>th</sup>	
Thur – 3/16	Earthquake (duck & cover)	EOC Forms, Triage	6	
Mon - 4/3	Bomb Threat/Fire	Search & Rescue, Security	3	
Wed – 5/3	Fire	All of the Above	2	
Tues 5/9	Intruder	Emergency Evacuation	5	
TBA	District Wide Drill (Disaster)	Search & Rescue, Evacuation Staging/Reunification	Special	

Monday	Tuesday	Wednesday	Thursday	Friday
3	4	3	3	3

1 <sup>st</sup>	2 <sup>nd</sup>	3 <sup>rd</sup>	4 <sup>th</sup>	5 <sup>th</sup>	6 <sup>th</sup>
2	3	2	3	3	3

## Appendix C

# McClellan High School

## Appendix E



12/1/2014

Google Maps

## Appendix F

### EOC Message Form

Student & Staff Accountability Form	
DATE:	
TEACHER:	
ROOM #:	
FORM COMPLETED BY:	
# of students enrolled in this class:	
# of students marked absent in this class:	
Please list students marked absent by name:	
# of students unaccounted for* in this class:	
*You didn't mark them absent and they are not with your class at this time	
Please list students unaccounted for by name:	
Are there any adult staff from this room unaccounted for? _____	
If so, please list by name: (Include staff staying behind with injured)	
# of students with you but not on roster:	
Please list these students by name:	
# of extra adults in room	
Please list extra adults by name:	
For Command Staff: _____ Missing students/adults recorded	

EOC Message Form Data		
Tally and insert into the grid below		
Category	Description	Number
<b>A</b> Fatalities		
<b>B</b> Minor Injuries (First aid only)		
<b>C</b> Injuries - Ambulance (Major + Moderate)		
	Major (Immediate):	
	Unable to treat on site, i.e. airway and breathing difficulties, cardiac arrest, uncontrolled or suspected severe bleeding, severe head injuries, severe medical problems, open chest or abdominal wounds, severe shock.	
	Moderate (Delayed):	
	Burns, major multiple fractures, back injuries with or without spinal cord damage.	
<b>D</b> Property Damages	<u>Circle One</u>	
	Major damage:	Major
	Building collapse, building leaning, major ground movement causing large cracks in ground.	
	Moderate damage:	Moderate
	Falling hazards present, hazard present (toxic chemical spill, broken gas line, fallen power lines).	
	Minor damage:	Minor
	Dislodged overhead air duct terminals, light fixtures, suspended ceiling grid, overhead mechanical systems and broken windows	
_____ Triage recorded		

## Appendix G

# California Child Abuse and Neglect Reporting Law

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

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

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

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

### Who Are Mandated Reporters?

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

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

- caseworker is working with an attorney appointed pursuant to Section 317 of the Welfare and Institutions Code to represent a minor.
- 19) A peace officer, as defined in Chapter 4.5 (commencing with Section 830) of Title 3 of Part 2 of the Penal Code, who is not otherwise described in P.C. 11165.7.
  - 20) A firefighter, *except for volunteer firefighters*.
  - 21) A physician, surgeon, psychiatrist, psychologist, dentist, resident, intern, podiatrist, chiropractor, licensed nurse, dental hygienist, optometrist, marriage, family and child counselor, clinical social worker, or any other person who is currently licensed under Division 2 (commencing with Section 500) of the Business and Professions Code.
  - 22) Any emergency medical technician I or II, paramedic, or other person certified pursuant to Division 2.5 (commencing with Section 1797) of the Health and Safety Code.
  - 23) A psychological assistant registered pursuant to Section 2913 of the Business and Professions Code.
  - 24) A marriage, family and child therapist trainee, as defined in subdivision (c) of Section 4980.03 of the Business and Professions Code.
  - 25) An unlicensed marriage, family, and child therapist intern registered under Section 4980.44 of the Business and Professions Code.
  - 26) A state or county public health employee who treats a minor for venereal disease or any other condition.
  - 27) A coroner.
  - 28) A medical examiner, or any other person who performs autopsies.
  - 29) A commercial film and photographic print processor, as specified in subdivision (e) of P.C. 11166. For purposes of the California Child Abuse Reporting Law, "commercial film and photographic print processor" means any person who develops exposed photographic film into negatives, slides, or prints, or who makes prints from negatives or slides, for compensation. The term includes any employee of such a person; it does not include a person who develops film or makes prints for a public agency.
  - 30) A child visitation monitor. For purposes of the California Child Abuse Reporting Law, "child visitation monitor" means any person who, for financial compensation, acts as monitor of a visit between a child and any other person when the monitoring of that visit has been ordered by a court of law.
  - 31) An animal control officer or humane society officer. For purposes of the California Child Abuse Reporting Law, the following terms have the following meanings: (A) "Animal control officer" means any person employed by a city, county, or city and county for the purpose of enforcing animal control laws and regulations. (B) "Humane society officer" means any person appointed or employed by a public or private entity as a humane officer who is qualified pursuant to Section 14502 or 14503 of the Corporations Code.
  - 32) A clergy member, as specified in subdivision (d) of P.C. 11166. For purposes of the California Child Abuse Reporting Law, "clergy member" means a priest, minister, rabbi, religious practitioner, or similar functionary of a church, temple, or recognized denomination or organization.
  - 33) Any custodian of records of a clergy member, as specified in P.C. 11165.7 and subdivision (d) of Section 11166.
  - 34) Any employee of any police department, county law enforcement's department, county probation department, or county welfare department.
  - 35) An employee or volunteer of a Court Appointed Special Advocate program, as defined in Rule 1424 of the Rules of the Court.
  - 36) A custodial officer as defined in Section 831.5 of the Penal Code.
  - 37) Any person providing services to a minor child under Section 12300 or 12300.1 of the Welfare and Institutions Code.

Note: Unless otherwise stated, **volunteers are not mandated reporters.**

## Why Must You Report?

The primary intent of the reporting law is to protect an abused child from further abuse. Protecting the identified child may also provide the opportunity to protect other children. It is equally important to provide help for the parents. Parents may be unable to ask for help directly, and child abuse may be their way of calling attention to family problems. The report of abuse may be a catalyst for bringing about change in the home environment, which in turn may help to lower the risk of abuse in the home.

## What Do You Have To Report?

Under the law, when the victim is a child (a person under the age of 18) and the perpetrator is any person (including a child), the following types of abuse must be reported by all legally mandated reporters:

- a. A physical injury inflicted by other than accidental means upon a child. (P.C. 11165.6)  
Note that child abuse *does not* include a “mutual affray” between minors. It also *does not* include an injury caused by “reasonable and necessary force used by a peace officer acting within the course and scope of his or her employment.” (P.C. 11165.6)
- b. Sexual abuse of a child, including both sexual assault and sexual exploitation.  
“Sexual assault” includes sex acts with a child, lewd or lascivious acts with a child, and intentional masturbation in the presence of a child. “Sexual exploitation” includes preparing, selling, or distributing pornographic materials involving children; employing a minor to perform in pornography; and employing or coercing a child to engage in prostitution. (P.C. 11165.1)
- c. Willful harming or injuring of a child or the endangering of the person or health of a child, including inflicting or permitting unjustifiable physical pain or mental suffering. (P.C. 11165.3)

Note: Any mandated reporter **may** report any child who is suffering serious emotional damage or is at substantial risk of suffering serious emotional damage. (P.C. 11166.05)

- d. Willful infliction of cruel or inhuman corporal punishment or injury resulting in a traumatic condition. (P.C. 11165.4)
- e. Neglect of a child, whether “severe” or “general,” by a person responsible for the child’s welfare. The term “neglect” includes both acts or omissions harming or threatening to harm the child’s health or welfare. (P.C. 11165.2)

## When Do You Have To Report?

Child abuse must be reported when a mandated reporter, “in his or her professional capacity or within the scope of his or her employment, has knowledge of or observes a child whom the mandated reporter knows or reasonably suspects has been the victim of child abuse or neglect.” (P.C. 11166 (a))

“Reasonable suspicion” occurs when “it is objectively reasonable for a person to entertain a suspicion, based upon facts that could cause a reasonable person in a like position, drawing, when appropriate, on his or her training and experience, to suspect child abuse or neglect.” (P.C. 11166 (a)(1)) Although wordy, the intent of this definition is clear: if you suspect that abuse has occurred, make a report.

You must make a report immediately (or as soon as practicably possible) by telephone and you must prepare and send, fax or electronically transmit a written report within 36 hours of receiving the information regarding the incident. (P.C. 11166 (a)) Written reports must be submitted on Department of Justice form (SS 8572), which can be downloaded from the California Attorney General’s Web site at [www.ag.ca.gov](http://www.ag.ca.gov) (click on Child Protection Program; click on forms; click on SS 8572). The mandated reporter may include with the report any nonprivileged documentary evidence he or she possesses related to the incident.

## **To Whom Must You Report?**

The report must be made to any police department or law enforcement's department (not including a school district police or security department), county probation department, if designated

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

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

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

## **Immunity**

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

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

## **Additional Safeguards for Mandated Reporters**

No supervisor or administrator may impede or

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

## **Feedback to Mandated Reporters**

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

---

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

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

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

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

# Appendix H Child Abuse Reporting Form

**Print**

## SUSPECTED CHILD ABUSE REPORT

**Reset Form**

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

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

PLEASE PRINT OR TYPE

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

<b>A. REPORTING PARTY</b>	NAME OF REPORTER		TITLE		MANDATED REPORTER CATEGORY	
	REPORTER'S BUSINESS/REPORT NAME AND ADDRESS		Street	City	Zip	DID MANDATED REPORTER WITHIN THE AGENCY YES NO
	REPORTER'S TELEPHONE (DAYTIME) ( )		FAX NUMBER		100% DATE	
<b>B. REPORT INFORMATION</b>	<input type="checkbox"/> LAW ENFORCEMENT <input type="checkbox"/> COUNTY PROSECUTOR <input type="checkbox"/> COUNTY WELFARE / CPS (Child Protective Services)		AGENCY			
	ADDRESS		Street	City	Zip	DATE/TIME OF PHONE CALL
	OFFICIAL CONTACT - TITLE				TELEPHONE ( )	
<b>C. VICTIM</b> <small>One report is per victim</small>	NAME (LAST, FIRST, MIDDLE)			BIRTHDATE OR APPROX. AGE		SEX
	ADDRESS			Street	City	Zip
	PRESENT LOCATION OF VICTIM			SCHOOL		CLASS
	PHYSICALLY DISABLED (YES) (NO)		COGNITIVELY DISABLED (YES) (NO)		OTHER DISABILITY (SPECIFY)	
	IN FOSTER CARE? YES NO		IF VICTIM IS IN OUT-OF-HOME CARE, AT TIME OF INCIDENT, CHECK TYPE OF CARE: FAMILY CARE    CHILD CARE CENTER    FOSTER FAMILY HOME    FAMILIAL FRIEND GROUP HOME OR INSTITUTION    RELATIVE'S HOME		TYPE OF ABUSE (CHECK ONE OR MORE) PHYSICAL    SEXUAL    NEGLECT    EMOTIONAL OTHER (SPECIFY)	
	RELATIONSHIP TO SUSPECT			PHONE TALK UP YES NO		DID THIS INCIDENT RESULT IN THIS VICTIM'S DEATH? YES NO (DATE)
	1. NAME    BIRTHDATE    SEX    STREET    CITY    BIRTHDATE    SEX    STREET 2. _____    _____    _____    _____    _____    _____    _____    _____    _____					
<b>D. INVOLVED PARTIES</b> <small>Use 1 into 10 for each party</small>	NAME (LAST, FIRST, MIDDLE)			BIRTHDATE OR APPROX. AGE		SEX
	ADDRESS			Street	City	Zip
	HOME PHONE ( )			BUSINESS PHONE ( )		
	NAME (LAST, FIRST, MIDDLE)			BIRTHDATE OR APPROX. AGE		SEX
	ADDRESS			Street	City	Zip
	HOME PHONE ( )			BUSINESS PHONE ( )		
	SUSPECT'S NAME (LAST, FIRST, MIDDLE)			BIRTHDATE OR APPROX. AGE		SEX
<b>E. INCIDENT INFORMATION</b>	DATE / TIME OF INCIDENT			PLACE OF INCIDENT		
	IF NECESSARY, ATTACH EXTRA SHEET(S) OR OTHER PAPERS AND CHECK THIS BOX: <input type="checkbox"/> IF AGA, PLEASE INCLUDE SUSPECT'S ADDRESS: _____					
	RAPID RESPONSE DESCRIPTION (What was/are) conducted the mandated reporter observed/child person accompanying the parent(s) and/or person(s) involved in the incident(s) or otherwise					

SS 85372 (Rev. 10/07)

### DEFINITIONS AND INSTRUCTIONS ON REVERSE

**QA/QC:** submit a copy of this form to the Department of Justice (DOJ). The investigating agency is required under Penal Code Section 11166 to submit to DOJ a Child Abuse Investigation Report Form SS 8563 P (1) as an active investigation was conducted and (2) the incident was determined not to be unfounded.

**WHITE COPY** - Police or Sheriff's Department; **BLUE COPY** - County Welfare or Probation Department; **GREEN COPY** - District Attorney's Office; **YELLOW COPY** - Reporting Party



## Appendix I

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

---

### Williams Complaints Classroom Notice

#### Notice to Parents, Guardians, Pupils, and Teachers Complaint Rights

Pursuant to California *Education Code* Section 35186, you are hereby notified that:

1. There should be sufficient textbooks and instructional materials. That means each pupil, including English learners, must have a textbook or instructional materials, or both, to use in class and to take home.
2. School facilities must be clean, safe, and maintained in good repair.
3. There should be no teacher vacancies or misassignments. There should be a teacher assigned to each class and not a series of substitutes or other temporary teachers. The teacher should have the proper credential to teach the class, including the certification required to teach English learners if present.

*Misassignment means the placement of a certificated employee in a teaching or services position for which the employee does not hold a legally recognized certificate or credential or the placement of a certificated employee in a teaching or services position that the employee is not otherwise authorized by statute to hold.*

*Teacher vacancy means a position to which a single designated certificated employee has not been assigned at the beginning of the year for an entire year or, if the position is for a one-semester course, a position to which a single designated certificated employee has not been assigned at the beginning of a semester for an entire semester.*

4. Pupils, including English Learners, who have not passed one or both parts of the high school exit examination by the end of the 12th grade are to be provided the opportunities to receive intensive instruction and services for up to two consecutive academic years after the completion of grade 12.
5. A complaint form may be obtained at the school office, district office, or downloaded from the school's Web site at [centerusd.org](http://centerusd.org). You may also download a copy of the California Department of Education complaint form from the following Web site: <http://www.cde.ca.gov/re/cp/uc>.

August 2013

Williams Complaints Form

**Education Code (EC) Section 35186** created a procedure for the filing of complaints concerning deficiencies related to instructional materials, conditions of facilities that are not maintained in a clean or safe manner or in good repair, and teacher vacancy or misassignment. The complaint and response are public documents as provided by statute. Complaints may be filed anonymously. However, if you wish to receive a response to your complaint, you must provide the following contact information.

Response requested: ☐ Yes ☐ No

Name (Optional): \_\_\_\_\_ Mailing Address (Optional): \_\_\_\_\_

Phone Number Day (Optional): \_\_\_\_\_ Evening (Optional): \_\_\_\_\_

Issue of complaint (please check all that apply):

1. Textbooks and Instructional Materials

- ☐ A pupil, including an English learner, does not have standards-aligned textbooks or instructional materials or state-adopted or district-adopted textbooks or other required instructional materials to use in class.
- ☐ A pupil does not have access to textbooks or instructional materials to use at home or after school. This does not require two sets of textbooks or instructional materials for each pupil.
- ☐ Textbooks or instructional materials are in poor or unusable condition, have missing pages, or are unreadable due to damage.
- ☐ A pupil was provided photocopied sheets from only a portion of a textbook or instructional materials to address a shortage of textbooks or instructional materials.

2. Facility Conditions

- ☐ A condition poses an urgent or emergency threat to the health or safety of students or staff, including: gas leaks, nonfunctioning heating, ventilation, fire sprinklers or air-conditioning systems, electrical power failure, major sewer line stoppage, major pest or vermin infestation, broken windows or exterior doors or gates that will not lock and that pose a security risk, abatement of hazardous materials previously undiscovered that pose an immediate threat to pupils or staff, structural damage creating a hazardous or uninhabitable condition, and any other emergency conditions the school district determines appropriate.
- ☐ A school restroom has not been maintained or cleaned regularly, is not fully operational and has not been stocked at all times with toilet paper, soap, and paper towels or functional hand dryers.
- ☐ The school has not kept all restrooms open during school hours when pupils are not in classes, and has not kept a sufficient number of restrooms open during school hours when pupils are in classes.

3. Teacher Vacancy or Misassignment

- ☐ Teacher vacancy - A semester begins and a teacher vacancy exists. (A teacher vacancy is a position to which a single designated certificated employee has not been assigned at the beginning of the year for an entire year or, if the position is for a one-semester course, a position to which a single designated certificated employee has not been assigned at the beginning of a semester for an entire semester.)
- ☐ Teacher misassignment - A teacher who lacks credentials or training to teach English learners is assigned to teach a class with more than 20 percent English learner pupils in the class.
- ☐ Teacher misassignment - A teacher is assigned to teach a class for which the teacher lacks subject matter competency.

4. High School Exit Examination (For school districts who receive intensive instruction funds)

- ☐ Pupils who have not passed the high school exit exam by the end of 12<sup>th</sup> grade were not provided the opportunity to receive intensive instruction and services pursuant to Education Code 37254 (d) (4) and (5) after the completion of grade 12.

Date of Problem: \_\_\_\_\_

Location of Problem (School Name, Address, and Room Number or Location): \_\_\_\_\_

Course or Grade Level and Teacher Name: \_\_\_\_\_

Please describe the issue of your complaint in detail. You may attach additional pages if necessary to fully describe the situation. \_\_\_\_\_

Please file this complaint at the following location:

David Grimes, Director of Personnel/Student Services 8408 Watt Avenue, Antelope, CA 95843

## Appendix J

### Center Joint Unified School District Discipline Policies

Grounds for Suspension or Expulsion; Legislative Intent: California Education Code 48900 and Center Unified School District Board Policy 5144 (a) allow the superintendent or site administrator to suspend or recommend for expulsion a student for any violation of the following rules while on school grounds, going to or coming from school, during the lunch period whether on or off the campus, or during, or while going to, or coming from a school sponsored activity. Suspension of up to 5 days or a recommendation for expulsion may occur when the conduct is of an extreme nature.

- 1       \*48900(a-1): Caused, Attempted, or Threatened Physical Injury (S)
- 2       \*48900(a-2): Use of Force or Violence (S)
- 3       \*48900(b): Weapons (S)
- 4       \*48900(c): Drugs or Alcohol, Possession/Use of (S)
- 5       \*48900(d): Drugs or Alcohol, Sale of (S)
- 6       \*48900(e): Robbery/Extortion (S)
- 7       \*48900(f): School Property Damage (S)
- 8       \*48900(g): Property Theft (S)
- 9       \*48900(h): Tobacco, Possession/Use(S)
- 10      \*48900(i): Language, Obscene/Profanity (S)
- 11      \*48900(j): Drugs, Paraphernalia (S)
- 12      \*48900(k): Disrupted School Activities / Defiance of Authority(S)
- 13      \*48900(l): Stolen Property, Possession of (S)
- 14      \*48900(m): Firearm, Imitation (S)
- 15      \*48900(n): Sexual Assault (S)
- 16      \*48900(o): Harassment, Witness (S)
- 17      \*48900(p): Soma, Selling of (S)
- 18      \*48900(q): Hazing (S)
- 19      \*48900(r): Bullying/Harassment (S)
- 20      \*48900(t): Aids or Abets Physical Injury(S)
- 21      \*48900.2: Sexual Harassment (S)(E)
- 22      \*48900.3: Hate Violence (S)(E)
- 23      \*48900.4: Harassment, threats, intimidation (S)(E)
- 24      \*48900.7(a): Terroristic threats against school officials or property (S)(E)
- 25      \*48900.7(b): Terroristic Threat (S)(E)
- 50      \*48915(a-1): Caused Serious Physical injury (S)(E)
- 51      \*48915(a-2): Possession of Knife or other Dangerous Object (S)(E)
- 52      \*48915(a-3): Possession of any Controlled Substance (S)(E)
- 53      \*48915(a-4): Robbery/Extortion (S)(E)
- 54      \*48915(a-5): Assault or Battery on a School Employee (S)(E)
- 55      \*48915(c-1): Firearm; Possessing, Selling or Furnishing (E)\*\*
- 56      \*48915(c-2): Brandishing a Knife (E)\*\*
- 57      \*48915(c-3): Sales of Controlled Substance (E)\*\*
- 58      \*48915(c-4a): Sexual Assault(E)\*\*
- 59      \*48915(c-4b): Sexual Battery (E)\*\*
- 60      \*48915(c-5): Possession of an Explosive (E)\*\*

## **Appendix K**

### **Center Joint Unified School District Previous Suspension/Expulsion Notification**

Dated: \_\_\_\_\_

To: \_\_\_\_\_  
Teacher's Name

From: \_\_\_\_\_

Re: \_\_\_\_\_  
Student Name

Pursuant to Legislative Bill AB 29 and ED Code 49079, this notice is to inform you that our office has received a copy of the above named student's cumulative file. The cumulative file includes previous suspension or expulsion information during the previous three school years.

You have a right to view this information. You may check out the cumulative file from the office at your convenience. Please sign this notice indicating that you have been made aware of the prior suspensions/expulsions and of your right to view the cumulative folder. Then, return the form to my office as soon as possible.

Signature: \_\_\_\_\_

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

## **Appendix L**

### **Hate Motivated Behavior**

As California's population becomes more diverse, it is important that school districts provide a safe and harmonious learning environment for all students. Pursuant to Education Code 201, schools have an affirmative obligation to combat racism, sexism, and other forms of bias, as well as a responsibility to provide equal educational opportunity. Developing policy to address hate-motivated behavior is one way districts can help teach students respect and understanding of diversity.\*\*\*

In its publication entitled "Hate-Motivated Behavior in Schools", the California Department of Education defines hate-motivated behavior as an act, or attempted act, motivated by hostility towards a victim's real or perceived ethnicity, national origin, immigrant status, gender, sexual orientation, religious belief, age, disability, or any other physical or cultural characteristic. Some hate-motivated behavior may also be a crime as defined in state or federal law. These crimes include, but are not limited to: bomb threats, cross burnings, destruction or defacement of property, and certain types of vandalism and assaults.\*\*\*

The following optional policy is for use by districts in the implementation of a prevention strategy for hate-motivated incidents and should be modified to reflect district practice. Elements of this policy should also be integrated into existing school plans, such as the school safety and staff development plan, as well as any policies developed by the district regarding Positive School Climate and Multicultural Education; see BP 5137 and BP 6141.6, respectively.\*\*\*

The Governing Board affirms the right of every student to be protected from hate-motivated behavior. It is the intent of the Board to promote harmonious relationships that enable students to gain a true understanding of the civil rights and social responsibilities of people in our society. Behavior or statements that degrade an individual on the basis of his/her race, ethnicity, culture, heritage, gender, sexual orientation, physical/mental attributes, religious beliefs or practices shall not be tolerated.

(cf. 0410 – Nondiscrimination in District Programs and Activities)

## **Appendix M**

### **Nondiscrimination/Harassment**

District programs and activities shall be free from discrimination, including harassment, with respect to a student's actual or perceived sex, gender, ethnic group identification, race, national origin, religion, color, physical or mental disability, age or sexual orientation.

The Governing Board shall ensure equal opportunities for all students in admission and access to the educational program, guidance and counseling programs, athletic programs, testing procedures, and other activities. School staff and volunteers shall carefully guard against segregation, bias and stereotyping in instruction, guidance and supervision. The district may provide male and female students with separate shower rooms and sexual health and HIV/AIDS prevention classes in order to protect student modesty.

The Board prohibits intimidation or harassment of any student by any employee, student or other person in the district. Staff shall be alert and immediately responsive to student conduct which may interfere with another student's ability to participate in or benefit from school services, activities or privileges.

Students who harass other students shall be subject to appropriate discipline, up to and including counseling, suspension and/or expulsion. An employee who permits or engages in harassment may be subject to disciplinary action, up to and including dismissal.

The Board hereby designates the following position as Coordinator for Nondiscrimination to handle complaints regarding discrimination and inquiries regarding the district's nondiscrimination policies:

Director of Personnel  
8408 Watt Avenue  
Antelope, California 95843  
(916) 338-6419

Any student who feels that he/she is being harassed should immediately contact the Coordinator for Nondiscrimination, the principal or any other staff member. Any student who observes an incident of harassment should report the harassment to a school employee, whether or not the victim files a complaint.

Employees who become aware of an act of harassment shall immediately report the incident to the Coordinator for Nondiscrimination. Upon receiving a complaint of discrimination or harassment, the Coordinator shall immediately investigate the complaint in accordance with site-level grievance procedures specified in AR 5145.7 - Sexual Harassment. Where the Coordinator finds that harassment has occurred, he/she shall take prompt, appropriate action to end the harassment and address its effects on the victim.

The Coordinator shall also advise the victim of any other remedies that may be available. The Coordinator shall file a report with the Superintendent or designee and refer the matter to law enforcement where required.

## Appendix N

### Student Dress Code

The CUSD Board of Trustees and McClellan staff believe proper dress and grooming is part of a positive educational experience. School should be a place of learning and preparation for a successful future. Students are expected to attend school in clean, neat clothing. At all times, student attire should be suitable for employment in the community.

While there is a certain amount of subjectivity in applying any dress code, it should be noted that the decisions of the administration shall be final in dress code matters.

All students shall abide by the following:

1. Shoes must be worn at all times. No bedroom slippers.
2. No pajamas.
3. Hats may be worn as long as they follow other dress code rules. Hoods, doo rags, or similar may not be worn anywhere on campus at anytime. Hats cannot be worn indoors.
4. Clothing, jewelry, and personal items (backpacks, fanny packs, gym bags, water bottles, etc.) shall be free of writing, pictures, or any other insignia which are crude, vulgar, profane, or sexually suggestive, which bear drug, alcohol, or tobacco advertising or references, which depict weapons, or which advocate violence or racial, ethnic, or religious prejudice. Images of characters violating school rules are also prohibited.
5. Clothes shall be sufficient to conceal undergarments at all times. Shirts must cover the entire torso, including the chest, back, and midriff. Students may not wear tops alone that may be too revealing, such as halter tops, off-the-shoulder or low-cut tops, tank tops, or muscle shirts. Skirts or shorts shorter than mid-thigh are prohibited. Pants shall be worn with the waistband above the buttocks.
6. Tattoos, brands, and other body marks need to be appropriate, following all dress code rules. Inappropriate tattoos would include those that contain profanity, gang references, or are considered to be outside the bounds of decency, safety and good taste. If a tattoo is deemed inappropriate by the administrator, the student will be required to cover the tattoo before entering school campus and keep it covered the entire day or else receive a dress code referral with the consequences below.
7. No gang symbols or references will be worn, written on student belongings and/or on the student's skin or hair, including marks shaved into eyebrows. The school board has given the school administration and staff the authority to request that any clothing or accessory that may have a gang connotation be removed or not worn.
8. Coaches and teachers may impose more stringent dress requirements to accommodate the special needs of certain sports and/or classes.

### Consequences:

**First Offense:** Parent contacted. Student sent home to change or parent can bring a change of clothes. Offense documented. Student given a "U" for every class missed.

**Second Offense:** Parent contacted. Student sent home to change or parent can bring a change of clothes. Offense documented. Student given a "U" for every class missed.

**Third and Each Additional Offense:** Student sent home, suspended for 1 day.

Students who are displaying gang attire and also displaying gang behavior will be suspended five (5) days, subject to an expulsion determination as per Education Code 48900 (i), (k-16).

AGENDA ITEM # XV-20

## *Center Joint Unified School District*

**AGENDA REQUEST FOR:**

**Dept./Site:** Wilson C. Riles Middle School

**Date:** March 2, 2017

**Action Item** X

**To:** Board of Trustees

**Information Item**     

**From:** Chris Borasi, Asst. Principal

**# Attached Pages** 93  

**Administrator's Initials:** OB

**SUBJECT: Approval for Safety Plan**

Riles Middle School has updated and revised their Safe School and Emergency Preparedness plan for the 2016-2017 school year. The plan outlines emergency response procedures, the schools ICS team and goals to create a safe school climate.

**RECOMMENDATION:** CJUSD Board of Trustees approves the 2016-2017 Safe School and Emergency Preparedness Plan.

AGENDA ITEM # XV-20

CONSENT AGENDA



**Wilson C. Riles Middle School**



**Safe School**

**And**

**Emergency Preparedness Plan**

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

**Revised January 2017**

## **EMERGENCY PREPAREDNESS PLAN**

The Emergency Response Plan has as its primary objectives:

1. To save lives and avoid injuries;
2. To safeguard school property and records;
3. To promote a fast, effective reaction to coping with emergencies;
4. To restore conditions back to normal with minimal confusion as promptly as possible.

Attaining these objectives will require clear activation procedures and responsibilities, identification of all tasks to be performed and by whom, an organized yet flexible response, and the dedication and cooperation of all.

It is vital to the continued functioning of the school, staff, and students that we are prepared to respond effectively in times of emergencies. Such preparations will also help us meet our obligations to our community.

This plan has been developed to be used in case of an emergency. All members of the faculty and other employees should:

1. familiarize themselves with this plan,
2. be prepared to activate it immediately, and
3. perform any duties to which they are assigned to make its activation effective.

Members of the faculty shall teach the Emergency Response Plan to the students. The members of each classroom shall be instructed in the evacuation plan so they can respond immediately upon receiving the necessary warning.

## Table of Contents

### **Part 1 Crisis Management**

Section 1	Incident Command System .....	4
Section 2	Staging Areas.....	11
Section 3	Lockdown Procedures .....	12
Section 4	Evacuation Procedures.....	15
Section 5	Student Release Procedures .....	17
Section 6	School Partnerships.....	19
Section 7	Resources .....	20
Section 8	Communications .....	22
Section 9	Crisis Phone Directory .....	23
Section 10	Letters Home .....	24
Section 11	Aftermath .....	25
Section 12	Training and Updating .....	26

### **Part 2 Crisis Readiness**

Section 1	Activity in the Vicinity.....	27
Section 2	After Hours Crisis Procedures .....	27
Section 3	Bomb Threat .....	28
Section 4	Bus Accident .....	33
Section 5	Chemicals/Biohazard/Gas Odor.....	34
Section 6	Death/Suicide.....	35
Section 7	Earthquake .....	36
Section 8	Fire/Explosion .....	38
Section 9	Flood.....	40
Section 10	Gas Odor .....	40
Section 11	Hostage Situation .....	41
Section 12	Hostile Visitor .....	43
Section 13	Kidnapping/Attempted Kidnapping .....	44
Section 14	Medical Emergency .....	45
Section 15	Missing Student.....	57
Section 16	Public Demonstration .....	58
Section 17	School Site as Mass Care and Welfare Shelter .....	59
Section 18	Severe Weather.....	61
Section 19	Shooting/Stabbing .....	62

### **Part 3 Site Action Plan**

Section 1	District and Site Mission Statements.....	63
Section 2	Description of School Climate .....	64
Section 3	School Climate Goals.....	65
Section 4	Description of Physical Environment.....	69
Section 5	Physical Environment Goals.....	71
Section 8	Signature Sheet.....	72

### **Part 4 Appendices**

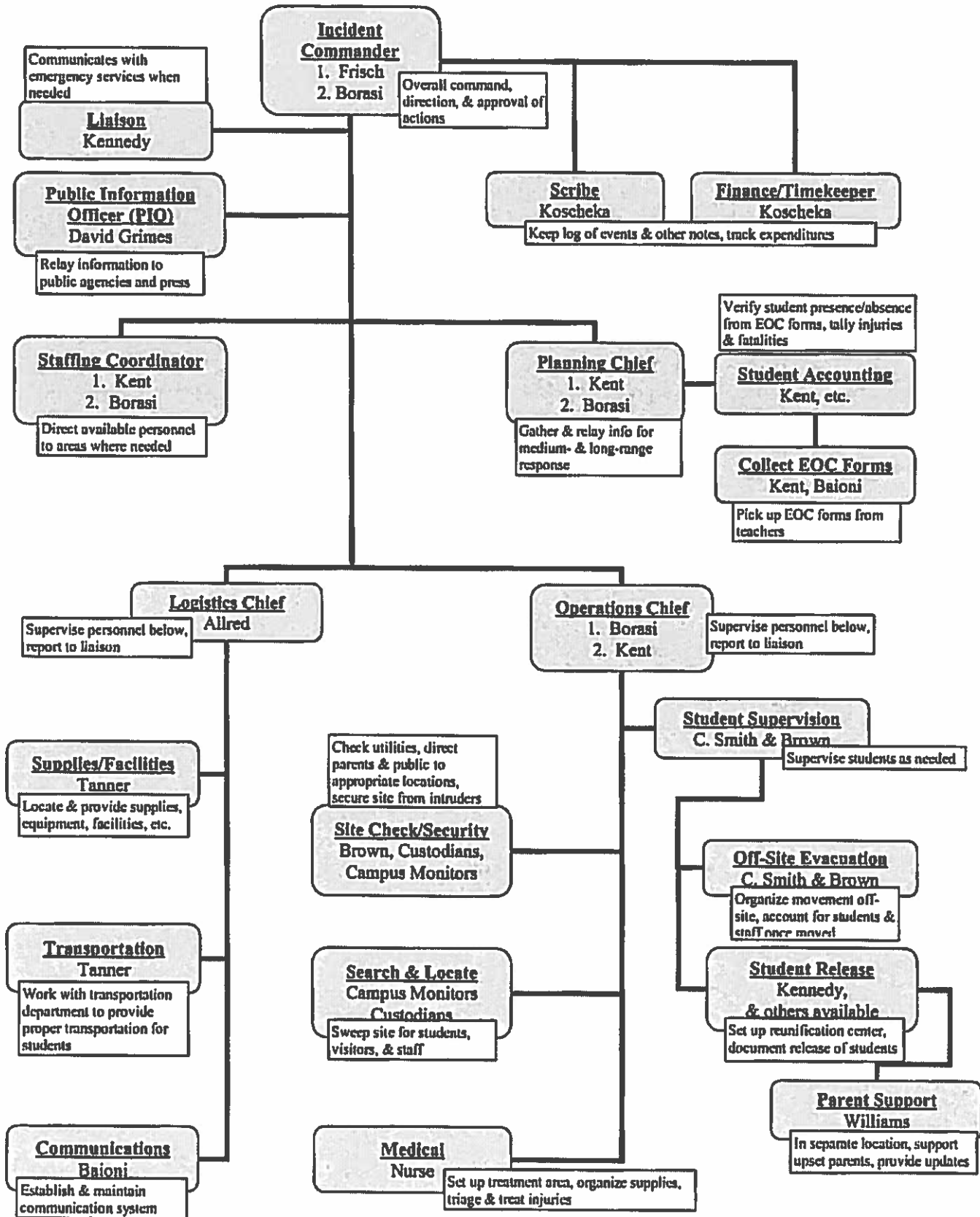
Appendix A	Staff's Classroom Telephone Numbers.....	73
Appendix B	Utility Shut-off Map.....	75
Appendix C	Classroom Evacuation Map .....	76
Appendix D	Off Site Evacuation Map .....	77
Appendix E	Emergency Operations Center (EOC) Form .....	79
Appendix F	Child Abuse Reporting Law .....	80
Appendix G	Child Abuse Reporting Form.....	85
Appendix H	Uniform Complaint Procedures .....	86
Appendix I	Suspendable Offenses .....	88
Appendix J	Procedures to Notify Teachers of Dangerous Pupils .....	89
Appendix K	Hate Crime .....	90
Appendix L	Nondiscrimination/Harassment.....	91
Appendix M	Site Dress Code, if includes "gang-related apparel".....	92

## **PART 1 CRISIS MANAGEMENT**

### **SECTION 1 INCIDENT COMMAND SYSTEM**

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

**Wilson C. Riles Middle School - Incident Command System**  
(All positions are fluid; personnel will be assigned as needed.)



### **Incident Command Descriptions**

(All team members with students in their charge will take roll, send in their EOC form, and ask another teacher to watch their students before reporting to their team leaders.)

### **Command Team**

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

- Assume Command
- Establish the Command Post
- Conduct briefings of the Command Staff
- Identify level of threat by assessing situation
- Set specific objectives and direct development of incident action plans
- Direct protective actions to stabilize the school
- Activate and oversee ICS functions
- Establish Unified Command with responding agencies
- Update EOC as situation evolves
- Approve information to send to the EOC for media briefings
- Set objectives for resumption of normal activities
- Maintain an activity log (scribe) and oversee action reports

**Scribe:** The scribe stays with the Incident Commander at all times. The scribe will maintain a written record of the incident including actions taken, actions reported to the Incident Commander, time, names, dates, etc.

### **Finance Chief**

- Report to Command Post if directed to do so; otherwise, provide finance duties as secondary duty
- Keep an envelope or box for all receipts and overtime cards
- Provide a cost-accounting update for the IC as requested
- Maintain an activity log (scribe) and write after-action report
- Check attendance for that day for both students and adults

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

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

**Planning Chief:** The Planning Chief will report directly to the Incident Commander and may stay with the Incident Commander throughout the crisis. This team will gather information to assist with medium/long-range planning related to the ongoing incident and school recovery issues. They will arrange for recovery/aftermath resources so that there is no gap between the end of the incident and necessary support/ services.

- Report to Command Post (immediately or upon handing off students)
- Collect EOC forms and develop a briefing on incident size and scope for IC Team.
- With Ops, gather incident information and updates from team leaders.
- Send and supervise runners, if needed, to gather incident information
- Share information needed for decision making with IC Team
- Prepare estimates of incident escalation or de-escalation for IC Team
- Report to Safety any conditions that may cause danger
- Maintain an activity log (scribe) and write after-action report

**Student Accounting:** Members of this team will collect the EOC forms and verify whether students marked missing are absent from school, in another location, or unaccounted for. They will also tally injuries and fatalities. The forms and information will go to the Planning Chief. Information about missing and injured students will go to the Operations Team, also.

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

### **Logistics Team:**

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

- Report to Command Post (immediately or upon handing off students)
- Participate in briefing sessions, helping to identify required resources and personnel or advising of their availability
- Provide equipment, supplies, personnel, busses/cars as required by Operations
- Establish and maintain communications (radios, bullhorns, etc.)
- Stage resources (or Team Leaders) so they are readily available
- Coordinate and re-assign staff to other teams as needed by Operations
- Maintain a visible chart of available resources as a reference for Ops and the IC Team
- Provide food and water as needed (and available) for staff and students
- Maintain an activity log (scribe) and write after-action report

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

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

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

### **Operations Team**

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

- Immediately report to Command Post
- Supervise and direct activities of all groups assigned to Operations through the Team Leaders
- Identify alternate staging areas as needed (to IC and Logistics)
- Identify alternate resource requirements (to IC and Logistics)
- Deploy resources
- Make changes as necessary to action plan based upon reports from group leaders and Planning Chief
- Update IC and IC Team with status reports
- Maintain an activity log (scribe) and write after-action report

***Site Check/Security Team:*** Members of this team will report to the Operations Chief and then, if it is safe, check on utilities, etc. The Site Check/Security Team will notify the utility companies of a break or suspected break in utilities. The team will then proceed to the entrances where public safety and/or parents may arrive and help direct people to the Command Post or Student Reunification Areas. If neighbors arrive, the team should direct them to help support Traffic Control.

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



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

***Medical Team:*** Members of this team will report directly to the Team Leader in a pre-determined First Aid Staging Area and organize first aid supplies. The medical area should provide privacy for the injured and easy access for cars used to transport people with major injuries.

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

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

***Student Supervision:*** This team supervises all students unless otherwise assigned. Other teachers who have designated responsibilities that take them away from their class will be reporting to the leader of the Student Supervision Team before they leave their class in his care. This team will be working closely with the Student Release Team to make sure that students do not leave until their parent or adult has signed them out from the release area.

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

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

***Not on Flow Chart:*** *(All team members responsible for these tasks or for designating these tasks to specific people.):*

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

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

## **SECTION 2 STAGING AREAS**

### **Indoor Command Post:**

1. Conference Room (#107) in Main Office
2. Nurse's Office (#114) in Main Office

### **Outdoor Command Post:**

1. Overhang area outside Husky Gym facing basketball courts
2. West Parking Area in front of 500 buildings

### **Triage Area: Quad**

### **On-Site Evacuation and Parent Reunification Areas:**

1. Basketball courts
2. Upper Field (Track/Football Field)

**Bus Staging Area: East Parking Area in front of Basketball courts**

**Media Staging Area: East Parking Area in front of Basketball courts**

### **Off-Site Evacuation Location:**

### **SECTION 3      LOCKDOWN PROCEDURES**

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

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

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

When a lockdown is announced, several steps should take place. Someone must be assigned to the dangerous situation or area to ensure students and staff do not enter the area. Immediate notification should be made to the 911, fully explaining what is known at that time. The bells must be held and instructions to ignore the fire alarm should be given.

When ordering a lockdown, the following announcements should be made and repeated several times:

**A) Classes in progress (not during lunch)**

"Teachers, please secure your students in your classrooms immediately. All students report directly to your classrooms and ignore any fire alarms."

**B) Class change in progress**

"Teachers and students, it is necessary to begin a lockdown of classrooms. All students report directly to your next assigned class and ignore any fire alarms."

**C) Lunch is in session**

Add the following to either announcement:

"Students in the cafeteria, follow the instructions of the staff in the cafeteria."

Unassigned teachers should ensure that students in hallways are placed in classrooms immediately. Staff members should check restrooms and other areas where students may be found. If students are found and are not close to their classroom, students should go into the closest occupied classroom. Then teachers should stay in a locked room and notify the office of their location.

During a lockdown, special attention should be given to the areas of the school where numerous students are gathered in an unsecured environment, such as the cafeteria, auditorium, or library. Arrangements should be made so that students in these areas can be moved to nearby locations that can be secured.

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

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

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

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

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

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

Once a lockdown has been started, wait for the sheriff department to arrive before arranging for evacuation of the school. This will allow for a more secure

environment during the evacuation and assist the sheriff if a tactical operation is necessary.

**Special areas of concern:**

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

## **SECTION 4      EVACUATION PROCEDURES**

### **General Evacuation**

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

### **Evacuation of School Grounds**

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

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

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

### **School Evacuation Instructions**

#### **Exit the Building**

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

#### **Teachers**

- Take class lists, red/green cards, and EOC Forms.
- Make special provisions to assist handicapped students.
- Exit the building through assigned exit or nearest unblocked exit.
- Lead the class out of the building to pre-designated area at least 500 feet from building. Area must be free from hazards such as overhead power lines, gas lines and motor vehicle traffic.
- Take roll and fill out EOC form accurately, noting missing/unaccounted for students by name. Form should be given to Safety Team member collecting them.
- Necessary first aid should be performed.

## Students

### In own class

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

### NOT in own class

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

### At recess / break

- During recess, students should go to their assembly area.
- Students should go to the assembly area of their 2<sup>nd</sup> period teacher.

## Staff Not Assigned To Classrooms

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

## Principal or Designee

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

## Evacuation of Students with Disabilities

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

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

## Exit Route

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



## **SECTION 5      STUDENT RELEASE PROCEDURES**

### **Early Dismissal**

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

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

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

Follow the "Release of Students to Parents" plan.

### **Release of Students to Parents**

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

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

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

## STUDENT RELEASE FORM

**STUDENT** \_\_\_\_\_

Date \_\_\_\_\_ Time \_\_\_\_\_

**PERSON CHECKING OUT STUDENT:**

Name \_\_\_\_\_

Address \_\_\_\_\_

Phone # \_\_\_\_\_

Relationship to student \_\_\_\_\_

Signature \_\_\_\_\_

**ID Verification** \_\_\_\_\_

**WHERE WILL YOU BE TAKING STUDENT?**

Student's Home \_\_\_\_\_ Other (address, phone #) \_\_\_\_\_

**Student location on campus** \_\_\_\_\_

**Student checked out of classroom (Staff Initial)** \_\_\_\_\_

**ID Verified before release from campus** \_\_\_\_\_

-----  
**STUDENTS UNACCOUNTED FOR**

Teacher's  
Name \_\_\_\_\_ Grade \_\_\_\_\_ Room \_\_\_\_\_

Students unaccounted for:

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

## **SECTION 6 SCHOOL PARTNERSHIPS**

### **Off Site Partnerships**

## SECTION 7 RESOURCES

STAFF	Phone #	Health Concerns	Special Skills
<b>TEACHING STAFF</b>			
Allred, Marie			
Andrews, Julie			
Anwar, Shahnaz			
Brown, Pete			
Cleverdon, Amber			
Cline, Sherry			
Cook, Karen			
Cornwell, Marsha-SCOE			
Cropper, Frank-SCOE			
Deason, Stu			
Hamilton, Grant			
Hixon, Erin			
Jordan, Mark			
Kennedy, Caryn			
Koulney, Rebecca			
Law, Jennifer			
Lunsford, Theresa			
Magnani, Kathy			
Michaels, Tiffany			
Morris, Vivian			
Myers, Dave			
Price, Karen			
Ray, Candie			
Slay, Jennifer			
Smith, Abe			
Smith, Clay			
Swift, Windigo			
Tanner, Susan			
Telles, John			
Topper, Jamie			
Verhagen, Annelies			
Wildman, Sarah			
Wise, Jeff			
<b>OFFICE STAFF</b>			
Frisch, Joyce - Principal			
Borasi, Chris- Assistant Principal			
Blackwell, Barbara-Attendance			
Comeaux, Nicole			
Goody, Lauren			
Gray, Ryan-School Psychologist			
Kent, Allison - Academic Coord.			
Koscheka, Michele - Secretary			
Munoz, CJ			
Williams, Cheryl - Counselor			
<b>CAMPUS MONITORS</b>			
Evans, Jeanne (Afternoon)			
Pina, Matt (Lead)			

<b>SUPPORT STAFF</b>
Ballon, Ron
Buchanan, Melinda-SCOE
Castro, Ruby-SCOE
Colburn, Lisa
Dualo-Warren, Erin
Torres, Ashleigh
Lal, Kris-SCOE
Linder, CeCe
Livingston, Barbara
Matsuno, Deanna
Misajon, Joanna
Vasilevich, Tatyana (ELD)
Wise, Sandy
<b>CAFETERIA/KITCHEN</b>
Brown, Ann
Chemitskiy, Luybov
Karakas, Tori (Lead)
Rosenbach, Akiko
Turnquist, Nancy
<b>CUSTODIANS</b>
Azevedo, Maria
Harvey, Holly (Lead)
Jacobo, Daniel
Pall-Kugel, Connie
<b>ERMHS</b>
Daubenmire, Tracy
Belding, Tim
Livingston, Barbara
Roenspie, Amy
Zelher, Alle
<b>PRE-SCHOOL</b>
Dominguez, Karina
Garland, Lestli
Wall-Butler, Thelma
<b>SPEECH</b>
Eastman, Eve
Noon Duty Aides
Abdelfattah, Ensaif
Blackwell, Samantha
Butler, Cora
Standifer, Georgia
Tolok, Lilya
Torres, Betty

## **SECTION 8      COMMUNICATIONS**

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

Communication between the custodial staff and the office staff will be by radio. One radio shall be assigned to each of the following people:

Principal  
Secretary  
Day Custodian  
Night Custodian  
Noon Duty Aide  
Resource Teacher  
Counselor  
Operations Chiefs  
Planning Chiefs  
Logistics Chiefs  
Incident Commanders

### Telephone Communication

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

## **SECTION 9      CRISIS PHONE DIRECTORY**

- Sheriff/Fire Department: 911
- Twin Rivers Police Department: (916) 566-2777
- Poison Control Center, UCD Medical Center:(916) 734-3692
- Citizens Utilities (Water): (916) 568-4200
- SMUD (Electricity): (916) 456-7683
- PG&E (Gas): (916) 743-5000
- Superintendent's Office: (916) 348-6409
- Maintenance, Operations, Transportation (MOT):
  - Craig Deason, Assistant Superintendent: (916) 338-6337
- Child Protective Services (CPS): (916) 875-5437
- Spinelli Elementary School: (916) 338-6490
- Dudley Elementary School: (916) 338-6470
- Oak Hill Elementary School: (916) 338-6460
- North Country Elementary School (916) 338-6480
- Wilson C. Riles Middle School: (916) 787-8100
- Center High School: (916) 338-6420
- Antelope View Charter School: (916) 339-4690
- Global Youth Charter School: (916) 339-4680
- McClellan High School: (916) 338-6445

## **SECTION 10    LETTERS HOME**

**Dear Parents:**

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

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

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

We would like to remind you to go over the following information with your children:

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



## **SECTION 11     AFTERMATH**

### **Counseling**

The need for a proactive counseling program cannot be overlooked.

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

## **SECTION 12      TRAINING AND UPDATING**

### **Drills**

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

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

### **Training**

All trainings are annual, unless otherwise indicated. The staff will participate in the following trainings:

- Bloodborne Pathogens (15 min video + quiz)- Fall 2016
- Mandated Child Abuse Reporter Training
  - Classified and Certificated completed online training- Fall 2016
- Triage Training – (every other year) (18 min video + exercise)
- Lockdown video (29 min video)
  - Classified & Certificated
- CPR Training – TBA
- Preventing School Arson (every other year) Spring 2017 (7 min video)
  - Classified & Certificated
- NIMS video – (every other year) (34 min video) Spring 2017
  - Classified & Certificated

\* The Power Point Presentations on the Schools Insurance Authority website can be used in lieu of their videos. In either case, sign in sheets must be used.

## **PART 2 CRISIS READINESS**

### **SECTION 1 ACTIVITY IN THE VICINITY**

Upon notification of a dangerous situation near the school, several steps should be taken to protect the school population from the incident.

- Obtain as much information about the incident as you can. The Sacramento County Sheriff's Communication Center will be able to provide an overview of the incident. Call (916)874-5115.
- Convene a meeting of the Incident Command Team and discuss the situation and/or recommendations from the sheriff or fire department.
- Bring classes being conducted in trailers into the school.
- Secure the school building, if necessary.
- Coordinate with team members and faculty to ensure all doors are secured and post lookouts inside the school who can alert you to approaching danger.
- Notify the District's Central Office.
- Assign sheriff and fire liaison member of Incident Command Team to monitor situation and provide updates as needed.
- Prepare for possible lockdown or evacuation depending on the situations. Follow sheriff or fire guidance.
- If sheriff or fire have not resolved the situation by dismissal time, plans will need to be made to alter or delay dismissal of students and transportation should be contacted with information.
- Informational letter for parents should be developed in conjunction with district office and sheriff or fire officials.

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

Store an emergency bag, with a copy of the Crisis Readiness portion of the safety plan, in a visible location in the school areas that are accessed by clubs and groups after regular school hours.

A one-page "After Hours Crisis Procedures" document has been provided with the "Facilities Use Agreement." This document refers the group leader to the Crisis Readiness portion of the safety plan for detailed crisis response procedures.

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

## **SECTION 3      BOMB THREAT**

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

### **Bomb Threat Procedures**

#### **I. Office Personnel**

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

#### **II. Administration**

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

- a. Notify teachers to evacuate their rooms by announcing the bomb threat. All students should be at least 500 ft. away from the building.
- b. Wait for the sheriff's unit to arrive. Assist the officers as needed.
- c. Provide a designated employee(s) to assist law enforcement in search of suspicious objects on school grounds.

- d. Administrator must determine if students will need to evacuate the school grounds if no suspicious item is found.
- e. Maintenance, Operations, & Transportation will be called to provide busses for students, if necessary.

### **III. Teachers**

- a. Upon receiving the notice to evacuate, have your students assemble outside your classroom in an orderly manner and wait for you.
- b. Students should take their backpacks with them.
- c. Check your room before you leave for anything out of the ordinary. Take a 360-degree sweep from eye level to floor and if you see anything suspicious, report it to an administrator.
- d. Keep your group together and walk with them to the field. Take your roll sheet and emergency information and call roll when you get there. Get your group together in an orderly manner and stay with them. You will probably be there for awhile, so take your time with these tasks and make sure students obey you perfectly.
- e. When you hear the all clear signal (announcement over the intercom or on the bullhorn) return to your classroom in an orderly manner.

### **IV. Custodians, Cooks, and other Classified Employees**

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

## BOMB THREAT FORM

### RECEIVING A BOMB THREAT

#### INSTRUCTIONS:

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

Exact time of call: \_\_\_\_\_

Exact words of caller:

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#### Questions to Ask

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

#### Caller's Voice (Circle):

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

#### Voice Description (Circle):

Male	Female	
Calm	Nervous	
Young	Old	Middle-Aged
Rough	Refined	

Accent: Yes      No      Describe \_\_\_\_\_

Speech Impediment: Yes      No      Describe \_\_\_\_\_

Unusual Phrases \_\_\_\_\_

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

Background Noises (Circle):

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

Additional Information:

- A. Did the caller indicate knowledge of the facility? If so, how? In what ways?\_\_\_\_\_
- B. What line did the call come in on?\_\_\_\_\_
- C. Is the number listed? Private number? Whose?  
\_\_\_\_\_  
\_\_\_\_\_
- D. Person Receiving Call\_\_\_\_\_
- E. Telephone number the call was received at\_\_\_\_\_
- F. Date\_\_\_\_\_
- G. Report call immediately to:\_\_\_\_\_
- (Refer to bomb incident plan)

Signature\_\_\_\_\_ Date\_\_\_\_\_

## THREATENING PHONE CALL FORM

Time call was received \_\_\_\_\_ Time caller hung up \_\_\_\_\_

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

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

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

Person receiving the call

Department \_\_\_\_\_  
Dept Phone No. \_\_\_\_\_  
Home Address \_\_\_\_\_  
Date: \_\_\_\_\_

Person monitoring the call

Department \_\_\_\_\_  
Dept. Phone No. \_\_\_\_\_  
Home Address \_\_\_\_\_



## **SECTION 4      BUS ACCIDENT**

### **Field Trip Preparedness for Staff Members**

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

## **SECTION 5      CHEMICALS/BIOHAZARD/GAS ODOR**

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

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

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

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

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

## **SECTION 6      DEATH/SUICIDE**

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

**Principal or designee shall:**

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

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

## **SECTION 7      EARTHQUAKE**

### **During the Quake**

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

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

### **After the Quake**

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

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

### **Re-entry of Building**

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

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

## **SECTION 8 FIRE/EXPLOSION**

### Fire

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

### Computer Labs

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

### Lunchrooms and Kitchens

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

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

### Fire Drill Procedures

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

1. When the signal is sounded, the teaching staff will proceed to the evacuation assembly area (blacktop/field) with their classes. Staff not assigned a regular class of children will report to the same area to render any needed assistance to teachers.
2. Once each month, all teachers will instruct their classes in the correct procedures and behaviors to utilize during fire drills.
3. Once each month, a fire drill will be conducted by the school staff.

4. Students stand facing away from the building in silent lines.
5. Supervising staff will take roll. The whereabouts of all students should be known.
6. Any student in attendance at school but not with class or in a special class should be reported immediately to the Student Supervision Leader.

#### Silent Fire Drill / Neighborhood Disaster Plan

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

#### Fire Extinguishers

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

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

#### Fire Extinguisher Inspections

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

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

## **SECTION 9 FLOOD**

### When there is a flood at the school site

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

### After the danger is over

Beware of contaminated food, water, broken gas lines, and wet electrical equipment. Resume classes only after a qualified person has done a building assessment (see returning to building under earthquake.)

### Minor Flooding

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

## **SECTION 10 GAS ODOR**

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

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

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



## **SECTION 11     HOSTAGE SITUATION**

### **Intruder or Hostage Situation**

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

The procedures for the following situations are as follows:

### **Terrorist or Intruder Enters the Classroom**

1. The teacher will try to make contact with the office via intercom phone.
2. If the teacher cannot get to the communication system, he/she should attempt to send a note out the door with a student. Do not take a chance if there is any doubt that the child will be seen exiting. If one is able to leave, he/she should crawl past any windows so as not to be seen.
3. Any teacher receiving the note from a student or other adult should immediately lock all doors, inform the office, and close the blinds.
4. If there is another teacher, adult, or student who can safely make a call, call the office at {insert phone number} or the administrator at {insert phone number}. The office's number should be visibly posted near phone.
5. Immediately brief the students to sit down and be quiet if you are faced with an intruder.
6. Try to obey all commands of the terrorist/intruder.
7. The office personnel upon receiving a "help" signal will verbally call for a lock down over the intercom. Teachers will immediately lock all outside doors including workroom doors and close the blinds. Students should assume the duck and cover position under their desks.
8. Office will immediately dial 911.
9. No one will evacuate the building unless instructed to do so by the principal or uniformed police officer.
10. Remain in your room until an "all clear" signal is given.
11. Any student finding himself or herself en route to a classroom from the bathroom, office, library, or another classroom needs to go to the nearest classroom or building. If the door is locked, he/she is to knock and loudly announce one's self.

### **Terrorist or Intruder Enters the Office**

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

### Terrorist or Intruder Appears on Campus During Recess

1. The teacher on yard duty who first notices an armed individual (gun, knife, or other dangerous weapon) on campus will signal other adults on the playground with four short blasts on a whistle. An adult will send a student to the closest classroom door to enter and ask the teacher inside to inform the office immediately.
2. The office will announce the intruder alert. All students and teachers in classrooms will react accordingly by assuming the duck and cover position.
3. Students on the playground hearing four short whistle blasts or hearing the Duck and Cover signal will look for the nearest teacher and follow instructions. Students need to be aware that four short whistle blasts designate a problem. If the intruder has a weapon but is not firing, teachers should exit students as quickly as possible via one of the escape routes in that particular duty area.
4. Teachers will go in the opposite direction of the intruder.
5. If an intruder arrives on the playground and starts firing shots, students and teachers should drop to the ground.
6. Teachers will need to keep an eye on the intruder at all times to determine what to do next. This type of a situation is unpredictable and unfortunately cannot be covered with pre-determined procedures. The main concern is to get as many students as possible off the playground and into a safe building.

## **SECTION 12     HOSTILE VISITOR**

### Domestic or Civil Disturbance

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

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

1. All teachers are to be at their lines directly after the final recess bell.
2. Teachers are expected to attend assemblies and sit with their classes.
3. Teachers and administrators are available if the need for control should arise before and after school.
4. The administration is aware of substitutes in the building and teachers in adjoining classrooms are available to assist substitutes in controlling students if the need should arise. Each substitute is provided with lesson plans by the teacher who is absent, whether by direct communication, previously prepared plans, or emergency plans on file in the office.
5. Teachers are asked to report the presence of any outsider they see to the administration.

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

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

### Procedure to Deal with Civil Disturbances

#### **Violent Person:**

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

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

**Mob:**

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

**Unidentified Person(s) Taking Control:**

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

## **SECTION 13 KIDNAPPING/ATTEMPTED KIDNAPPING**

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

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

## **SECTION 14      MEDICAL EMERGENCY**

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

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

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

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

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

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

### **First Aid Stations**

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

### **Rescue**

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

With a serious or critical injury, do the following:

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

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

1. Administer first aid.

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

With critical illness or injury, do the following:

1. Administer first aid to the extent possible.
2. Call 9-1-1 if the situation is life threatening or if the child is in need of immediate medical intervention.
3. Notify parents for their action and information.
4. Keep a record of time of injury, what first aid was administered and at what time.
5. Notify the superintendent's office.
6. Complete appropriate injury, illness, or insurance report promptly.
7. Keep a record of which students were sent to the hospital.

#### FIRST AID INSTRUCTIONS

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

#### Abdominal Pain

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

#### Artificial Respiration

1. Steps for mouth-to-mouth artificial respiration:
  - Clear airway
  - Tilt head back (unless possible neck injury - use jaw thrust)
  - Pinch nostrils
  - Seal mouth and blow

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

### Bleeding

1. Apply direct pressure on the wound.
2. Elevate the wounded area if an arm or leg is bleeding.
3. Apply pressure on the supplying artery of the arm or leg if steps 1 and 2 do not stop bleeding.
4. Only as a last resort (if they will die without this), apply a tourniquet to stop the bleeding. Once applied, a tourniquet must be loosened or removed only by a doctor.

\*Internal bleeding – Treat for shock

### Bone Injuries

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

- Elevate joint
- Apply cold packs during first half hour
- Treat the same as closed fractures
- X-ray may be necessary

### Breathing - Unconscious Person

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

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

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

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

### Rescue Breathing:

1. Giving mouth-to-mouth rescue breathing to an adult:
  - a. Put your hand on the victim's forehead, pinching the nose shut with your fingers. Your other hand is lifting the victim's chin to maintain an open airway.
  - b. Place your mouth over the victim's, making a tight seal.
  - c. Breathe slowly and gently into the victim until you see the chest rise. Give 2 breaths, each lasting about 1½ seconds. Pause between breaths to let the airflow out. Watch the victim's chest rise each time you give a breath to make sure air is going in.
  - d. Check for a pulse after giving these 2 initial, slow breaths. If you feel a pulse but the victim is still not breathing, give one breath about every 5 seconds. After 10 to 12 breaths, re-check pulse to make sure the heart is still beating.
  - e. Repeat the cycle every 5 seconds, 10-12 breaths per minute, rechecking the pulse after each cycle. Continue rescue breathing until one of the following happens:
    - i. The victim begins to breathe without your help



- ii. The victim has no pulse (begin CPR).
  - iii. Another trained rescuer takes over for you.
  - iv. You are too tired to go on.
- 2. Giving mouth-to-mouth rescue breathing to infants and small children:
  - a. A small child's head should be tilted back gently to avoid injury. With head tilted back, pinch the nose shut. Lift the chin and check for breathing as you would for an adult. Give 2 slow breaths until the chest rises.
  - b. Check for a pulse.
  - c. Give 1 slow breath about every 3 seconds. Do this for approximately 1 minute, or 20 breaths.
  - d. Recheck the pulse and for breathing.
  - e. Call 911 if you have not already done so. Continue rescue breathing as long as a pulse is present and the child is not breathing.
  - f. Continue rescue breathing until one of the following occurs:
    - i. The child begins to breathe on his/her own.
    - ii. The child has no pulse (begin CPR).
    - iii. Another trained rescuer takes over for you.
    - iv. You are too tired to go on.

## Burns

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

### Choking (Heimlich Maneuver)

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

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

If the victim is on his back:

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

### Convulsions or Seizures

#### 1. Symptoms

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

These seizures are seldom dangerous, but they are frightening.

#### 2. Causes

- Head injuries
- Severe infections
- Epilepsy

#### 3. Treatment

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

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

### Diabetics

Diabetics may lose consciousness when they have too little or too much insulin. Unless you are thoroughly familiar with his treatment, it is better to seek medical

help rather than to attempt first aid. These people often wear some type of medical identification.

#### Dog/Animal Bites

1. It is extremely important that the dog/animal be identified if the person bitten is to avoid rabies shots. Secure the animal, if possible without danger to yourself, with a leash, rope or in an enclosed area. If the animal cannot be contained, attempt to remember as much as possible about the animal's description so that animal control can make a thorough search of the area.
2. Attend to the wound by washing the area with water and soap for five minutes and bandage if possible. Inform parents and refer to the family physician.
3. Notify animal control center. Give description of the animal and name and address of the victim.
4. Complete the Report of Student Accident Form.
5. Notify school nurse so that information can be recorded in the pupil's health folder.

#### Ears

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

#### Electric Shock

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

#### Eyes

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

#### Fainting

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

#### Fracture

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

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

1. Keep the injured person calm

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

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

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

#### Frostbite

1. The frostbitten area will be slightly reddened with a tingling sensation of pain. The skin becomes grayish-yellow, glossy and feels numb. Blisters eventually appear.
2. Re-warm the area by quickly submerging it in warm water (start with 98 degrees and gradually warm to 102-103 degrees). Don't rub the area nor break the blisters.

#### Head Injury

1. Symptoms
  - May or may not be unconscious
  - Unconsciousness may be delayed one-half hour or more
  - Bleeding from mouth, nose or ear
  - Paralysis of one or more extremities
  - Difference in size of pupils of the eyes
2. First Aid for Head Injuries:
  - No stimulants or fluids
  - Don't raise his feet; keep the victim FLAT
  - Observe carefully for stopped breathing or blocked airway
  - Get medical help immediately
  - When transported, gently lay flat
  - Position head to side so secretions may drool from corner of mouth
  - Loosen clothing at neck

#### Heart Attack

A heart attack may be identified by severe chest pains, shortness of breath, paleness and perspiration. Extreme exhaustion may also accompany the attack.

The patient may breathe easier if he is propped up. Mouth-to-mouth resuscitation may be needed. Medical help with oxygen may be required.

### Nosebleeds

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

### Pandemic Flu Plan

#### Seasonal Flu:

- Caused by influenza viruses that are closely related to viruses that have previously circulated; most people will have some immunity to it.
- Symptoms include fever, cough, runny nose and muscle pain.
- Complications such as pneumonia are most common in the very young and very old and may result in death.
- Vaccine is produced each season to protect people from the three influenza strains predicted to be most likely to cause illness.

#### Mild to Moderate Pandemic:

- Caused by new influenza virus that has not previously circulated and can be easily spread.
- It is likely most people will have no immunity to the new virus; it will likely cause illness in high numbers of people and more severe illness and deaths than seasonal influenza.
- Symptoms are similar to seasonal flu, but may be more severe and have more serious complications.
- Healthy adults may be at increased risk for serious complications.

#### Severe Pandemic:

- A severe strain causes more severe illness, results in a greater loss of life and has a greater impact on society.
- Workplace absenteeism could reach up to 40% due to people being ill themselves or caring for family members.

#### Measures to limit the spread of flu:

- Promote hand-washing/use of antibacterial wipes, cough hygiene via modeling by school staff.
- Cover nose and mouth with a tissue or upper arm if a tissue is not available
- Dispose of used tissue in a waste basket and wash hands after coughing, sneezing or blowing nose.
- Use warm water and soap or alcohol-based sanitizers to clean hands.
- Wash hands before eating or touching eyes, nose or mouth.

Encourage vaccination of staff and students for whom the flu vaccine is recommended.

Persons developing symptoms at school should be sent home as soon as possible and instructed not to return until well.

#### **Social distancing:**

In a pandemic, the risk of getting the flu is greatest when one has close contact with an infected person. Social distancing measures may include standing three feet apart when communicating, canceling outdoor recess, and monitoring hand washing after bathroom use and after sneezing/coughing/blowing nose. Wipe phones with antibacterial wipes after each use. Limit use of headphones, keyboards and any other shared items in the classroom – wipe with antibacterial wipes after each use.

Use a bacterial spray (such as Lysol) in the classroom twice daily.

Open windows if weather permits while room is occupied or when students leave the room for lunch. Consider possible school closure for a short amount of time early in the course of a community outbreak.

Consult [www.pandemicflu.gov](http://www.pandemicflu.gov) for new and updated information.

#### **Poisoning**

1. In all oral poisoning, give liquids to dilute the poison.
2. Procedures for handling specific oral poisoning cases should be reviewed by teachers of classes in areas where poisoning may take place.

#### **Puncture Wounds (knife and gunshot)**

A puncture wound may be caused by a pointed object such as a nail, piece of glass, or knife that pierces the skin. Gunshot wounds are also considered to be puncture wounds. Generally, puncture wounds do not bleed a lot and are therefore susceptible to infection. Severe bleeding can result if the penetrating object damages internal organs or major blood vessels.

If an object is impaled in a wound, DO NOT REMOVE IT.

- Place several dressings around the object to keep it from moving.
- Bandage the dressings in place around the wound.
- Call 911 and contact parents.

A puncture wound to the chest can range from minor to life threatening. A sucking chest wound is one in which the rib cage has been penetrated and you can hear a sucking sound every time the victim takes a breath.

- Without proper care, the victim's condition will quickly worsen.
- Cover the wound with a dressing that does not allow air to pass through it.
- A plastic bag, latex glove, or plastic wrap taped over the wound will help keep air circulating through the lungs.
- Give additional care as needed. Watch for shock.
- Call 911 and contact parents.

#### **Seizure**

An alarming sight, a person experiencing a seizure may exhibit limbs jerking violently, eyes that roll upward, and breath that becomes heavy with dribbling or

even frothing at the mouth. Breathing may stop in some seizures, or the victim may bite his or her tongue so severely that it blocks the airway. Do not attempt to force anything into the victim's mouth. You may cause injury to the victim or yourself.

1. During a seizure:
  - a. There is little you can do to stop a seizure.
  - b. Call for help.
  - c. Let the seizure run its course.
  - d. Help the victim to lie down and keep from falling to avoid injury.
  - e. Do not use force.
  - f. Loosen restrictive clothing.
  - g. Do not try to restrain a seizure victim.
  - h. Cushion the victim's head using folded clothing or a small pillow.
  - i. If a seizure lasts 10 minutes in a known epileptic, or 5 minutes in a person with no seizure history, call 911.
2. After a seizure:
  - a. Check to see if the victim is breathing. If not, immediately begin rescue breathing.
  - b. Check to see if the victim is wearing a MEDIC ALERT or similar bracelet. It describes emergency medical requirements.
  - c. Check to see if the victim has any burns around the mouth. This would indicate poison.
3. The victim of a seizure may be conscious but confused and not talking when the intense movement stops. Stay with the victim and be certain that breathing continues. When the victim is able to move, get medical attention.

After the seizure is over, the pupil can be taken to the office to lie down until the dazed phase is over and parents are notified. The student should be attended to continuously until fully recovered.

Very rarely a condition called "status epilepticus" occurs in which one seizure follows another for a long period of time. This is a medical emergency; call 911.

### Shock

1. Shock is likely to develop in any serious injury or illness. Shock may be serious enough to cause death even though the injury itself may not be fatal. Four important symptoms of shock are:
  - Pale, cold, moist skin
  - Weak and/or rapid pulse
  - Rapid breathing
  - Altered consciousness
2. The symptoms of shock may appear immediately or may be delayed for an hour or more. Give shock care to all seriously injured persons:
  - Have the victim lie down.
  - Control any external bleeding.
  - Help the victim maintain body temperature, cover to avoid chilling.

- Reassure the victim.
- Elevate legs about 12 inches unless you suspect head, neck, or back injuries or broken bones involving hips or legs.
- Do not provide anything to eat or drink.
- Call 911.
- Call parents.

### Sunstroke

1. A person with sunstroke will have nausea, weakness, headache, cramps, pounding pulse, high blood pressure and high temperatures (up to 106 degrees.) The armpits are dry; skin flushed initially but later turns ashen or purplish. Delirium or coma is common.
2. Medical help is crucial. While waiting for medical aid, reduce temperature with a cold bath, sponging with alcohol or water, until the temperature is down. Hospitalization should be immediate.

### Wounds

An abrasion is a wound caused by scraping off the outer layer of skin. An abrasion is usually superficial with little bleeding but infection can occur unless the wound is cleaned with soap and water. Wash away from the wound.

An incision is a cut caused by a sharp object such as a knife, razor blade, or piece of glass. Bleeding is a serious problem. Medical help is often necessary in case the wound must be sewn.

A laceration is a tear or jagged, irregular wound caused by a hard object such as a rock, machine tool, bicycle or automobile. Animal bites are also lacerations. Surrounding tissue is damaged and bleeding may be profuse. A minor laceration can be cleaned with soap and water, but if the bleeding is severe, a pressure dressing may be needed. If the laceration is caused by an animal, medical help is required for testing and treatment of the animal.

A puncture wound is caused by deep penetration of a sharp object such as a pencil, nail, ice pick, bullet, spear or arrow. There may be little surface bleeding, but severe internal bleeding can result. A puncture wound is difficult to cleanse and may require a tetanus shot to guard against infection.



## **SECTION 15 MISSING STUDENT**

Maintaining strict visitor control procedures and enforcing the requirement for employees to wear identification badges will help control unwanted and dangerous access to the school. Penal Code section 626 will help control access by outsiders to the school.

### Access into Building

- All doors are to be locked during the school day, with the exception of the main entrance.
- Signs must be posted on all doors directing visitors to report to the main office.

### Student Accountability

- Elementary and middle school students shall not be left alone unsupervised anywhere in the building or on school grounds during the school day.

### Photo Identification Badges

- All personnel who work in or regularly visit schools in the course of business are required to wear an assigned identification badge. This regulation includes full and part-time staff, food services personnel, and bus drivers/attendants.
- Badges must be worn in a manner that makes them readily visible.

### Visitor Badges and Log

- Schools must issue numbered visitor badges that include the name of the school and the current school year.
- School staff must be aware of visitor badge procedures and their responsibility in reporting violations.

In a missing child incident, assign a member of the Incident Command Team to organize a search of the school. Call 911. Record the name and contact number of person reporting the child missing. If the case involves abduction, begin gathering witness information for the sheriff. Confirm child attended school that day. Assign staff member to begin checking last known location of the child.

1. Begin gathering information on the child, including:
  - Description, including height, weight, skin color, eye color, clothing, backpack, etc.
  - Obtain photo, if available.
  - Home address, phone number, parents' contact numbers
  - Class schedule, special activities
  - Bus or walking route information
2. Contact custodial parents.
3. Convene crisis management team.
4. Begin recording events.
5. If incident is happening during the school day, consider holding the bells until the matter is either resolved or school has been completely searched for the student.

6. Notify the Center Unified District Office.
7. Obtain information on possible witnesses, friends, and last person to see student.
8. If incident occurred while student was on the way home, contact bus driver, safety patrol, crossing guard.
9. Double check circumstances. Could child have ridden the wrong bus or walked home? Did someone pick-up the child? Is the child at another activity?
10. Assist the sheriff's department with investigation.
11. Arrange for counseling of students as needed.

At any point during these steps, if the child is found, inform everyone who has been notified of the incident that the child is no longer missing.

## **SECTION 16 PUBLIC DEMONSTRATION**

Most groups will give advance warning of a planned protest. When the warning comes:

- Identify a spokesperson for the group.
- Obtain information on when, why, how many.
- Contact the Center Unified District Office. The District Office should contact the sheriff and advise them of the situation.
- Notify faculty of the planned demonstration.
- Develop an information letter to parents.
- Continually work with the Office of Community Relations on any statements or contact with the demonstrating group.
- If demonstration occurs, curtail class changes to limit confusion.
- Do not allow students to be interviewed by media or join in demonstration.
- Assign CMT members to act as liaison with police, media, and the demonstrating group.
- Direct one staff member to handle all incoming calls.
- Prepare to establish areas where demonstrators can set up without affecting the operation of the school.
- Notify transportation of demonstration and any possible impact buses may encounter arriving at or departing from the school.

## **SECTION 17 SCHOOL SITE AS MASS CARE AND WELFARE SHELTER**

The American National Red Cross ("Red Cross"), a not-for-profit corporation chartered by the United States Congress, provides services to individuals, families and communities when disaster strikes. The disaster relief activities of the Red Cross are made possible by the American public, as the organization is supported by private donations and facility owners who permit their buildings to be used as a temporary refuge for disaster victims.

The governing board of any school district shall grant the use of school buildings, grounds and equipment to public agencies, including the American Red Cross, for mass care and welfare shelters during disasters or other emergencies affecting the public health and welfare.

1. Use of Facility: Upon request and if feasible, the Center Joint Unified School District (CJUSD) will permit the Red Cross to use the Facility on a temporary basis as an emergency public shelter.

2. Shelter Management: The Red Cross will have primary responsibility for the operation of the shelter and will designate a Red Cross official, the Shelter Manager, to manage the sheltering activities. CJUSD will designate a Facility Coordinator to coordinate with the Shelter Manager regarding the use of the Facility by the Red Cross.

3. Condition of Facility: The Facility Coordinator and Shelter Manager (or designee) will jointly conduct a pre-occupancy survey of the Facility before it is turned over to the Red Cross. They will record any existing damage or conditions. The Facility Coordinator will identify and secure all equipment that the Red Cross should not use while sheltering in the Facility. The Red Cross will exercise reasonable care while using the Facility as a shelter and will make no modifications to the Facility without the express written approval of CJUSD.

4. Food Services: Upon request by the Red Cross, and if such resources exist and are available, CJUSD will make the food service resources of the Facility, including food, supplies, equipment and food service workers, available to feed the shelter occupants. The Facility Coordinator will designate a Food Service Manager to coordinate the provision of meals at the direction of and in cooperation with the Shelter Manager. The Food Service Manager will establish a feeding schedule, determine food service inventory and needs, and supervise meal planning and preparation. The Food Service Manager and Shelter Manager will jointly conduct a pre-occupancy inventory of the food and food service supplies in the Facility before it is turned over to the Red Cross.

5. Custodial Services: Upon request by the Red Cross and if such resources exist and are available, CJUSD will make its custodial resources, including supplies and custodial workers, available to provide cleaning and sanitation services at the shelter. The Facility Coordinator will designate a Facility Custodian to coordinate

the provision of cleaning and sanitation services at the direction of and in cooperation with the Shelter Manager.

6. Security: In coordination with the Facility Coordinator; the Shelter Manager, as he or she deems necessary and appropriate, will coordinate with law enforcement regarding any public safety issues at the Shelter.

7. Signage and Publicity: The Red Cross may post signs identifying the shelter as a Red Cross shelter in locations approved by the Facility Coordinator and will remove such signs when the shelter is closed. CJUSD will not issue press releases or other publicity concerning the shelter without the express written consent of the Shelter Manager. CJUSD will refer all media questions about the shelter to the Shelter Manager.

8. Closing the Shelter: The Red Cross will notify the CJUSD or Facility Coordinator of the closing date for the shelter. Before the Red Cross vacates the Facility, the Shelter Manager and Facility Coordinator will jointly conduct a post-occupancy survey to record any damage or conditions. The Shelter Manager and Facility Coordinator or Food Service Manager will conduct a post-occupancy inventory of the food and supplies used during the shelter operation.

9. Reimbursement: The Red Cross will reimburse the Owner for the following:

- a. *Damage to the Facility or other property of Owner, reasonable wear and tear excepted, resulting from the operations of the Red Cross. The Red Cross is not responsible for storm damage or other damage caused by the disaster.*
- b. *Reasonable costs associated with custodial and food service personnel which would not have been incurred but for the Red Cross's use of the Facility for sheltering.*
- c. *Reasonable, actual, out-of-pocket operational costs to the extent that such costs would not have been incurred but for the Red Cross's use of the Premises.*

## **SECTION 18 SEVERE WEATHER**

If severe weather conditions develop or occur during the night or at a time when school is not in session, a decision on closing the school will be made before 7:00 a.m. If a decision is made to close school, news media will be notified and asked to announce the closure prior to 9:00 a.m. The emergency phone tree will be used to notify staff members.

If severe weather conditions develop while school is in session, the Emergency Coordinator will monitor the latest developments via radio and keep in contact with the principal. The principal will keep in contact with the superintendent's office.

If it is decided to close school, the following action will be taken:

1. The superintendent will notify radio stations and ask that a closure announcement be made which would specify the time students are to be released.
2. The principal will announce the closure to the faculty and students.
3. Staff members will be used to expeditiously evacuate the building.
4. Procedures outlined in the "Early Dismissal" plan will be followed.

## **SECTION 19 SHOOTING/STABBING**

Assess the situation

- Is the suspect in the school?
- Has weapon been found and/or secured?
- Has suspect been identified?

In most cases, initiate lockdown procedures to isolate students from danger or send students to a secure area.

Provide information in announcement about incident and outline expectations of the teachers and staff.

Disable the bell system, if possible.

Once situation has been assessed:

- Provide first aid to the injured.
- Call 911 requesting police and medical aid to injured parties.
- Notify the Center Unified District Office.
- Provide full information about what has occurred and what is known at this time.
  - If the suspect is still in the school, attempt to identify his or her location and begin planning for evacuation once police arrive.
  - If suspect has left, secure all exterior doors to prevent re-entry.
- Explain what steps the school has taken (lockdown).
- Identify command post for police to respond.
- Isolate and separate any witnesses. Instruct witnesses to write statement of events while awaiting police.
- Gather crisis management team in command post.
- Initiate the Incident Command System.
- Gather information and emergency cards on anyone involved in the incident.
- Organize evacuation to an off-site location, if necessary, or prepare to continue with classes. Keep crime scene secure.
- Prepare written statements for telephone callers and media in cooperation with the sheriff and the District Office.
- Prepare letter for students to take home in cooperation with sheriff and the Office of Community Relations.
- Arrange for crisis counseling immediately and during subsequent days.
- Provide liaison for family members of any injured students.
- Continue to provide informational updates to students, family, and faculty during next few days to squelch rumors.

## **PART 3 SITE ACTION PLAN**

### **SECTION 1 DISTRICT AND SITE MISSION STATEMENTS**

#### **Center Joint Unified School District Mission Statement**

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

#### **Wilson C. Riles Middle School Mission Statement**

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

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

**DESCRIPTION OF SCHOOL CLIMATE**

Wilson C. Riles Middle School is a place where all students and staff are valued. Staff and students are encouraged daily to be safe, responsible, and respectful, and to choose a positive attitude. Our school has high expectations for academics and behavior, and adults model this for our pupils.

Leadership at Riles is a collaborative process, using our Advisory Committee and Department Chairs to establish policies and procedures. Through these bodies, all are encouraged to give their input, with the expectation that “concerns come with possible solutions.”

The principal and administrative team guide these representative groups and set a positive tone for the school. Administrators determine school direction and present that to the staff for refinement, and also support and enforce the rules and expectations developed by the staff.

Our staff members are valued as part of a professional learning community, working together to insure high academic and behavioral standards and success for all students. All staff contribute to developing and implementing programs that foster successful learning of essential curriculum and to defining and enforcing consistent, fair school rules and consequences.

Our students are all valued and expected to succeed academically, behaviorally, and socially. Students are treated with respect by all staff, and are expected and encouraged to be safe, responsible, and respectful in all circumstances on campus. These standards are taught and reinforced by all staff through our Positive Behavior Interventions and Supports (PBIS) program.

Our parents and community neighbors are also respected. Staff members are expected to return communications within 24 hours. Parents are given access to student grades, and multiple means are used to communicate with and involve parents and community members in our school.



## **SECTION 3 SCHOOL CLIMATE GOALS**

### The School Climate

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

#### **Objective 1: Students feel connected to the school.**

As a result of a variety of programs, at least 75% of our students will score "high" on the California Healthy Kids Survey School Connectedness Scale by the spring of 2018 (currently 47%)

#### **Related Activities & Programs:**

- Regular parent contact regarding upcoming campus and district events and activities
  - Monthly email updates and phone calls using the automated dialing system
  - Posting on the school website
- Parents invited to 8th Grade Dance field trip at Sacramento State Grand Ballroom
- Parent meetings which provide parents with valuable information about existing programs
  - AVID Parent meetings
  - GATE Parent meetings
  - PTA
  - School Site Council
  - Quarterly ELAC Meetings
  - Back-to-School and Open House nights focused on parent information
- Student grades available to parents via Student/Parent Portal Internet connection
- Teachers, administrators, or counselors set up parent teacher meetings as needed or requested
- Campus monitors/school administrators watch over students coming to and leaving school as they pass through our neighborhood
- Group and individual counseling
- Safe School Ambassador trainings for selected students
- Implementation of Restorative Practices
- Positive student incentives for behavior and attendance
  - Merit awards and events and/or recognition for students who maintain 100 merits
  - Extra-curricular activities open only to students with at least 90 merits
  - Student Store open for students receiving Husky Paws Applause
  - Check In 4 Success program for students in need of Tier 2 support for academic or behavior concerns
  - Weekly Husky Paws Applause Raffle
  - Husky of the Day nominations
- Student Programs and opportunities which allow all students to participate positively in school activities
  - After-school athletic programs with other schools in the Foothill Intermediate Schools Athletic League

- Lunchtime intramural athletic programs
- After-school and lunchtime clubs
- Husky Help sessions (morning and afternoon)
- Dances
- Rallies and spirit days
- Assemblies
- WEB student support team
- Leadership, AVID, and GATE Academy
- Annual Spelling Bee
- Annual Geography Bee
- Husky Olympics field day event
- Student postcards from teachers and staff, acknowledging positive behaviors
- Field trips for various student groups

## **Objective 2: Students feel safe at school.**

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

**SCHOOL GOAL:#3** By May of 2018-2019 school year, survey data will show a 5% increase in the number of staff and students feel safe and connected at school.

<b>What data did you use to form this goal?</b>	<b>What were the findings from the analysis of this data?</b>	<b>How will the school evaluate the progress of this goal?</b>
<ul style="list-style-type: none"> <li>California School Climate Survey from 2015-2016</li> <li>California Healthy Kids Survey from 2015-2016</li> </ul>	<ul style="list-style-type: none"> <li>64% of 7th Graders who took the Healthy Kids Survey either agree or strongly agree with feeling safe in school (Table A4.5 in CHKS)</li> </ul>	<ul style="list-style-type: none"> <li>Every other year through survey results</li> <li>2015-2016 Healthy Kids Survey</li> <li>School surveys sent home through the year</li> </ul>
<b>STRATEGIES:</b> Teachers will identify student safety issues and the lack of feeling connected at school, review current practices, and identify potential strategies to increase student safety and connectedness.		

(August 2016 - May 2017)	Safety Team	Their ideas will then be shared during a faculty meeting. The safety team will discuss ideas and changes will be implemented.	
Clubs (August 2016 - May 2017)	Teachers	After school clubs will be offered on various days throughout the week. Rites will have Library Club, Bully-Prevention Club, Cooking Club, Yearbook Club, Bible Club, Student Educational Video Award Club (SEVA or Video Club), Playbook for Teens and Club Live	Paid through District General Fund
Counseling (August 2016 - May 2017)	Counselor	School counselor provides individual crisis support as well as small group counseling. The counselor will also run bullying prevention trainings and the Bully Prevention Club.	Counselor's salary paid through District General Fund
Where Everybody Belongs (WEB) Lessons (Monthly between August 2016 - May 2017)	WEB Leaders, 7th Grade Social Studies Teachers	Once a month, a group of WEB Leaders will teach a character lesson to a 7th Grade Social Studies class.	WEB Coordinator stipend through District General Fund
Conflict Mediation Training (August 2016 - May 2017)	Counselor, Assistant Principal	School counselor and Assistant Principal will provide initial training and follow-up trainings to a small group of students on Conflict Mediation.	Training materials paid through Site General Fund
100-Ment Assemblies (August 2016 - May 2017)	Administration	Husky Days to honor students making positive choices and without losing merits for discipline issues	Student incentives paid through General Site Funds
Safe School Ambassadors (January 2017 - May 2017)	Counselor, Assistant Principal, Selected Teachers	School counselor and Assistant Principal will implement the Safe School Ambassador Program, designed to empower leaders and equip them with nonviolent communication and intervention skills to prevent and stop bullying and violence among their peers, and build a positive school climate	Paid by Grant from School Insurance Authority (SIA)



## **SECTION 4      Place**

**Create a physical environment that communicates respect for learning and for individuals.**

### **DESCRIPTION OF PHYSICAL ENVIRONMENT**

#### **The School's Location & Physical Environment**

Wilson C. Riles Middle School is located in Roseville at the south end of Placer County. The immediate area around the school includes single-family dwellings, duplexes, and apartments, as well as a significant amount of undeveloped property. The campus experiences mild vandalism during evening hours, however, the frequency of occurrences has lessened within the past year.

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

The school site encompasses 10 acres. There are four sets of permanent classroom buildings including a two-story classroom building, a multi-purpose room, gymnasium, administrative offices, and commercial kitchen facilities.

Three sets of re-locatable classroom buildings (seventeen in all) are positioned on the west side, in various classroom combinations ranging from 3 to 7 rooms each. The entire campus is surrounded by permanent fencing. There are five pedestrian gates allowing access to campus, and there are two vehicle access gates on the fire road around the back of campus and a vehicle access gate to the central quad area of campus. Before and after school, four of the pedestrian gates are open. During the school day, all gates are locked.

The playground is grass and asphalt and includes a regulation size track, one baseball backstop, basketball and volleyball courts, long jump pits, and a shot put area.

During the school day, staff members including one full-time campus monitor and administrators provide campus supervision. A Safe School Officer is available if needed.

It shall be the practice of Wilson C. Riles Middle School and Center Joint Unified to remove all graffiti from school property before pupils arrive to begin their school day. Other acts of vandalism are promptly addressed.

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

The school's physical facility is well maintained and generally looks neat and clean. District personnel periodically examine the school's physical facility and help eliminate obstacles to school safety. Additionally, health and fire department inspectors contribute to school safety. The grounds are monitored for safety and appearance by the administration, custodians and individual classroom teachers. The staff and students take pride in the appearance of the school.

### **Internal Security Procedures**

Wilson C. Riles has established procedures in the following areas: Emergency preparedness, suspension, school discipline rules and procedures, and an adopted school-wide dress code.

Pupils may be suspended or recommended for expulsion for certain acts. For specific student violations, a mandatory expulsion recommendation shall be submitted by the administration of Wilson C. Riles.

Site administrators contribute to a positive school climate, promote positive pupil behavior and help reduce inappropriate conduct. The principal/designee uses available district and other appropriate records to inform teachers of each pupil identified under E.C. 49079.

Law enforcement is contacted and consulted to help maintain and to promote a safe and orderly school environment. Wilson C. Riles employees comply with all legal mandates, regulations and reporting requirements for all instances of suspected child abuse.

If appropriate, additional internal security procedures affecting the integrity of the school facility include classroom intercoms and an emergency bell system.

Community involvement is encouraged to help increase school safety using the WE TIP hotline to report suspected vandalism, drug use or other illegal activity.

An outdoor surveillance system consisting of multiple cameras has been installed to deter vandalism and/or apprehend vandals.

### **Inventory System – Engraved ID, Security Storage**

Most school-site equipment has a metal ID tag or a bar code sticker adhered to its surface. These items are inventoried annually and there is an established accountability system. Office and classroom supplies are secured.

## **SECTION 5      PHYSICAL ENVIRONMENT GOALS**

### **The Physical Environment**

An action plan for places reflecting the school's physical environment including crisis response procedures and policies relating to student safety

*The following objectives were developed as the result of feedback from students, staff and parents on our Safe School Survey*

**Objective #1:** The physical environment of Wilson C. Riles will be free of hazards.

#### **Related Activities:**

- To ensure a safe physical environment, the custodial staff, campus monitor, and administrators will walk through the plant each day and report any concerns observed immediately to the principal, school secretary, or lead custodian. The school secretary or lead custodian will submit work orders to address these issues. Dangerous or hazardous conditions will be dealt with immediately.

**Objective #2:** Staff will understand the Safety Plan procedures and their role in the Incident Command System.

#### **Related Activities:**

- All staff and students will take place in monthly safety drills.
- Staff training will occur during staff meetings.
- The parent reunification process will be included in at least one drill.
- Staff will have the opportunity to practice triage methods during drills.

**Objective #3:** The campus will be evaluated for security concerns.







- Administration will conduct a vulnerability assessment and will work to remediate areas where safety and security can be improved.

## SECTION 6 SIGNATURE SHEET

Wilson C. Riles Middle School's Safe School Plan was developed in accordance with SB 187 and Safe Schools, A Planning Guide for Action, published by the Department of Education. Student, parent and teacher surveys were taken into account to determine areas of greatest need. The document includes the school's personal, physical, social and cultural environment, which serves as an effective prevention plan based on parent and student surveys. Also taken into consideration are temporary restraining orders, school-generated child abuse reports, custody orders prohibiting parents from contact with a child at school, harassment complaints filed by students and staff, suspension logs and accident reports. Additionally, the District's discrimination and harassment policy, hate crime reporting procedures and the Uniform Complaint Policy are included.

A detailed crisis response plan based on the California Standardized Emergency Management System (SEMS) is included. This model was designed to centralize, organize, and coordinate emergency response among district organizations and public agencies. Specific first aid treatment is categorized in alphabetical order.

The following committee members revised and approved this comprehensive school plan:

<u>Member</u>	<u>Title</u>	<u>Signature</u>
<u>Joyce Frisch</u>	Principal	
<u>Marie Allred</u>	Teacher	
<u>Susan Tanner</u>	Teacher	
<u>Cheryl Williams</u>	Counselor	
<u>Ron Baioni</u>	Computer Technician	
<u>Angel Hughes</u>	SSC/PTA Parent	



## Appendix A

STAFF	RM #	Ext	VM
<b>TEACHING STAFF</b>			
Allred, Marie	510	2510	6078
Andrews, Julie	506	2506	6042
Anwar, Shahnaz	605 (Per. 3,4), 510 (Per. 2,6,7)	2605, 2510	6028
Brown, Pete	400	2400	6050
Cleverdon, Amber	507	2507	6081
Cline, Sherry	509	2509	6040
Cook, Karen	302	2302	6074
Cornwell, Marsha-SCOE	612	2612	6101
Cropper, Frank-SCOE	520	2520	6053
Deason, Stu	504 (Per.1,2), 308 (Per. 3,5,7)	2504, 2308	6006
Hamilton, Grant	402	2402	6021
Hixon, Erin	516	2516	6068
Jordan, Mark	304	2306	6072
Kennedy, Caryn	517	2517	6011
Koutney, Rebecca	507 (Per.1,7), 522 (Per.4,6), 606 (Per.3)	2516	6068
Law, Jennifer	423	2423	6022
Lunsford, Theresa	505 (Per.2,3,5) - 508 (Per 2,7)	2505, 2508	6046
Magnani, Kathy	422, 421 (Per.5)	2422, 2421	6029
Michaelis, Tiffany	606	2606	6009
Morris, Vivian	313	2313	6047
Myers, Dave	216	2216	6051
Price, Karen	603	2603	6025
Ray, Candie	424	2424	6030
Slay, Jennifer	403	2403	6041
Smith, Abe	607	2607	6065
Smith, Clay	514	2514	6020
Swift, Windigo	420	2420	6027
Tanner, Susan	404 (Per. 5,6), 608 (Per.1), 606 (Per.2,3)	2404, 2608, 2606	6037
Telles, John	521	2521	6062
Topper, Jamie	608	2608	6064
Verhagen, Annelies	302	2302	
Wildman, Sarah	522	2522	6015
Wise, Jeff	401, 304 (Per.6)	2401, 2306	6055
<b>OFFICE STAFF</b>			
Frisch, Joyce - Principal	106	1206	12069
Borasi, Chris- Assistant Principal	105	1205	12059
Blackwell, Barbara-Attendance	103	1303	13039
Comeaux, Nicole	123	1123	11239
Goody, Lauren	112	1122	11229
Gray, Ryan-School Psychologist	124	1124	11249
Kent, Allison - Academic Coord.	121	1121	11219
Koscheka, Michele - Secretary	109	1109	11099
Munoz, CJ	102	1202	12029
Williams, Cheryl - Counselor	120	1120	11209
Attendance Office	103	7910	7910
Main Office	102	7900	7900
<b>CAMPUS MONITORS</b>	614	2614	6002

Evans, Jeanne (Afternoon)			
Pina, Matt (Lead)			
<b>STAFF</b>	<b>RM #</b>	<b>Ext</b>	<b>VM</b>
<b>SUPPORT STAFF</b>			
Baioni, Ron	317	2317	
Buchanan, Melinda-SCOE	612	2612	
Castro, Ruby-SCOE	612	2612	
Colburn, Lisa	603	2603	
Dualo-Warren, Erin	603	2603	
Lal, Kris-SCOE	612	2612	
Linder, CeCe	516(Desk), 514 (Per.1,3,5), 424 (Per.2,6,7)	2516, 2514, 2424	
Livingston, Barbara	404(Per.5,6), 506(Per.1,2), 423 (Per.3), 517(Per.7)	2404, 2506, 2423, 2517	
Matsuno, Deanna	603	2603	
Misajon, Joanna	605(Per.3,4), 402(Per.1,2), 420(Per.6,7)	2605, 2402, 2420	
Torres, Ashleigh	516(Desk), 401 (Per.1,2,3), 400 (Per 4,6,7)	2516, 2401, 2400	
Vasilevich, Tatyana (ELD)	607	2607	
Wise, Sandy	418	2418	6026
<b>CAFETERIA/KITCHEN</b>	<b>128</b>	<b>1128</b>	<b>1128</b>
Brown, Ann			
Chernitskiy, Luybov			
Karakas, Tori (Lead)			
Tumquist, Nancy			
<b>CUSTODIANS</b>	<b>615</b>	<b>2615</b>	<b>2418</b>
Azevedo, Maria			
Harvey, Holly (Lead)			
Jacobo, Daniel			
Pali-Kugel, Connie			
<b>ERMHS</b>	<b>443</b>	<b>2443</b>	<b>6032</b>
Daubenmire, Tracy (916)347-0450			
Belding, Tim (916)905-2783			
Livingston, Barbara			
Roenspie, Amy (916)250-2978			
Zelher, Allie (916)250-3078			
<b>PRE-SCHOOL</b>			
Dominquez, Karina	444	2444	
Gariand, Lesli	447	2447	
Wall-Butler, Thelma	448	2448	6052
<b>SPEECH</b>			
Easiteam, Eve	447	2447	6014
<b>MISCELLANEOUS ROOMS</b>			
AVID Room	519	2519	
Computer Lab 1	316	2316	
Computer Lab 2	610	2610	
Conference Room	107	1107	
District Board Meeting Room	503	2503	
Fitness Room 1	215	2215	
Leadership Room	415	2415	
Library	417	2417	
Loan Garage		2206	
Lounge (Main Office)	119	1119	2418
Nurse's Office	114	1114	
Occupational Therapy	613	2613	
Staff Lounge (Fasani Bldg)	414	2413	
Ticket Booth/ Snack Bar		2210	
Textbook Room	324	2324	
WEB Room	518	2518	

## Appendix B

### Utility Shut Off Map 1 (Looking North)



## **Appendix B — Utility Shut Off Map 2 (Looking South)**

## Appendix C

## Appendix D



## Appendix E

### EOC Message Form

Student & Staff Accountability Form	
DATE _____	
TEACHER _____	
ROOM# _____	
FORM COMPLETED BY _____	
# of students enrolled in this class: _____	
# of students marked absent in this class: _____	
Please list students marked absent by name: _____	
# of students unaccounted for* in this class: _____	
*You didn't mark them absent and they are not with your class at this time	
Please list students unaccounted for by name: _____	
Are there any adult staff from this room unaccounted for? _____	
If so, please list by name. (Include staff staying behind with injured)	
# of students with you but not on roster: _____	
Please list these students by name: _____	
# of extra adults in room: _____	
Please list extra adults by name: _____	
<u>For Command Staff</u> _____ Missing students/adults recorded	

EOC Message Form Data		
Tally and Insert into the grid below		
Category	Description	Number
<u>A</u> Fatalities		_____
<u>B</u> Minor Injuries (First aid only)		_____
<u>C</u> Injuries - Ambulance (Major + Moderate)		_____
	Major (Immediate) Unable to treat on site, i.e. airway and breathing difficulties, cardiac arrest, uncontrolled or suspected severe bleeding, severe head injuries, severe medical problems, open chest or abdominal wounds, severe shock.	_____
	Moderate (Delayed) Burns, major multiple fractures, back injuries with or without spinal cord damage.	_____
<u>D</u> Property Damages	<u>Circle One</u>	
Major damage: Building collapse, building leaning, major ground movement causing large cracks in ground.	Major	
Moderate damage: Falling hazards present, hazard present (toxic chemical spill, broken gas line, fallen power lines).	Moderate	
Minor damage: Dislodged overhead air duct terminals, light fixtures, suspended ceiling gnd, overhead mechanical systems and broken windows.	Minor	

\_\_\_\_\_ Triage recorded



## Appendix F

# California Child Abuse and Neglect Reporting Law

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

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

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

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

### Who Are Mandated Reporters?

P.C. 11165.7 defines "mandated reporters" as any of the following:

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

- caseworker is working with an attorney appointed pursuant to Section 317 of the Welfare and Institutions Code to represent a minor.
- 19) A peace officer, as defined in Chapter 4.5 (commencing with Section 830) of Title 3 of Part 2 of the Penal Code, who is not otherwise described in P.C. 11165.7.
  - 20) A firefighter, *except for volunteer firefighters*.
  - 21) A physician, surgeon, psychiatrist, psychologist, dentist, resident, intern, podiatrist, chiropractor, licensed nurse, dental hygienist, optometrist, marriage, family and child counselor, clinical social worker, or any other person who is currently licensed under Division 2 (commencing with Section 500) of the Business and Professions Code.
  - 22) Any emergency medical technician I or II, paramedic, or other person certified pursuant to Division 2.5 (commencing with Section 1797) of the Health and Safety Code.
  - 23) A psychological assistant registered pursuant to Section 2913 of the Business and Professions Code.
  - 24) A marriage, family and child therapist trainee, as defined in subdivision (c) of Section 4980.03 of the Business and Professions Code.
  - 25) An unlicensed marriage, family, and child therapist intern registered under Section 4980.44 of the Business and Professions Code.
  - 26) A state or county public health employee who treats a minor for venereal disease or any other condition.
  - 27) A coroner.
  - 28) A medical examiner, or any other person who performs autopsies.
  - 29) A commercial film and photographic print processor, as specified in subdivision (e) of P.C. 11166. For purposes of the California Child Abuse Reporting Law, "commercial film and photographic print processor" means any person who develops exposed photographic film into negatives, slides, or prints, or who makes prints from negatives or slides, for compensation. The term includes any employee of such a person; it does not include a person who develops film or makes prints for a public agency.
  - 30) A child visitation monitor. For purposes of the California Child Abuse Reporting Law, "child visitation monitor" means any person who, for financial compensation, acts as monitor of a visit between a child and any other person when the monitoring of that visit has been ordered by a court of law.
  - 31) An animal control officer or humane society officer. For purposes of the California Child Abuse Reporting Law, the following terms have the following meanings: (A) "Animal control officer" means any person employed by a city, county, or city and county for the purpose of enforcing animal control laws and regulations. (B) "Humane society officer" means any person appointed or employed by a public or private entity as a humane officer who is qualified pursuant to Section 14502 or 14503 of the Corporations Code.
  - 32) A clergy member, as specified in subdivision (d) of P.C. 11166. For purposes of the California Child Abuse Reporting Law, "clergy member" means a priest, minister, rabbi, religious practitioner, or similar functionary of a church, temple, or recognized denomination or organization.
  - 33) Any custodian of records of a clergy member, as specified in P.C. 11165.7 and subdivision (d) of Section 11166.
  - 34) Any employee of any police department, county sheriff's department, county probation department, or county welfare department.
  - 35) An employee or volunteer of a Court Appointed Special Advocate program, as defined in Rule 1424 of the Rules of the Court.
  - 36) A custodial officer as defined in Section 831.5 of the Penal Code.
  - 37) Any person providing services to a minor child under Section 12300 or 12300.1 of the Welfare and Institutions Code.

**Note:** Unless otherwise stated, volunteers are not mandated reporters.

## Why Must You Report?

The primary intent of the reporting law is to protect an abused child from further abuse. Protecting the identified child may also provide the opportunity to protect other children. It is equally important to provide help for the parents. Parents may be unable to ask for help directly, and child abuse may be their way of calling attention to family problems. The report of abuse may be a catalyst for bringing about change in the home environment, which in turn may help to lower the risk of abuse in the home.

## What Do You Have To Report?

Under the law, when the victim is a child (a person under the age of 18) and the perpetrator is any person (including a child), the following types of abuse must be reported by all legally mandated reporters:

- a. A physical injury inflicted by other than accidental means upon a child. (P.C. 11165.6)  
Note that child abuse *does not* include a "mutual affray" between minors. It also *does not* include an injury caused by "reasonable and necessary force used by a peace officer acting within the course and scope of his or her employment." (P.C. 11165.6)
- b. Sexual abuse of a child, including both sexual assault and sexual exploitation.  
"Sexual assault" includes sex acts with a child, lewd or lascivious acts with a child, and intentional masturbation in the presence of a child. "Sexual exploitation" includes preparing, selling, or distributing pornographic materials involving children; employing a minor to perform in pornography; and employing or coercing a child to engage in prostitution. (P.C. 11165.1)
- c. Willful harming or injuring of a child or the endangering of the person or health of a child, including inflicting or permitting unjustifiable physical pain or mental suffering. (P.C. 11165.3)

**Note:** Any mandated reporter may report any child who is suffering serious emotional damage or is at substantial risk of suffering serious emotional damage. (P.C. 11166.05)

- d. Willful infliction of cruel or inhuman corporal punishment or injury resulting in a traumatic condition. (P.C. 11165.4)
- e. Neglect of a child, whether "severe" or "general," by a person responsible for the child's welfare. The term "neglect" includes both acts or omissions harming or threatening to harm the child's health or welfare. (P.C. 11165.2)

## When Do You Have To Report?

Child abuse must be reported when a mandated reporter, "in his or her professional capacity or within the scope of his or her employment, has knowledge of or observes a child whom the mandated reporter knows or reasonably suspects has been the victim of child abuse or neglect." (P.C. 11166 (a))

"Reasonable suspicion" occurs when "it is objectively reasonable for a person to entertain a suspicion, based upon facts that could cause a reasonable person in a like position, drawing, when appropriate, on his or her training and experience, to suspect child abuse or neglect." (P.C. 11166 (a)(1)) Although wordy, the intent of this definition is clear: if you suspect that abuse has occurred, make a report.

You must make a report immediately (or as soon as practicably possible) by telephone and you must prepare and send, fax or electronically transmit a written report within 36 hours of receiving the information regarding the incident. (P.C. 11166 (a)) Written reports must be submitted on Department of Justice form (SS 8572), which can be downloaded from the California Attorney General's Web site at [www.ag.ca.gov](http://www.ag.ca.gov) (click on Child Protection Program; click on forms; click on SS 8572). The mandated reporter may include with the report any nonprivileged documentary evidence he or she possesses related to the incident.

## **To Whom Must You Report?**

The report must be made to any police department or sheriff's department (not including a school district police or security department), county probation department, if designated by the county to receive mandated reports, or county welfare department. (P.C. 11165.9)

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

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

## **Immunity**

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

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

## **Additional Safeguards for Mandated Reporters**

No supervisor or administrator may impede or

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

## **Feedback to Mandated Reporters**

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

---

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

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

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

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

# Appendix G Child Abuse Reporting Form

Print **SUSPECTED CHILD ABUSE REPORT** Reset Form  
To Be Completed by **Mandated Child Abuse Reporters**  
Pursuant to Penal Code Section 11165  
PLEASE PRINT OR TYPE

<b>A. REPORTING AGENCY</b>	NAME OF AGENCY		ADDRESS		CITY		STATE		ZIP		COUNTRY	
	PHONE		FAX		E-MAIL		WEBSITE		REPORTING OFFICER		TITLE	
<b>B. REPORT INFORMATION</b>	DATE OF REPORT		TIME OF REPORT		REPORTING OFFICER		TITLE		CITY		STATE	
	REPORTING OFFICER		TITLE		CITY		STATE		ZIP		COUNTRY	
<b>C. VICTIM INFORMATION</b>	NAME		ADDRESS		CITY		STATE		ZIP		COUNTRY	
	PHONE		FAX		E-MAIL		WEBSITE		REPORTING OFFICER		TITLE	
	DATE OF INCIDENT		TIME OF INCIDENT		REPORTING OFFICER		TITLE		CITY		STATE	
	REPORTING OFFICER		TITLE		CITY		STATE		ZIP		COUNTRY	
	NAME		ADDRESS		CITY		STATE		ZIP		COUNTRY	
	PHONE		FAX		E-MAIL		WEBSITE		REPORTING OFFICER		TITLE	
<b>D. INVOLVED PARTIES</b>	NAME		ADDRESS		CITY		STATE		ZIP		COUNTRY	
	PHONE		FAX		E-MAIL		WEBSITE		REPORTING OFFICER		TITLE	
	DATE OF INCIDENT		TIME OF INCIDENT		REPORTING OFFICER		TITLE		CITY		STATE	
	REPORTING OFFICER		TITLE		CITY		STATE		ZIP		COUNTRY	
	NAME		ADDRESS		CITY		STATE		ZIP		COUNTRY	
	PHONE		FAX		E-MAIL		WEBSITE		REPORTING OFFICER		TITLE	
<b>E. INCIDENT INFORMATION</b>	NAME		ADDRESS		CITY		STATE		ZIP		COUNTRY	
	PHONE		FAX		E-MAIL		WEBSITE		REPORTING OFFICER		TITLE	

## DEFINITIONS AND INSTRUCTIONS ON REVERSE

DO NOT  
This form is to be used to report suspected child abuse or neglect. It is not to be used to report other types of incidents. The information provided on this form will be used to determine if a report should be made to the appropriate authorities. The information provided on this form will be used to determine if a report should be made to the appropriate authorities. The information provided on this form will be used to determine if a report should be made to the appropriate authorities.

## Appendix H

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

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### Williams Complaints Classroom Notice

#### Notice to Parents, Guardians, Pupils, and Teachers Complaint Rights

Pursuant to California *Education Code* Section 35186, you are hereby notified that:

1. There should be sufficient textbooks and instructional materials. That means each pupil, including English learners, must have a textbook or instructional materials, or both, to use in class and to take home.
2. School facilities must be clean, safe, and maintained in good repair.
3. There should be no teacher vacancies or misassignments. There should be a teacher assigned to each class and not a series of substitutes or other temporary teachers. The teacher should have the proper credential to teach the class, including the certification required to teach English learners if present.

*Misassignment means the placement of a certificated employee in a teaching or services position for which the employee does not hold a legally recognized certificate or credential or the placement of a certificated employee in a teaching or services position that the employee is not otherwise authorized by statute to hold.*

*Teacher vacancy means a position to which a single designated certificated employee has not been assigned at the beginning of the year for an entire year or, if the position is for a one-semester course, a position to which a single designated certificated employee has not been assigned at the beginning of a semester for an entire semester.*

4. Pupils, including English Learners, who have not passed one or both parts of the high school exit examination by the end of the 12th grade are to be provided the opportunities to receive intensive instruction and services for up to two consecutive academic years after the completion of grade 12.
5. A complaint form may be obtained at the school office, district office, or downloaded from the school's Web site at [centerusd.org](http://centerusd.org). You may also download a copy of the California Department of Education complaint form from the following Web site: <http://www.cde.ca.gov/re/cp/uc>.

August 2013

Williams Complaints Form

**Education Code (EC) Section 35186** created a procedure for the filing of complaints concerning deficiencies related to instructional materials, conditions of facilities that are not maintained in a clean or safe manner or in good repair, and teacher vacancy or misassignment. The complaint and response are public documents as provided by statute. Complaints may be filed anonymously. However, if you wish to receive a response to your complaint, you must provide the following contact information.

Response requested: ☐ Yes ☐ No

Name (Optional): \_\_\_\_\_ Mailing Address (Optional): \_\_\_\_\_

Phone Number Day (Optional): \_\_\_\_\_ Evening (Optional): \_\_\_\_\_

Issue of complaint (please check all that apply):

1. Textbooks and Instructional Materials

- ☐ A pupil, including an English learner, does not have standards-aligned textbooks or instructional materials or state-adopted or district-adopted textbooks or other required instructional materials to use in class.
- ☐ A pupil does not have access to textbooks or instructional materials to use at home or after school. This does not require two sets of textbooks or instructional materials for each pupil.
- ☐ Textbooks or instructional materials are in poor or unusable condition, have missing pages, or are unreadable due to damage.
- ☐ A pupil was provided photocopied sheets from only a portion of a textbook or instructional materials to address a shortage of textbooks or instructional materials.

2. Facility Conditions

- ☐ A condition poses an urgent or emergency threat to the health or safety of students or staff, including: gas leaks, nonfunctioning heating, ventilation, fire sprinklers or air-conditioning systems, electrical power failure, major sewer line stoppage, major pest or vermin infestation, broken windows or exterior doors or gates that will not lock and that pose a security risk, abatement of hazardous materials previously undiscovered that pose an immediate threat to pupils or staff, structural damage creating a hazardous or uninhabitable condition, and any other emergency conditions the school district determines appropriate.
- ☐ A school restroom has not been maintained or cleaned regularly, is not fully operational and has not been stocked at all times with toilet paper, soap, and paper towels or functional hand dryers.
- ☐ The school has not kept all restrooms open during school hours when pupils are not in classes, and has not kept a sufficient number of restrooms open during school hours when pupils are in classes.

3. Teacher Vacancy or Misassignment

- ☐ Teacher vacancy - A semester begins and a teacher vacancy exists. (A teacher vacancy is a position to which a single designated certificated employee has not been assigned at the beginning of the year for an entire year or, if the position is for a one-semester course, a position to which a single designated certificated employee has not been assigned at the beginning of a semester for an entire semester.)
- ☐ Teacher misassignment - A teacher who lacks credentials or training to teach English learners is assigned to teach a class with more than 20 percent English learner pupils in the class.
- ☐ Teacher misassignment - A teacher is assigned to teach a class for which the teacher lacks subject matter competency.

4. High School Exit Examination (For school districts who receive intensive instruction funds)

- ☐ Pupils who have not passed the high school exit exam by the end of 12<sup>th</sup> grade were not provided the opportunity to receive intensive instruction and services pursuant to Education Code 37254 (d) (4) and (5) after the completion of grade 12.

Date of Problem: \_\_\_\_\_

Location of Problem (School Name, Address, and Room Number or Location): \_\_\_\_\_

Course or Grade Level and Teacher Name: \_\_\_\_\_

Please describe the issue of your complaint in detail. You may attach additional pages if necessary to fully describe the situation. \_\_\_\_\_

Please file this complaint at the following location:

David Grimes, Director of Personnel/Student Services 8408 Watt Avenue, Antelope, CA 95843



## Appendix I

### Center Joint Unified School District Discipline Policies

Grounds for Suspension or Expulsion; Legislative Intent: California Education Code 48900 and Center Unified School District Board Policy 5144 (a) allow the superintendent or site administrator to suspend or recommend for expulsion a student for any violation of the following rules while on school grounds, going to or coming from school, during the lunch period whether on or off the campus, or during, or while going to, or coming from a school sponsored activity. Suspension of up to 5 days or a recommendation for expulsion may occur when the conduct is of an extreme nature.

- 1 \*48900(a-1): Caused, Attempted, or Threatened Physical Injury (S)
- 2 \*48900(a-2): Use of Force or Violence (S)
- 3 \*48900(b): Weapons (S)
- 4 \*48900(c): Drugs or Alcohol, Possession/Use of (S)
- 5 \*48900(d): Drugs or Alcohol, Sale of (S)
- 6 \*48900(e): Robbery/Extortion (S)
- 7 \*48900(f): School Property Damage (S)
- 8 \*48900(g): Property Theft (S)
- 9 \*48900(h): Tobacco, Possession/Use(S)
- 10 \*48900(i): Language, Obscene/Profanity (S)
- 11 \*48900(j): Drugs, Paraphernalia (S)
- 12 \*48900(k): Disrupted School Activities / Defiance of Authority(S)
- 13 \*48900(l): Stolen Property, Possession of (S)
- 14 \*48900(m): Firearm, Imitation (S)
- 15 \*48900(n): Sexual Assault (S)
- 16 \*48900(o): Harassment, Witness (S)
- 17 \*48900(p): Soma, Selling of (S)
- 18 \*48900(q): Hazing (S)
- 19 \*48900(r): Bullying/Harassment (S)
- 20 \*48900(t): Aids or Abets Physical Injury(S)
- 21 \*48900.2: Sexual Harassment (S)(E)
- 22 \*48900.3: Hate Violence (S)(E)
- 23 \*48900.4: Harassment, threats, intimidation (S)(E)
- 24 \*48900.7(a): Terroristic threats against school officials or property (S)(E)
- 25 \*48900.7(b): Terroristic Threat (S)(E)
- 50 \*48915(a-1): Caused Serious Physical injury (S)(E)
- 51 \*48915(a-2): Possession of Knife or other Dangerous Object (S)(E)
- 52 \*48915(a-3): Possession of any Controlled Substance (S)(E)
- 53 \*48915(a-4): Robbery/Extortion (S)(E)
- 54 \*48915(a-5): Assault or Battery on a School Employee (S)(E)
- 55 \*48915(c-1): Firearm; Possessing, Selling or Furnishing (E)\*\*
- 56 \*48915(c-2): Brandishing a Knife (E)\*\*
- 57 \*48915(c-3): Sales of Controlled Substance (E)\*\*
- 58 \*48915(c-4a): Sexual Assault(E)\*\*
- 59 \*48915(c-4b): Sexual Battery (E)\*\*
- 60 \*48915(c-5): Possession of an Explosive (E)\*\*

## **Appendix J**

### **Center Joint Unified School District Previous Suspension/Expulsion Notification**

**Dated:** \_\_\_\_\_

**To:** \_\_\_\_\_  
**Teacher's Name**

**From:** \_\_\_\_\_

**Re:** \_\_\_\_\_  
**Student Name**

Pursuant to Legislative Bill AB 29 and ED Code 49079, this notice is to inform you that our office has received a copy of the above named student's cumulative file. The cumulative file includes previous suspension or expulsion information during the previous three school years.

You have a right to view this information. You may check out the cumulative file from the office at your convenience. Please sign this notice indicating that you have been made aware of the prior suspensions/expulsions and of your right to view the cumulative folder. Then, return the form to my office as soon as possible.

**Signature:** \_\_\_\_\_

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

## **Appendix K**

### **Hate Motivated Behavior**

As California's population becomes more diverse, it is important that school districts provide a safe and harmonious learning environment for all students. Pursuant to Education Code 201, schools have an affirmative obligation to combat racism, sexism, and other forms of bias, as well as a responsibility to provide equal educational opportunity. Developing policy to address hate-motivated behavior is one way districts can help teach students respect and understanding of diversity.\*\*\*

In its publication entitled "Hate-Motivated Behavior in Schools", the California Department of Education defines hate-motivated behavior as an act, or attempted act, motivated by hostility towards a victim's real or perceived ethnicity, national origin, immigrant status, gender, sexual orientation, religious belief, age, disability, or any other physical or cultural characteristic. Some hate-motivated behavior may also be a crime as defined in state or federal law. These crimes include, but are not limited to: bomb threats, cross burnings, destruction or defacement of property, and certain types of vandalism and assaults.\*\*\*

The following optional policy is for use by districts in the implementation of a prevention strategy for hate-motivated incidents and should be modified to reflect district practice. Elements of this policy should also be integrated into existing school plans, such as the school safety and staff development plan, as well as any policies developed by the district regarding Positive School Climate and Multicultural Education; see BP 5137 and BP 6141.6, respectively.\*\*\*

The Governing Board affirms the right of every student to be protected from hate-motivated behavior. It is the intent of the Board to promote harmonious relationships that enable students to gain a true understanding of the civil rights and social responsibilities of people in our society. Behavior or statements that degrade an individual on the basis of his/her race, ethnicity, culture, heritage, gender, sexual orientation, physical/mental attributes, religious beliefs or practices shall not be tolerated.

(cf. 0410 – Nondiscrimination in District Programs and Activities)

## **Appendix L**

### **Nondiscrimination/Harassment**

District programs and activities shall be free from discrimination, including harassment, with respect to a student's actual or perceived sex, gender, ethnic group identification, race, national origin, religion, color, physical or mental disability, age or sexual orientation.

The Governing Board shall ensure equal opportunities for all students in admission and access to the educational program, guidance and counseling programs, athletic programs, testing procedures, and other activities. School staff and volunteers shall carefully guard against segregation, bias and stereotyping in instruction, guidance and supervision. The district may provide male and female students with separate shower rooms and sexual health and HIV/AIDS prevention classes in order to protect student modesty.

The Board prohibits intimidation or harassment of any student by any employee, student or other person in the district. Staff shall be alert and immediately responsive to student conduct which may interfere with another student's ability to participate in or benefit from school services, activities or privileges.

Students who harass other students shall be subject to appropriate discipline, up to and including counseling, suspension and/or expulsion. An employee who permits or engages in harassment may be subject to disciplinary action, up to and including dismissal.

The Board hereby designates the following position as Coordinator for Nondiscrimination to handle complaints regarding discrimination and inquiries regarding the district's nondiscrimination policies:

Director of Personnel  
8408 Watt Avenue  
Antelope, California 95843  
(916) 338-6419

Any student who feels that he/she is being harassed should immediately contact the Coordinator for Nondiscrimination, the principal or any other staff member. Any student who observes an incident of harassment should report the harassment to a school employee, whether or not the victim files a complaint.

Employees who become aware of an act of harassment shall immediately report the incident to the Coordinator for Nondiscrimination. Upon receiving a complaint of discrimination or harassment, the Coordinator shall immediately investigate the complaint in accordance with site-level grievance procedures specified in AR 5145.7 - Sexual Harassment. Where the Coordinator finds that harassment has occurred, he/she shall take prompt, appropriate action to end the harassment and address its effects on the victim.

The Coordinator shall also advise the victim of any other remedies that may be available. The Coordinator shall file a report with the Superintendent or designee and refer the matter to law enforcement where required.

## Appendix M

# Dressing for Success

The CJUSD Board of Trustees and Rites staff believes proper dress and grooming is part of a positive educational experience. School should be a place of learning and preparation for a successful future.

If a teacher or staff member deems the student's clothing inappropriate, the student will be sent to the office to correct the issue. This may include changing into clothes to remedy the situation (loaner clothes are available). Students will return to class at the discretion of administration. While there is a certain amount of subjectivity in applying any dress code, it should be noted that the decisions of the administration at WCR shall be final in dress code matters. Students will receive the following consequences each quarter for dress code violations:

1<sup>st</sup> & 2<sup>nd</sup> violation

3<sup>rd</sup> – 5<sup>th</sup> violation

6<sup>th</sup> & subsequent violation

Warning and documentation by office staff

Lunch detention assigned by office staff, loss of one merit

Referral to administration, further disciplinary action, parent notification

### Dress Code

- 🐾 Skirts and shorts must be at or below the fingertips when arms are placed at the side. (Holes, openings, or slits in these garments must not reveal skin above the fingertips).
- 🐾 Sagging pants are not allowed.
- 🐾 Appearance of undergarments is prohibited.
- 🐾 Several types of clothing may not be worn alone. Examples of clothing that may not be worn alone at school are tights; strapless tops, spaghetti straps, or halter tops; short shorts, shirts with large arm holes or low necklines, bare midriff or bareback tops, crop tops and half-shirts; or other clothing that exposes body parts or undergarments.
- 🐾 Pajamas are not to be worn to school.
- 🐾 The following clothing items, accessories, and backpacks are considered inappropriate and cannot be worn or displayed at school: clothing that bears profanity or weapons or that advertises sex, drugs, alcohol, tobacco, gangs or violence or that implies bullying.
- 🐾 Students are prohibited from wearing any gang affiliated clothing or items. Gang attire is any clothing, accessory or manner of grooming which may be an indicator of gang involvement.
- 🐾 Shoes must be worn at all times. Slippers, flip-flops, slides and other strapless shoes as well as high and platform heels are considered unsafe and are not to be worn at school.
- 🐾 Head coverings are only allowed during inclement weather. During the cold or rainy season, students outside may wear a hood, a beanie, or an official school hat (available for purchase). No head coverings are permitted indoors. Bandanas are not allowed at school.
- 🐾 Non-school sponsored brimmed hats are not allowed.
- 🐾 Writing on oneself or others is not allowed.
- 🐾 Piercings that are deemed unsafe will not be allowed.
- 🐾 P.E. clothing is to be worn during the regular P.E. classes only.

# *Center Joint Unified School District*

**AGENDA REQUEST FOR:**

**Dept./Site:** Oak Hill Elementary

**Date:** 3/2/2017

**Action Item**   X  

**To:** Board of Trustees

**Information Item**

**From:** Patty Spore, Principal

**# Attached Pages**   100  

**Principal's Initials:**   PS  

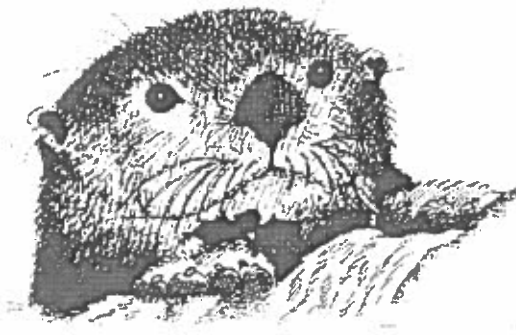
**SUBJECT: OAK HILL SAFE SCHOOL AND EMERGENCY PREPAREDNESS  
PLAN: FEBRUARY 2017 REVISION**

Each school year we are required to update our Comprehensive School Safety Plan. The current revision includes updated safety goals to reflect current staff training and an update to reflect staff currently working at Oak Hill.

**RECOMMENDATION:** The CJUSD Board of Trustees Approve the Oak Hill Safe School and Emergency Preparedness Plan: February 2017 Revision

CONSENT AGENDA

# **OAK HILL ELEMENTARY**



## **Safe School And Emergency Preparedness Plan**

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

Revised February 2017

## **EMERGENCY PREPAREDNESS PLAN**

The Emergency Response Plan has as its primary objectives:

1. To save lives and avoid injuries;
2. To safeguard school property and records;
3. To promote a fast, effective reaction to coping with emergencies;
4. To restore conditions back to normal with minimal confusion as promptly as possible.

Attaining these objectives will require clear activation procedures and responsibilities, identification of all tasks to be performed and by whom, an organized yet flexible response, and the dedication and cooperation of all.

It is vital to the continued functioning of the school, staff, and students that we are prepared to respond effectively in times of emergencies. Such preparations will also help us meet our obligations to our community.

This plan has been developed to be used in case of an emergency. All members of the faculty and other employees should:

1. familiarize themselves with this plan,
2. be prepared to activate it immediately, and
3. perform any duties to which they are assigned to make its activation effective.

Members of the faculty shall teach the Emergency Response Plan to the students. The members of each classroom shall be instructed in the evacuation plan so they can respond immediately upon receiving the necessary warning.



## Table of Contents

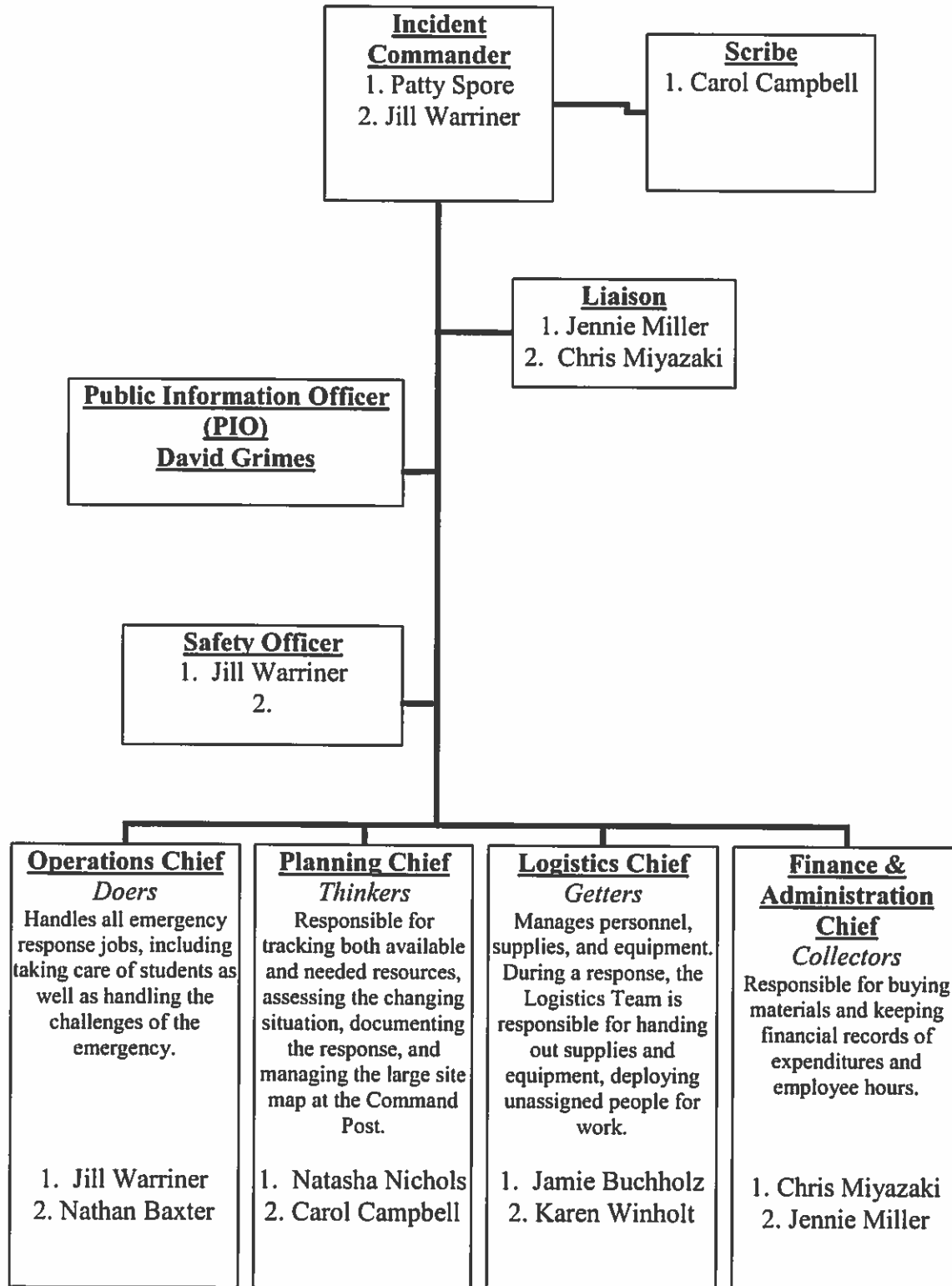
<b>Part 1</b>	<b>Crisis Management</b>	
Section 1	Incident Command System .....	4
Section 2	Staging Areas.....	12
Section 3	Lockdown Procedures .....	13
Section 4	Evacuation Procedures.....	16
Section 5	Student Release Procedures .....	19
Section 6	School Partnerships.....	21
Section 7	Resources .....	22
Section 8	Communications .....	25
Section 9	Crisis Phone Directory .....	26
Section 10	Letters Home .....	27
Section 11	Aftermath .....	31
Section 12	Training and Updating .....	32
<b>Part 2</b>	<b>Crisis Readiness</b>	
Section 1	Activity in the Vicinity.....	33
Section 2	After Hours Crisis Procedures .....	34
Section 3	Bomb Threat .....	35
Section 4	Bus Accident .....	40
Section 5	Chemicals/Biohazard/Gas Odor.....	41
Section 6	Death/Suicide.....	42
Section 7	Earthquake .....	43
Section 8	Fire/Explosion .....	45
Section 9	Flood.....	47
Section 10	Gas Odor .....	48
Section 11	Hostage Situation .....	49
Section 12	Hostile Visitor.....	51
Section 13	Kidnapping/Attempted Kidnapping .....	53
Section 14	Medical Emergency .....	54
Section 15	Missing Student.....	67
Section 16	Public Demonstration .....	69
Section 17	School Site as Mass Care and Welfare Shelter .....	70
Section 18	Severe Weather.....	72
Section 19	Shooting/Stabbing .....	73
<b>Part 3</b>	<b>Site Action Plan</b>	
Section 1	District and Site Mission Statements.....	74
Section 2	Description of School Climate .....	75
Section 3	School Climate Goals.....	76
Section 4	Description of Physical Environment.....	79
Section 5	Physical Environment Goals.....	81
Section 6	Signature Sheet.....	82
<b>Part 4</b>	<b>Appendices</b>	
Appendix A	Staff's Classroom Telephone Numbers.....	83
Appendix B	Utility Shut-off Map.....	84
Appendix C	Classroom Evacuation Map .....	85
Appendix D	Off Site Evacuation Map .....	86
Appendix E	Emergency Operations Center (EOC) Form .....	87
Appendix F	Child Abuse Reporting Law .....	88
Appendix G	Child Abuse Reporting Form.....	93
Appendix H	Uniform Complaint Procedures .....	94
Appendix I	Suspendable Offenses .....	96
Appendix J	Procedures to Notify Teachers of Dangerous Pupils .....	97
Appendix K	Hate Crime .....	98
Appendix L	Nondiscrimination/Harassment.....	99
Appendix M	Site Dress Code, if includes "gang-related apparel".....	100

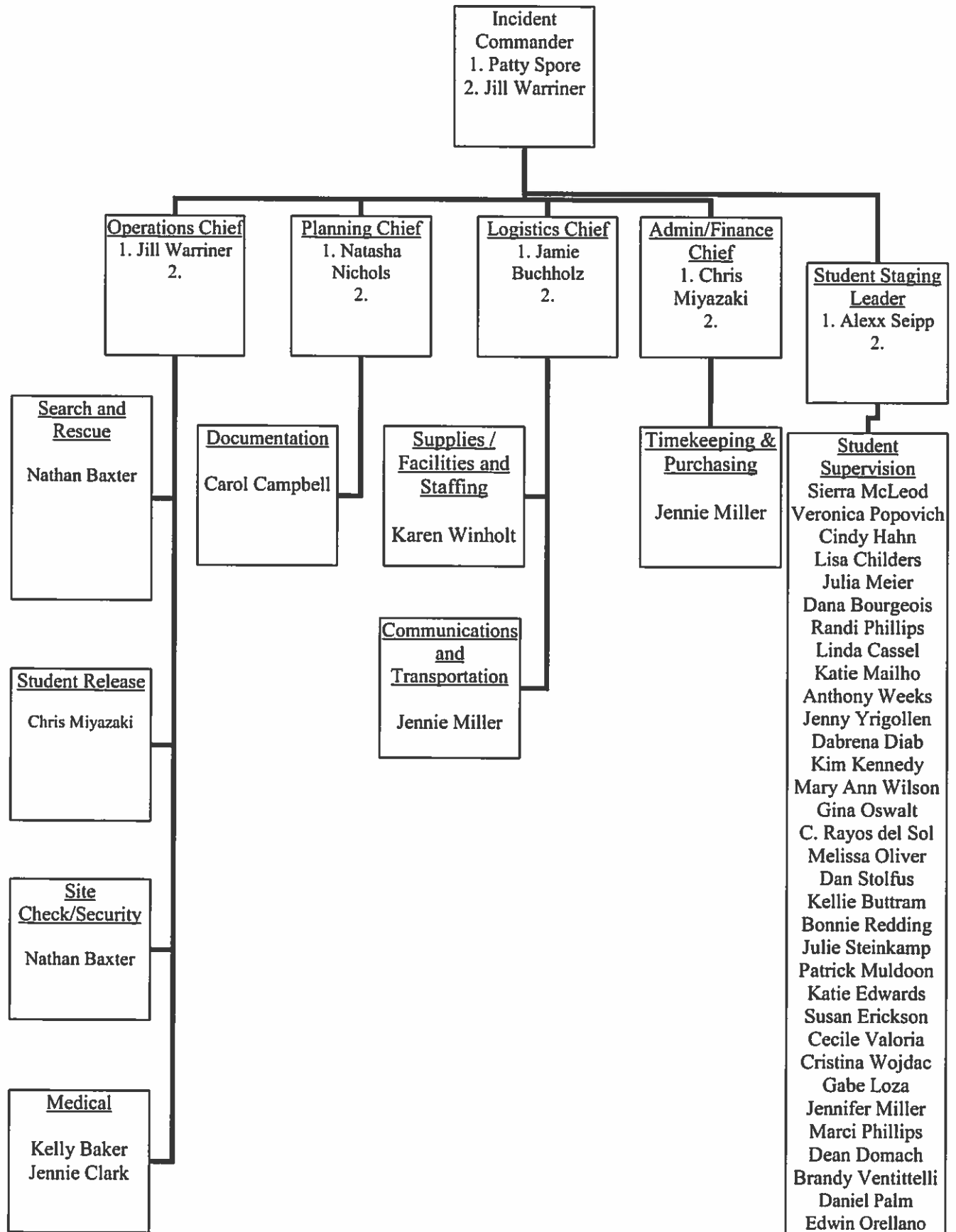
## **PART 1 CRISIS MANAGEMENT**

### **SECTION 1 INCIDENT COMMAND SYSTEM**

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

## Oak Hill Elementary School Incident Command System





## Incident Command Descriptions

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

- Assume Command
- Establish the Command Post
- Conduct briefings of the Command Staff
- Identify level of threat by assessing situation
- Set specific objectives and direct development of incident action plans
- Direct protective actions to stabilize the school
- Activate and oversee ICS functions
- Establish Unified Command with responding agencies
- Update EOC as situation evolves
- Approve information to send to the EOC for media briefings
- Set objectives for resumption of normal activities
- Maintain an activity log (scribe) and oversee action reports

### *Admin/Finance Chief*

- Report to Command Post if directed to do so; otherwise, provide finance duties as secondary duty
- Keep an envelope or box for all receipts and overtime cards
- Provide a cost-accounting update for the IC as requested
- Maintain an activity log (scribe) and write after-action report
- Check attendance for that day for both students and adults

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

- Report to Command Post (immediately or upon handing off students)
- Participate in briefing sessions, helping to identify required resources and personnel or advising of their availability
- Provide equipment, supplies, personnel, busses/cars as required by Operations
- Establish and maintain communications (radios, bullhorns, etc.)
- Stage resources (or Team Leaders) so they are readily available
- Coordinate and re-assign staff to other teams as needed by Operations
- Maintain a visible chart of available resources as a reference for Ops and the IC Team
- Provide food and water as needed (and available) for staff and students
- Maintain an activity log (scribe) and write after-action report

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

- Immediately report to Command Post
- Supervise and direct activities of all groups assigned to Operations through the Team Leaders
- Identify alternate staging areas as needed (to IC and Logistics)
- Identify alternate resource requirements (to IC and Logistics)
- Deploy resources
- Make changes as necessary to action plan based upon reports from group leaders and Planning Chief
- Update IC and IC Team with status reports
- Maintain an activity log (scribe) and write after-action report

*Planning Chief:* The Planning Intelligence Chief will report directly to the Incident Commander and may stay with the Incident Commander throughout the crisis. This team will gather information to assist with medium/long-range planning related to the ongoing incident and school recovery issues. They will arrange for recovery/aftermath resources so that there is no gap between the end of the incident and necessary support/ services.

- Report to Command Post (immediately or upon handing off students)
- Collect EOC forms and develop a briefing on incident size and scope for IC Team.
- With Ops, gather incident information and updates from team leaders.
- Send and supervise runners, if needed, to gather incident information
- Share information needed for decision making with IC Team
- Prepare estimates of incident escalation or de-escalation for IC Team
- Report to Safety any conditions that may cause danger
- Maintain an activity log (scribe) and write after-action report

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

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

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

*Medical Team:* Members of this team will take roll with their own class, send in their EOC form, and then ask a supervising teacher to watch their students. They

will then report directly to the Team Leader in a pre-determined First Aid Staging Area and organize first aid supplies. The medical area should provide privacy for the injured and easy access for cars used to transport people with major injuries.

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

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

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

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

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

progress and/or need for additional help. The Team Leader reports progress/needs to the Operations Chief.

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

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

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

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

*Student Release a.k.a. Parent Reunion Coordinator:* This team will supervise the release of students. They will document the persons picking up students. They must record the time, signature, and where they will be taking the student. Pictures of each child with the adult picking them up may be useful. Members will take roll with their own class, send in their EOC form, and wait to be called up. Before parents begin arriving, the Team Leader will begin setting up the Reunification Center, with support if needed, in a predetermined location. They will gather information regarding attendance from the Admin/Finance Team. When parents begin arriving, the Team Leader will call up the rest of the team and notify the Operations Chief. As more parents arrive, more teachers and classified staff will be assigned to this staging area. Students will be re-assigned to other Supervising Teachers. If evacuating the site, before leaving the school grounds, the Student Release Team will post a notice on the front door informing



parents where to pick up their children. If the front door is no longer there, the notice will be placed on the flagpole.

*Student Supervision Team:* This team supervises all students unless otherwise assigned. Other teachers who have designated responsibilities that take them away from their class will be reporting to a member of the Student Supervision Team before they leave their class in his care. This team will be working closely with the Student Release Team to make sure that students do not leave until their parent or adult has signed them out from the release area.

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

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

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

## **SECTION 2      STAGING AREAS**

Indoor Command Post:

1. Office
2. Library

Outdoor Command Post:

1. Otter Outback
2. Front steps
3. Nature Area

Triage Area: Quad, Bodega Triangle, or Drive between Tule Lake and Mission Bay

Parent Reunification Area: Cafeteria or Front Steps Area

Bus Staging Area: North Creek Court

Media Staging Area: Abalone Cove

Off-Site Evacuation Location:

### **SECTION 3      LOCKDOWN PROCEDURES**

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

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

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

When a lockdown is announced, several steps should take place. Someone must be assigned to the dangerous situation or area to ensure students and staff do not enter the area. Immediate notification should be made to the 911, fully explaining what is known at that time. The bells must be held and instructions to ignore the fire alarm should be given.

When ordering a lockdown, the following announcements should be made and repeated several times:

A) Classes in progress (not during lunch)

"Teachers, please secure your students in your classrooms immediately. All students report directly to your classrooms and ignore any fire alarms."

B) Class change in progress

"Teachers and students, it is necessary to begin a lockdown of classrooms. All students report directly to your next assigned class and ignore any fire alarms."

C) Lunch is in session

Add the following to either announcement:

"Students in the cafeteria, follow the instructions of the staff in the cafeteria."

Unassigned teachers should ensure that students in hallways are placed in classrooms immediately. Staff members should check restrooms and other areas where students may be found. If students are found and are not close to their classroom, students should go into the closest occupied classroom. Then teachers should stay in a locked room and notify the office of their location.

During a lockdown, special attention should be given to the areas of the school where numerous students are gathered in an unsecured environment, such as the

cafeteria, auditorium, or library. Arrangements should be made so that students in these areas can be moved to nearby locations that can be secured.

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

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

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

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

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

Communication via school radio is permissible as long as the incident does not involve an explosive device or a suspect in possession of a radio or scanner. The

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

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

Special areas of concern:

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

## **SECTION 4      EVACUATION PROCEDURES**

### General Evacuation

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

### Evacuation of School Grounds

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

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

During evacuation, the students will walk quickly, quietly, and in single file. If busses are available, students will board from the front of school on North Loop or from the back of school on North Creek Court. When releasing students to the care of parents or other adults, refer to the section entitled, "Release of Students to Parents".

### School Evacuation Instructions

#### Exit the Building

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

#### Teachers

- Take class lists, red/green cards and student emergency card.
- Make special provisions to assist handicapped students.
- Exit the building through assigned exit or nearest unblocked exit.
- Lead the class out of the building to pre-designated area at least 500 feet from building. Area must be free from hazards such as overhead power lines, gas lines and motor vehicle traffic.

- Take roll and report any missing students (by name) to the Student Supervision Leader at pre-designated location away from building.
- Necessary first aid should be performed.

#### Students

##### In homeroom class

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

##### NOT in homeroom

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

##### At recess / break

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

#### Staff Not Assigned To Classrooms

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

#### Principal or Designee

- Report any missing persons to emergency response personnel.
- If building is determined to be safe to re-enter:
  - Determine WHEN it is safe to re-enter
  - Notify teachers by all clear signal or runner. DO NOT USE FIRE ALARM SIGNAL for re-entry.
- If building is unsafe to re-enter, evacuate the school site, using predetermined plan.

##### Instruct teachers to:

- Release students to responsible adults using predetermined procedure.
- Students will exit school grounds to the blacktop/field either to board busses or to walk to {insert location}.

#### Evacuation of Students with Disabilities

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

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

### Exit Route

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



## **SECTION 5      STUDENT RELEASE PROCEDURES**

### Early Dismissal

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

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

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

Follow the "Release of Students to Parents" plan.

### Release of Students to Parents

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

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

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

**STUDENT RELEASE FORM**

Date \_\_\_\_\_ Time \_\_\_\_\_

Student \_\_\_\_\_

Teacher \_\_\_\_\_

Room # \_\_\_\_\_ Grade \_\_\_\_\_

**PERSON CHECKING OUT STUDENT:** \_\_\_\_\_

Signature \_\_\_\_\_

---

**STUDENT RELEASE FORM**

Date \_\_\_\_\_ Time \_\_\_\_\_

Student \_\_\_\_\_

Teacher \_\_\_\_\_

Room # \_\_\_\_\_ Grade \_\_\_\_\_

**PERSON CHECKING OUT STUDENT:** \_\_\_\_\_

Signature \_\_\_\_\_

---

**STUDENT RELEASE FORM**

Date \_\_\_\_\_ Time \_\_\_\_\_

Student \_\_\_\_\_

Teacher \_\_\_\_\_

Room # \_\_\_\_\_ Grade \_\_\_\_\_

**PERSON CHECKING OUT STUDENT:** \_\_\_\_\_

Signature \_\_\_\_\_

## **SECTION 6 SCHOOL PARTNERSHIPS**

### Off Site Partnership

## SECTION 7: RESOURCES

### Staff List/Special Skills

#### Staff Emergency Information

##### Staff Member

	Phone Number	Health Concerns	Special Skills
Baker, Kelly			
Baxter, Nathan			
Becker, LeAnn			
Belding, Tim			
Bourgeois, Dana			
Britton, Bobbie			
Buchholz, Jamie			
Buderer, Claudia			
Buttram, Kellie			
Campbell, Carol			
Cassel, Linda			
Cebula, Gail			
Childers, Lisa			
Clark, Jennie			
Diab, Dabrena			
Domach, Dean			
Duncan, Tina			
Edwards, Katie			
Erickson, Susan			
Friend, Elizabeth			

Staff Member	Phone Number	Health Concerns	Special Skills
Garcia, Lorenzo			
Hahn, Cindy			
Harris, Lazette			
Harris, Linda			
Haywood, Rochele			
Hilderbrand, Cristy			
Kennedy, Kim			
Kirkland, Rosina			
Lark, Kim			
Loza, Gabe			
Mailho, Katherine			
McLeod, Sierra			
Meier, Julia			
Miller, Jennie			
Miller, Jennifer			
Miyazaki, Chris			
Mortimore, Melinda			
Muldoon, Patrick			
Nichols, Natasha			
Oliver, Chris			
Oliver, Melissa			
Orellano, Edwin			
Oswalt, Gina			
Palm, Daniel			
Peterson, Ana			
Phillips, Marci			
Phillips, Randi			
Plummer, Tamara			
Popovich, Veronica			
Pullman, Cheryl			
Quintero, Dalia			
Rayos del Sol, Christine			
Redding, Bonnie			
Reynolds, Laurie			



## **SECTION 8      COMMUNICATIONS**

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

Communication between the custodial staff and the office staff will be by radio. All staff members shall have access to a radio in the room they work in.

### Telephone Communication

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

## **SECTION 9      CRISIS PHONE DIRECTORY**

- Sheriff/Fire Department: 911
- Twin Rivers Police Department: (916) 566-2777
- Poison Control Center, UCD Medical Center:(916) 734-3692
- Citizens Utilities (Water): (916) 568-4200
- SMUD (Electricity): (916) 456-7683
- PG&E (Gas): (916) 743-5000
- Superintendent's Office: (916) 338-6409
- Maintenance, Operations, Transportation (MOT):
  - Craig Deason, Assistant Superintendent: (916) 338-6337
  - Karen Mantre, Assistant Superintendent's Secretary: (916) 338-6337
  - Angela Espinoza, Staff Secretary: (916) 338-6417
- Child Protective Services (CPS): (916) 875-5437
- Dudley Elementary School: (916) 338-6470
- North Country Elementary School: (916) 338-6480
- Oak Hill Elementary School: (916) 338-6460
- Spinelli Elementary School: (916) 338-6490
- Wilson C. Riles Middle School: (916) 787-8100
- Center High School: (916) 338-6420
- McClellan High School: (916) 338-6445
- Global Youth Charter School: (916) 339-4680



## **SECTION 10      LETTERS HOME**

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



Established 1858

## *Center Joint Unified School District*

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

### **BOARD OF TRUSTEES**

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

### **SUPERINTENDENT**

Scott A. Loehr

### **CJUSD Disaster Procedures**

Dear Parents/Guardians:

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

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

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

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

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

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

Sincerely,

Principal



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Established 1858

### SUPERINTENDENT

Scott A. Loehr

### Snack Request

Dear Parents:

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

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

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

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

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

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

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

Sincerely,

Principal

"Respecting our traditions, while embracing new ideas"

## **SECTION 11     AFTERMATH**

### Counseling

The need for a proactive counseling program can not be overlooked. Many dangerous situations can be avoided with early intervention by trained professionals. Available resources should be identified and used on a regular basis when the first sign of depression, anger, or other alarming changes in a student is observed. During a crisis, the CMT member responsible for counseling must quickly organize a counseling program to help students, parents, faculty, and the community heal from the incident. Counselors at the effected school may handle some incidents, while other incidents could easily require the cooperation of many services. Identifying resources within the school system, county, and community should be planned and well organized before a crisis occurs.

## **SECTION 12      TRAINING AND UPDATING**

### Drills

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

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

### Training

The staff has participated in the following trainings:

- Arson Prevention (every other year – odd years) – {Dec. 1, 2015}
- Bloodborne Pathogens for School Employees (every other year – even years) – {Oct. 19, 2016}
- Code Red Lockdown Training (annually) – {Aug. 17, 2016}
- CPR Training (every other year – even years) – {Sept. 24, 2016}
- NIMMS/ICS video (discuss components annually, can watch video every other year) – {Oct. 19, 2016}
- Mandated Child Abuse Reporter Training (annually) – {Aug. 31, 2016}
- Triage Training (every other year – odd years) – {Oct. 18, 2015}

\* The Power Point Presentations on the Schools Insurance Authority website can be used in lieu of their videos. In either case, sign in sheets must be used.

## **PART 2 CRISIS READINESS**

### **SECTION 1 ACTIVITY IN THE VICINITY**

Upon notification of a dangerous situation near the school, several steps should be taken to protect the school population from the incident.

- Obtain as much information about the incident as you can. The Sacramento County Sheriff's Communication Center will be able to provide an overview of the incident. Call (916)874-5115.
- Convene a meeting of the Incident Command Team and discuss the situation and/or recommendations from the sheriff or fire department.
- Bring classes being conducted in trailers into the school.
- Secure the school building, if necessary.
- Coordinate with team members and faculty to ensure all doors are secured and post lookouts inside the school who can alert you to approaching danger.
- Notify the District's Central Office.
- Assign sheriff and fire liaison member of Incident Command Team to monitor situation and provide updates as needed.
- Prepare for possible lockdown or evacuation depending on the situations. Follow sheriff or fire guidance.
- If sheriff or fire have not resolved the situation by dismissal time, plans will need to be made to alter or delay dismissal of students and transportation should be contacted with information.
- Informational letter for parents should be developed in conjunction with district office and sheriff or fire officials.

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

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

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

Store an emergency bag, with a copy of the Crisis Readiness portion of the safety plan, in a visible location in the school areas that are accessed by clubs and groups after regular school hours.



## **SECTION 3      BOMB THREAT**

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

### **Bomb Threat Procedures**

#### **I. Office Personnel**

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

#### **II. Administration**

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

- a. Notify teachers to evacuate their rooms by announcing the bomb threat. All students should be at least 500 ft. away from the building.
- b. Wait for the sheriff's unit to arrive. Assist the officers as needed.

- c. Provide a designated employee(s) to assist law enforcement in search of suspicious objects on school grounds.
- d. Administrator must determine if students will need to evacuate the school grounds if no suspicious item is found.
- e. Maintenance, Operations, & Transportation will be called to provide busses for students, if necessary.

### III. Teachers

- a. Upon receiving the notice to evacuate, have your students assemble outside your classroom in an orderly manner and wait for you.
- b. Students should take their backpacks with them.
- c. Check your room before you leave for anything out of the ordinary. Take a 360-degree sweep from eye level to floor and if you see anything suspicious, report it to an administrator.
- d. Keep your group together and walk with them to the field. Take your roll sheet and emergency information and call roll when you get there. Get your group together in an orderly manner and stay with them. You will probably be there for awhile, so take your time with these tasks and make sure students obey you perfectly.
- e. When you hear the all clear signal (announcement over the intercom or on the bullhorn) return to your classroom in an orderly manner.

### IV. Custodians, Cooks, and other Classified Employees

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

## BOMB THREAT FORM

### RECEIVING A BOMB THREAT

#### INSTRUCTIONS:

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

Exact time of call: \_\_\_\_\_

Exact words of caller:

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#### Questions to Ask

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

#### Caller's Voice (Circle):

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

#### Voice Description (Circle):

Male	Female	
Calm	Nervous	
Young	Old	Middle-Aged
Rough	Refined	

Accent: Yes      No      Describe \_\_\_\_\_

Speech Impediment: Yes      No      Describe\_\_\_\_\_

Unusual Phrases\_\_\_\_\_

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

Background Noises (Circle):

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

Additional Information:

- A. Did the caller indicate knowledge of the facility? If so, how? In what ways?\_\_\_\_\_
- B. What line did the call come in on?\_\_\_\_\_
- C. Is the number listed? Private number? Whose?\_\_\_\_\_
- D. Person Receiving Call\_\_\_\_\_
- E. Telephone number the call was received at\_\_\_\_\_
- F. Date\_\_\_\_\_
- G. Report call immediately to:\_\_\_\_\_
- (Refer to bomb incident plan)

Signature\_\_\_\_\_ Date\_\_\_\_\_

## THREATENING PHONE CALL FORM

Time call was received\_\_\_\_\_ Time caller hung up\_\_\_\_\_

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

\_\_\_\_\_

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

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

Person receiving the call

Person monitoring the call

Department\_\_\_\_\_

Dept Phone No. \_\_\_\_\_

Home Address \_\_\_\_\_

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

Department\_\_\_\_\_

Dept. Phone No. \_\_\_\_\_

Home Address \_\_\_\_\_

## **SECTION 4      BUS ACCIDENT**

### Field Trip Preparedness for Staff Members

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

## **SECTION 5      CHEMICALS/BIOHAZARD/GAS ODOR**

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

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

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

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

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

## **SECTION 6      DEATH/SUICIDE**

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

Principal or designee shall:

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

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



## **SECTION 7      EARTHQUAKE**

### During the Quake

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

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

### After the Quake

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

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

### Re-entry of Building

Follow the procedures of the re-entry instructions (after "Building Evacuation") except: the building should be inspected by a qualified person who has been trained in Building Analysis. This person will perform an inspection on structural

soundness, electrical wiring, water distribution, oil, gas, and other fuel systems, and boiler and heating systems.

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

## **SECTION 8      FIRE/EXPLOSION**

### Fire

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

### Computer Labs

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

### Lunchrooms and Kitchens

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

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

### Fire Drill Procedures

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

1. When the signal is sounded, the teaching staff will proceed to the evacuation assembly area (blacktop/field) with their classes. Staff not assigned a regular class of children will report to the same area to render any needed assistance to teachers.

2. Once each month, all teachers will instruct their classes in the correct procedures and behaviors to utilize during fire drills.
3. Once each month, a fire drill will be conducted by the school staff.
4. Students stand facing away from the building in silent lines.
5. Supervising staff will take roll. The whereabouts of all students should be known.
6. Any student in attendance at school but not with class or in a special class should be reported immediately to the Student Supervision Leader.

#### Silent Fire Drill / Neighborhood Disaster Plan

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

#### Fire Extinguishers

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

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

#### Fire Extinguisher Inspections

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

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

## **SECTION 9      FLOOD**

### When there is a flood at the school site

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

### After the danger is over

Beware of contaminated food, water, broken gas lines, and wet electrical equipment. Resume classes only after a qualified person has done a building assessment (see returning to building under earthquake.)

### Minor Flooding

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

## **SECTION 10      GAS ODOR**

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

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

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

## **SECTION 11      HOSTAGE SITUATION**

### Intruder or Hostage Situation

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

The procedures for the following situations are as follows:

### Terrorist or Intruder Enters the Classroom

1. The teacher will try to make contact with the office via intercom phone.
2. If the teacher cannot get to the communication system, he/she should attempt to send a note out the door with a student. Do not take a chance if there is any doubt that the child will be seen exiting. If one is able to leave, he/she should crawl past any windows so as not to be seen.
3. Any teacher receiving the note from a student or other adult should immediately lock all doors, inform the office, and close the blinds.
4. If there is another teacher, adult, or student who can safely make a call, call the office at {insert phone number} or the administrator at {insert phone number}. The office's number should be visibly posted near phone.
5. Immediately brief the students to sit down and be quiet if you are faced with an intruder.
6. Try to obey all commands of the terrorist/intruder.
7. The office personnel upon receiving a "help" signal will verbally call for a lock down over the intercom. Teachers will immediately lock all outside doors including workroom doors and close the blinds. Students should assume the duck and cover position under their desks.
8. Office will immediately dial 911.
9. No one will evacuate the building unless instructed to do so by the principal or uniformed police officer.
10. Remain in your room until an "all clear" signal is given.
11. Any student finding himself or herself en route to a classroom from the bathroom, office, library, or another classroom needs to go to the nearest classroom or building. If the door is locked, he/she is to knock and loudly announce one's self.

### Terrorist or Intruder Enters the Office

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

#### Terrorist or Intruder Appears on Campus During Recess

1. The teacher on yard duty who first notices an armed individual (gun, knife, or other dangerous weapon) on campus will signal other adults on the playground with four short blasts on a whistle. An adult will send a student to the closest classroom door to enter and ask the teacher inside to inform the office immediately.
2. The office will announce the intruder alert. All students and teachers in classrooms will react accordingly by assuming the duck and cover position.
3. Students on the playground hearing four short whistle blasts or hearing the Duck and Cover signal will look for the nearest teacher and follow instructions. Students need to be aware that four short whistle blasts designate a problem. If the intruder has a weapon but is not firing, teachers should exit students as quickly as possible via one of the escape routes in that particular duty area.
4. Teachers will go in the opposite direction of the intruder.
5. If an intruder arrives on the playground and starts firing shots, students and teachers should drop to the ground.
6. Teachers will need to keep an eye on the intruder at all times to determine what to do next. This type of a situation is unpredictable and unfortunately cannot be covered with pre-determined procedures. The main concern is to get as many students as possible off the playground and into a safe building.



## **SECTION 12      HOSTILE VISITOR**

### Domestic or Civil Disturbance

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

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

1. All teachers are to be at their lines directly after the final recess bell.
2. Teachers are expected to attend assemblies and sit with their classes.
3. Teachers and administrators are available if the need for control should arise before and after school.
4. The administration is aware of substitutes in the building and teachers in adjoining classrooms are available to assist substitutes in controlling students if the need should arise. Each substitute is provided with lesson plans by the teacher who is absent, whether by direct communication, previously prepared plans, or emergency plans on file in the office.
5. Teachers are asked to report the presence of any outsider they see to the administration.

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

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

### Procedure to Deal with Civil Disturbances

#### **Violent Person:**

Teachers are to be notified by intercom to close and lock classrooms until the situation is cleared by the administration and/or police. The "duck and cover" drill will be initiated. Students located in the halls shall be moved to the nearest classroom as quickly as possible. While contact is made with law enforcement, one person (determined by the administration) may attempt to establish rapport

with the person, otherwise do not confront this person; contact the office immediately. The office will call 911. Administrators will inform the Superintendent.

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

**Mob:**

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

**Unidentified Person(s) Taking Control:**

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

## **SECTION 13      KIDNAPPING/ATTEMPTED KIDNAPPING**

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

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

## **SECTION 14      MEDICAL EMERGENCY**

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

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

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

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

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

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

### First Aid Stations

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

### Rescue

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

With a serious or critical injury, do the following:

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

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

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

With critical illness or injury, do the following:

1. Administer first aid to the extent possible.
2. Call 9-1-1 if the situation is life threatening or if the child is in need of immediate medical intervention.
3. Notify parents for their action and information.
4. Keep a record of time of injury, what first aid was administered and at what time.
5. Notify the superintendent's office.
6. Complete appropriate injury, illness, or insurance report promptly.
7. Keep a record of which students were sent to the hospital.

#### FIRST AID INSTRUCTIONS

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

#### Abdominal Pain

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

#### Artificial Respiration

1. Steps for mouth-to-mouth artificial respiration:
  - Clear airway

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

### Bleeding

1. Apply direct pressure on the wound.
2. Elevate the wounded area if an arm or leg is bleeding.
3. Apply pressure on the supplying artery of the arm or leg if steps 1 and 2 do not stop bleeding.
4. Only as a last resort (if they will die without this), apply a tourniquet to stop the bleeding. Once applied, a tourniquet must be loosened or removed only by a doctor.

\*Internal bleeding – Treat for shock

### Bone Injuries

1. Dislocations: fingers, thumb, shoulder  
Keep the part quiet. Immobilize shoulder with arm sling.
2. Fractures:
  - Signs of a closed fracture:
    1. Swelling
    2. Tenderness to touch
    3. Deformity
    4. Discoloration
  - Treatment (closed fracture - no bleeding or broken skin at wound)
    1. Keep broken bone ends from moving
    2. Keep adjacent joints from moving
    3. Treat for shock

- Treatment (open fracture - broken bone and broken skin)
  1. Do not move protruding bone end
  2. If bleeding, control bleeding by direct pressure on wound
  3. Treat the same as closed fracture after bleeding is controlled.
- 3. Sprains (injury to soft tissue around a joint)
  - Always immobilize
  - Elevate joint
  - Apply cold packs during first half hour
  - Treat the same as closed fractures
  - X-ray may be necessary

### Breathing - Unconscious Person

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

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

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

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

### Rescue Breathing:

1. Giving mouth-to-mouth rescue breathing to an adult:
  - a. Put your hand on the victim's forehead, pinching the nose shut with your fingers. Your other hand is lifting the victim's chin to maintain an open airway.
  - b. Place your mouth over the victim's, making a tight seal.
  - c. Breathe slowly and gently into the victim until you see the chest rise. Give 2 breaths, each lasting about 1½ seconds. Pause between breaths

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

## Burns

1. Degrees:
  - Skin red (1st degree)
  - Blisters develop (2nd degree). Never break open blisters.
  - Deep tissue damage (3rd degree)
2. First Aid for thermal burns (1st and 2nd degree burns) to exclude air:
  - Submerge in cold water
  - Apply a cold pack
  - Cover with a thick dressing or plastic. (Do not use plastic on face.)
  - After using cold water or ice pack, cover burned area with a thick, dry, sterile dressing and bandage firmly to exclude air.
3. First Aid for 3rd degree burns:
  - Apply a thick, dry sterile dressing and bandage to keep out air.
  - If large area, wrap with a clean sheet or towel.



- Keep burned hands and feet elevated and get medical help immediately.
  - Treat the same as shock victim, giving fluids as indicated; warmth necessary.
4. First Aid for chemical burns
    - Wash chemical away with water.
  5. Acid burn to the eye (also alkali burns)
    - Wash eye thoroughly with a solution of baking soda (1 teaspoon per 8-ounce glass of water) or plain water for 5 minutes.
    - If victim is lying down, turn head to side. Hold the lid open and pour from inner corner outward. Make sure chemical isn't washed out onto the skin.
    - Have victim close the eye, place eye pad over lid, bandage and get medical help.

### Choking (Heimlich Maneuver)

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

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

If the victim is on his back:

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

### Convulsions or Seizures

#### 1. Symptoms

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

These seizures are seldom dangerous, but they are frightening.

#### 2. Causes

- Head injuries

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

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

### Diabetics

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

### Dog/Animal Bites

1. It is extremely important that the dog/animal be identified if the person bitten is to avoid rabies shots. Secure the animal, if possible without danger to yourself, with a leash, rope or in an enclosed area. If the animal cannot be contained, attempt to remember as much as possible about the animal's description so that animal control can make a thorough search of the area.
2. Attend to the wound by washing the area with water and soap for five minutes and bandage if possible. Inform parents and refer to the family physician.
3. Notify animal control center. Give description of the animal and name and address of the victim.
4. Complete the Report of Student Accident Form.
5. Notify school nurse so that information can be recorded in the pupil's health folder.

### Ears

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

### Electric Shock

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

### Eyes

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

### Fainting

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

### Fracture

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

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

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

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

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

### Frostbite

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

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

### Head Injury

#### 1. Symptoms

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

#### 2. First Aid for Head Injuries:

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

### Heart Attack

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

### Nosebleeds

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

### Pandemic Flu Plan

#### Seasonal Flu:

- Caused by influenza viruses that are closely related to viruses that have previously circulated; most people will have some immunity to it.
- Symptoms include fever, cough, runny nose and muscle pain.
- Complications such as pneumonia are most common in the very young and very old and may result in death.
- Vaccine is produced each season to protect people from the three influenza strains predicted to be most likely to cause illness.

#### Mild to Moderate Pandemic:

- Caused by new influenza virus that has not previously circulated and can be easily spread.

- It is likely most people will have no immunity to the new virus; it will likely cause illness in high numbers of people and more severe illness and deaths than seasonal influenza.
- Symptoms are similar to seasonal flu, but may be more severe and have more serious complications.
- Healthy adults may be at increased risk for serious complications.

#### Severe Pandemic:

- A severe strain causes more severe illness, results in a greater loss of life and has a greater impact on society.
- Workplace absenteeism could reach up to 40% due to people being ill themselves or caring for family members.

#### Measures to limit the spread of flu:

- Promote hand-washing/use of antibacterial wipes, cough hygiene via modeling by school staff.
- Cover nose and mouth with a tissue or upper arm if a tissue is not available
- Dispose of used tissue in a waste basket and wash hands after coughing, sneezing or blowing nose.
- Use warm water and soap or alcohol-based sanitizers to clean hands.
- Wash hands before eating or touching eyes, nose or mouth.

Encourage vaccination of staff and students for whom the flu vaccine is recommended.

Persons developing symptoms at school should be sent home as soon as possible and instructed not to return until well.

#### Social distancing:

In a pandemic, the risk of getting the flu is greatest when one has close contact with an infected person. Social distancing measures may include standing three feet apart when communicating, canceling outdoor recess, and monitoring hand washing after bathroom use and after sneezing/coughing/blowing nose. Wipe phones with antibacterial wipes after each use. Limit use of headphones, keyboards and any other shared items in the classroom – wipe with antibacterial wipes after each use.

Use a bacterial spray (such as Lysol) in the classroom twice daily.

Open windows if weather permits while room is occupied or when students leave the room for lunch. Consider possible school closure for a short amount of time early in the course of a community outbreak.

Consult [www.pandemicflu.gov](http://www.pandemicflu.gov) for new and updated information.

#### Poisoning

1. In all oral poisoning, give liquids to dilute the poison.

2. Procedures for handling specific oral poisoning cases should be reviewed by teachers of classes in areas where poisoning may take place.

### Puncture Wounds (knife and gunshot)

A puncture wound may be caused by a pointed object such as a nail, piece of glass, or knife that pierces the skin. Gunshot wounds are also considered to be puncture wounds. Generally, puncture wounds do not bleed a lot and are therefore susceptible to infection. Severe bleeding can result if the penetrating object damages internal organs or major blood vessels.

If an object is impaled in a wound, DO NOT REMOVE IT.

- Place several dressings around the object to keep it from moving.
- Bandage the dressings in place around the wound.
- Call 911 and contact parents.

A puncture wound to the chest can range from minor to life threatening. A sucking chest wound is one in which the rib cage has been penetrated and you can hear a sucking sound every time the victim takes a breath.

- Without proper care, the victim's condition will quickly worsen.
- Cover the wound with a dressing that does not allow air to pass through it.
- A plastic bag, latex glove, or plastic wrap taped over the wound will help keep air circulating through the lungs.
- Give additional care as needed. Watch for shock.
- Call 911 and contact parents.

### Seizure

An alarming sight, a person experiencing a seizure may exhibit limbs jerking violently, eyes that roll upward, and breath that becomes heavy with dribbling or even frothing at the mouth. Breathing may stop in some seizures, or the victim may bite his or her tongue so severely that it blocks the airway. Do not attempt to force anything into the victim's mouth. You may cause injury to the victim or yourself.

#### 1. During a seizure:

- a. There is little you can do to stop a seizure.
- b. Call for help.
- c. Let the seizure run its course.
- d. Help the victim to lie down and keep from falling to avoid injury.
- e. Do not use force.
- f. Loosen restrictive clothing.
- g. Do not try to restrain a seizure victim.
- h. Cushion the victim's head using folded clothing or a small pillow.
- i. If a seizure lasts 10 minutes in a known epileptic, or 5 minutes in a person with no seizure history, call 911.

2. After a seizure:
  - a. Check to see if the victim is breathing. If not, immediately begin rescue breathing.
  - b. Check to see if the victim is wearing a MEDIC ALERT or similar bracelet. It describes emergency medical requirements.
  - c. Check to see if the victim has any burns around the mouth. This would indicate poison.
3. The victim of a seizure may be conscious but confused and not talking when the intense movement stops. Stay with the victim and be certain that breathing continues. When the victim is able to move, get medical attention.

After the seizure is over, the pupil can be taken to the office to lie down until the dazed phase is over and parents are notified. The student should be attended to continuously until fully recovered.

Very rarely a condition called "status epilepticus" occurs in which one seizure follows another for a long period of time. This is a medical emergency; call 911.

### Shock

1. Shock is likely to develop in any serious injury or illness. Shock may be serious enough to cause death even though the injury itself may not be fatal. Four important symptoms of shock are:
  - Pale, cold, moist skin
  - Weak and/or rapid pulse
  - Rapid breathing
  - Altered consciousness
2. The symptoms of shock may appear immediately or may be delayed for an hour or more. Give shock care to all seriously injured persons:
  - Have the victim lie down.
  - Control any external bleeding.
  - Help the victim maintain body temperature, cover to avoid chilling.
  - Reassure the victim.
  - Elevate legs about 12 inches unless you suspect head, neck, or back injuries or broken bones involving hips or legs.
  - Do not provide anything to eat or drink.
  - Call 911.
  - Call parents.

### Sunstroke

1. A person with sunstroke will have nausea, weakness, headache, cramps, pounding pulse, high blood pressure and high temperatures (up to 106

degrees.) The armpits are dry; skin flushed initially but later turns ashen or purplish. Delirium or coma is common.

2. Medical help is crucial. While waiting for medical aid, reduce temperature with a cold bath, sponging with alcohol or water, until the temperature is down. Hospitalization should be immediate.

### Wounds

An abrasion is a wound caused by scraping off the outer layer of skin. An abrasion is usually superficial with little bleeding but infection can occur unless the wound is cleaned with soap and water. Wash away from the wound.

An incision is a cut caused by a sharp object such as a knife, razor blade, or piece of glass. Bleeding is a serious problem. Medical help is often necessary in case the wound must be sewn.

A laceration is a tear or jagged, irregular wound caused by a hard object such as a rock, machine tool, bicycle or automobile. Animal bites are also lacerations. Surrounding tissue is damaged and bleeding may be profuse. A minor laceration can be cleaned with soap and water, but if the bleeding is severe, a pressure dressing may be needed. If the laceration is caused by an animal, medical help is required for testing and treatment of the animal.

A puncture wound is caused by deep penetration of a sharp object such as a pencil, nail, ice pick, bullet, spear or arrow. There may be little surface bleeding, but severe internal bleeding can result. A puncture wound is difficult to cleanse and may require a tetanus shot to guard against infection.



## **SECTION 15 MISSING STUDENT**

Maintaining strict visitor control procedures and enforcing the requirement for employees to wear identification badges will help control unwanted and dangerous access to the school. Penal Code section 626 will help control access by outsiders to the school.

### Access into Building

- All doors are to be locked during the school day, with the exception of the main entrance.
- Signs must be posted on all doors directing visitors to report to the main office.

### Student Accountability

- Elementary and middle school students shall not be left alone unsupervised anywhere in the building or on school grounds during the school day.

### Photo Identification Badges

- All personnel who work in or regularly visit schools in the course of business are required to wear an assigned identification badge. This regulation includes full and part-time staff, food services personnel, and bus drivers/attendants.
- Badges must be worn in a manner that makes them readily visible.

### Visitor Badges and Log

- Schools must issue numbered visitor badges that include the name of the school and the current school year.
- School staff must be aware of visitor badge procedures and their responsibility in reporting violations.

In a missing child incident, assign a member of the Incident Command Team to organize a search of the school. Call 911. Record the name and contact number of person reporting the child missing. If the case involves abduction, begin gathering witness information for the sheriff. Confirm child attended school that day. Assign staff member to begin checking last known location of the child.

1. Begin gathering information on the child, including:
  - Description, including height, weight, skin color, eye color, clothing, backpack, etc.
  - Obtain photo, if available.
  - Home address, phone number, parents' contact numbers
  - Class schedule, special activities
  - Bus or walking route information
2. Contact custodial parents.
3. Convene crisis management team.
4. Begin recording events.

5. If incident is happening during the school day, consider holding the bells until the matter is either resolved or school has been completely searched for the student.
6. Notify the Center Unified District Office.
7. Obtain information on possible witnesses, friends, and last person to see student.
8. If incident occurred while student was on the way home, contact bus driver, safety patrol, crossing guard.
9. Double check circumstances. Could child have ridden the wrong bus or walked home? Did someone pick-up the child? Is the child at another activity?
10. Assist the sheriff's department with investigation.
11. Arrange for counseling of students as needed.

At any point during these steps, if the child is found, inform everyone who has been notified of the incident that the child is no longer missing.

## **SECTION 16      PUBLIC DEMONSTRATION**

Most groups will give advance warning of a planned protest. When the warning comes:

- Identify a spokesperson for the group.
- Obtain information on when, why, how many.
- Contact the Center Unified District Office. The District Office should contact the sheriff and advise them of the situation.
- Notify faculty of the planned demonstration.
- Develop an information letter to parents.
- Continually work with the Office of Community Relations on any statements or contact with the demonstrating group.
- If demonstration occurs, curtail class changes to limit confusion.
- Do not allow students to be interviewed by media or join in demonstration.
- Assign CMT members to act as liaison with police, media, and the demonstrating group.
- Direct one staff member to handle all incoming calls.
- Prepare to establish areas where demonstrators can set up without affecting the operation of the school.
- Notify transportation of demonstration and any possible impact buses may encounter arriving at or departing from the school.

## **SECTION 17      SCHOOL SITE AS MASS CARE AND WELFARE SHELTER**

The American National Red Cross ("Red Cross"), a not-for-profit corporation chartered by the United States Congress, provides services to individuals, families and communities when disaster strikes. The disaster relief activities of the Red Cross are made possible by the American public, as the organization is supported by private donations and facility owners who permit their buildings to be used as a temporary refuge for disaster victims.

The governing board of any school district shall grant the use of school buildings, grounds and equipment to public agencies, including the American Red Cross, for mass care and welfare shelters during disasters or other emergencies affecting the public health and welfare.

1. Use of Facility: Upon request and if feasible, the Center Joint Unified School District (CJUSD) will permit the Red Cross to use the Facility on a temporary basis as an emergency public shelter.
2. Shelter Management: The Red Cross will have primary responsibility for the operation of the shelter and will designate a Red Cross official, the Shelter Manager, to manage the sheltering activities. CJUSD will designate a Facility Coordinator to coordinate with the Shelter Manager regarding the use of the Facility by the Red Cross.
3. Condition of Facility: The Facility Coordinator and Shelter Manager (or designee) will jointly conduct a pre-occupancy survey of the Facility before it is turned over to the Red Cross. They will record any existing damage or conditions. The Facility Coordinator will identify and secure all equipment that the Red Cross should not use while sheltering in the Facility. The Red Cross will exercise reasonable care while using the Facility as a shelter and will make no modifications to the Facility without the express written approval of CJUSD.
4. Food Services: Upon request by the Red Cross, and if such resources exist and are available, CJUSD will make the food service resources of the Facility, including food, supplies, equipment and food service workers, available to feed the shelter occupants. The Facility Coordinator will designate a Food Service Manager to coordinate the provision of meals at the direction of and in cooperation with the Shelter Manager. The Food Service Manager will establish a feeding schedule, determine food service inventory and needs, and supervise meal planning and preparation. The Food Service Manager and Shelter Manager will jointly conduct a pre-occupancy inventory of the food and food service supplies in the Facility before it is turned over to the Red Cross.

5. Custodial Services: Upon request by the Red Cross and if such resources exist and are available, CJUSD will make its custodial resources, including supplies and custodial workers, available to provide cleaning and sanitation services at the shelter. The Facility Coordinator will designate a Facility Custodian to coordinate the provision of cleaning and sanitation services at the direction of and in cooperation with the Shelter Manager.

6. Security: In coordination with the Facility Coordinator; the Shelter Manager, as he or she deems necessary and appropriate, will coordinate with law enforcement regarding any public safety issues at the Shelter.

7. Signage and Publicity: The Red Cross may post signs identifying the shelter as a Red Cross shelter in locations approved by the Facility Coordinator and will remove such signs when the shelter is closed. CJUSD will not issue press releases or other publicity concerning the shelter without the express written consent of the Shelter Manager. CJUSD will refer all media questions about the shelter to the Shelter Manager.

8. Closing the Shelter: The Red Cross will notify the CJUSD or Facility Coordinator of the closing date for the shelter. Before the Red Cross vacates the Facility, the Shelter Manager and Facility Coordinator will jointly conduct a post-occupancy survey to record any damage or conditions. The Shelter Manager and Facility Coordinator or Food Service Manager will conduct a post-occupancy inventory of the food and supplies used during the shelter operation.

9. Reimbursement: The Red Cross will reimburse the Owner for the following:

- a. *Damage to the Facility or other property of Owner, reasonable wear and tear excepted, resulting from the operations of the Red Cross. The Red Cross is not responsible for storm damage or other damage caused by the disaster.*
- b. *Reasonable costs associated with custodial and food service personnel which would not have been incurred but for the Red Cross's use of the Facility for sheltering.*

*Reasonable, actual, out-of-pocket operational costs to the extent that such costs would not have been incurred but for the Red Cross's use of the Premises.*

## **SECTION 18      SEVERE WEATHER**

If severe weather conditions develop or occur during the night or at a time when school is not in session, a decision on closing the school will be made before 7:00 a.m. If a decision is made to close school, news media will be notified and asked to announce the closure prior to 9:00 a.m. The emergency phone tree will be used to notify staff members.

If severe weather conditions develop while school is in session, the Emergency Coordinator will monitor the latest developments via radio and keep in contact with the principal. The principal will keep in contact with the superintendent's office.

If it is decided to close school, the following action will be taken:

1. The superintendent will notify radio stations and ask that a closure announcement be made which would specify the time students are to be released.
2. The principal will announce the closure to the faculty and students.
3. Staff members will be used to expeditiously evacuate the building.
4. Procedures outlined in the "Early Dismissal" plan will be followed.

## **SECTION 19     SHOOTING/STABBING**

Assess the situation

- Is the suspect in the school?
- Has weapon been found and/or secured?
- Has suspect been identified?

In most cases, initiate lockdown procedures to isolate students from danger or send students to a secure area.

Provide information in announcement about incident and outline expectations of the teachers and staff.

Disable the bell system, if possible.

Once situation has been assessed:

- Provide first aid to the injured.
- Call 911 requesting police and medical aid to injured parties.
- Notify the Center Unified District Office.
- Provide full information about what has occurred and what is known at this time.
  - If the suspect is still in the school, attempt to identify his or her location and begin planning for evacuation once police arrive.
  - If suspect has left, secure all exterior doors to prevent re-entry.
- Explain what steps the school has taken (lockdown).
- Identify command post for police to respond.
- Isolate and separate any witnesses. Instruct witnesses to write statement of events while awaiting police.
- Gather crisis management team in command post.
- Initiate the Incident Command System.
- Gather information and emergency cards on anyone involved in the incident.
- Organize evacuation to an off-site location, if necessary, or prepare to continue with classes. Keep crime scene secure.
- Prepare written statements for telephone callers and media in cooperation with the sheriff and the District Office.
- Prepare letter for students to take home in cooperation with sheriff and the Office of Community Relations.
- Arrange for crisis counseling immediately and during subsequent days.
- Provide liaison for family members of any injured students.
- Continue to provide informational updates to students, family, and faculty during next few days to squelch rumors.

## **PART 3 SITE ACTION PLAN**

### **SECTION 1 DISTRICT AND SITE MISSION STATEMENTS**

#### Center Joint Unified School District Mission Statement

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

#### School Mission Statement

**Oak Hill Elementary strives to be a community of life-long learners where the support of parents, community, staff, and peers will provide a safe, friendly, caring environment where each person will flourish, take risks, be secure and grow in knowledge, confidence, love and respect.**



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

**DESCRIPTION OF SCHOOL CLIMATE**

There is a high level of cohesiveness among the staff members at Oak Hill. Cooperation and support between teachers and the administration is evident. Efforts are made by administration and staff to show concern for all pupils.

All pupils are expected to behave in a manner that promotes safety and order. Pupils are encouraged to bring problems to the principal, teacher or other staff members. The everyday goal is for the staff to be proactive rather than reactive in all situations of concern.

The academic and behavior efforts of pupils are recognized and rewarded.

## **SECTION 3      SCHOOL CLIMATE GOALS**

### The School Climate

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

**Objective #1:** To create a caring school climate – Staff Training and Collaboration

We have implemented the Positive Behavior Interventions and Supports (PBIS) system. This is a framework that will be universal throughout the school. It is based on teaching the expectation for each of the 4 main principals (Be Safe, Be Respectful, Be Responsible, Be Ready) for all areas of the campus. Students will be acknowledged often for following the expectation.

### Related Activities:

- Build a team (teaching and non-teaching staff and parents) that will participate in Tier 1 training through Placer County Office of Education.
- Spend time during staff meetings to share and practice strategies that the team has learned at training.
- Create a School Expectations Matrix and present to the entire staff.
- Create Expectations and Procedures lesson plans for school wide rules for major areas of the campus (Cafeteria, Classroom, Playground, General Outside Areas, and Assemblies/Otter Days).
- Create training videos for use in teaching students School Wide Expectation.
- Create School Recognition System.

- **Objective #2:** Meaningful Student Participation/Connectedness

### Related Activities:

Participate in Character Education Curriculum.

- Teachers in grades K-2 and 4<sup>th</sup> will teach the *2nd Step* Character Education program weekly. Students in grade 3 will receive training in the Stop and Think Program through the Sacramento Children's Home Mental Health Services. Teachers in grade 5 will teach a weekly lesson using the Steps to Respect Program. Students in grade 6 will participate in the *Too Good for Violence* program through the Sacramento Children's Home Mental Health Services. Students in grade 4 will participate in "A Touch of Understanding", a program on disability awareness.

- Teachers and PIP (Primary Intervention Program) staff will select students in grades K-3 that could benefit from one-to-one attention to participate in PIP. These students will spend approximately 30 minutes, one day per week, for 12 weeks in the activity room with a child aide.
- Select students will participate in the *Toolbox* program offered through ERMHS. These students will learn strategies that help them manage their emotions and learn social skills.
- At the beginning of the year, all fifth graders go through a one day training on the techniques used in peer mediation.
- Students will participate in Healthy Play activities at least two days per week for 30 minutes each of those days.
- AARP/United Way Experience Corps Program where retired volunteers work with a small group of students twice a week on reading skills.

By having inclusive selection processes, wider variety of activity options, and increased communication, the Oak Hill Staff will thereby encourage increased student participation in extra curricular activities.

- Students in grades 5 and 6 are encouraged to participate in the peer mediation group (Green Berets). Each trimester, two students from each class are selected by the teacher to act as peer mediators
- Computer Student Techs will be trained to assist in classrooms where a teacher may need assistance with his or her class
- Students in grades 4-6 may try out and participate in Spirit Squad
- Students in grades 4-6 may run for an elected position in the Student Council
- Two students from each class act as Student Council members and report back to their classes after each Student Council meeting
- Students are encouraged to participate in Yearbook Club, creating the yearbook for the school
- Students in grades 2-6 are encouraged to participate in the PTA sponsored Art Club
- GATE students in grades 4-6 are encouraged to participate in the afterschool GATE program
- Students in 6<sup>th</sup> grade are encouraged to participate in Band
- Students in grades 1-6 recite the Pledge of Allegiance over the loud speaker each morning
- GATE students in grades 4-6 announce the Otter Outlook each Monday morning

Cooperative learning Big Buddy activities between older and younger students.

- All classes will be paired with another class
- Buddies will meet at least once each month
- These activities instill empathy in older students
- Develops bonds between older and younger students
- Helps both older and younger students feel cared about and helps them relate to school

School-wide events

- STEAM (Science, Technology, Engineering, Art, Math) activities every Monday.
- Wee Deliver (In School Postal Service)
- Author Day
- Red Ribbon Week
- Read Across America/Dr. Seuss reading challenge
- Assemblies
- Spirit Days
- PE interns from Sac State University work with students
- PTA Events (Movie Nights, Fall Fest, Trunk-or-Treat, Ice Cream Social, Reading Challenge, Winter Feast, Family Dance, and Family Kickball Tournament)

### Student Recognition

- Monthly Otter Days to recognize students for showing outstanding character and/or academic excellence
- Awesome Otter Awards for displaying appropriate cafeteria behavior
- Class Spirit Awards for wearing school colors on Fridays
- Green Beret Awards for using respectful and responsible behavior on the playground

## **SECTION 4      Place**

### **Create a physical environment that communicates respect for learning and for individuals.**

#### **The School's Location and Physical Environment**

Oak Hill Elementary School is located in the Antelope area of Sacramento County that has a low crime rate and average poverty level. The campus experiences mild to moderate vandalism during evening hours. The immediate area around the school includes single family dwellings, apartments, commercial buildings, and parks. Present safety hazards include drug related crime in parks near apartment buildings housing students, heavy traffic on North Loop Blvd. directly in front of school, and problem traffic patterns near the back gate of school.

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

The school site encompasses 10.53 acres. There are seven clusters of three classrooms each surrounding the main quad area. There are 15 re-locatable classrooms located across the playground from the main campus. Oak Hill also has a Park and Rec. day care center located at the end of the playground occupying 3 re-locatable classrooms. The playground is grass, concrete and asphalt and includes basketball and handball courts, baseball diamonds, an exercise equipment area, and a play structure area. Oak Hill is enclosed on three sides by a fence with gates which are kept locked during school hours. Other ancillary structures include the office, cafeteria, restrooms, teacher workroom, storage sheds, library, and computer labs.

During the school day, staff members and administrators shall provide campus supervision. Identified problem areas receive increased supervision to reduce discipline, crime, or other school safety concerns. A Safe School Officer is available if needed.

It shall be the practice of Oak Hill Elementary School to remove all graffiti from school property before pupils arrive to begin their school day. Other acts of vandalism are promptly addressed.

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

The school's physical facility is well maintained and generally looks neat and clean. District personnel periodically examine the school's physical facility and help eliminate obstacles to school safety. Additionally, health and fire department inspectors contribute to school safety.

The classrooms and school grounds are monitored for safety and appearance by the administration, custodians and individual classroom teachers. The pupils take pride in the appearance of the school.

#### **Internal Security Procedures**

Oak Hill has established procedures in the following areas: Emergency preparedness, suspension, school discipline rules and procedures, and an adopted school-wide dress code. Pupils may be suspended, transferred to another school, or recommended for expulsion for certain acts. For specific student violations, a mandatory expulsion recommendation shall be submitted by the administration of Oak Hill.

Site administrators contribute to a positive school climate, promote positive pupil behavior and help reduce inappropriate conduct. The principal/designee uses available district and other appropriate records to inform teachers of each pupil identified under E.C. 49079.

Law enforcement is contacted and consulted to help maintain and to promote a safe and orderly school environment. Oak Hill employees comply with all legal mandates, regulations and reporting requirements for all instances of suspected child abuse.

If appropriate, additional internal security procedures affecting the integrity of the school facility include classroom intercoms, teacher radios, and an emergency bell system.

Community involvement is encouraged to help increase school safety using the WE TIP hotline to report suspected vandalism, drug use or other illegal activity.

Phase 1 of an outdoor surveillance system was installed in 2008 to deter vandalism and/or apprehend vandals.

## **SECTION 5      PHYSICAL ENVIRONMENT GOALS**

### The Physical Environment

An action plan for places reflecting the school's physical environment including crisis response procedures and policies relating to student safety

*The following objectives were developed as the result of feedback from students, staff and parents on our Safe School Survey*

**Objective #1: Increase the physical safety of the Oak Hill facilities for students, staff, and parents by placing the student Emergency Information packets into the Emergency Kit for each classroom.**

1) Related Activities: Create and distribute Emergency Information packets for each teacher monthly to ensure that the information is current.

**Objective #2: Staff members will wear their staff badges and carry a 2-way radio whenever outside the classroom.**

1) Related Activities: Replace 2-way radios that have stopped working. This includes the 10 radios that are used by our noon duty staff.

**Objective #3: Emergency supplies will be kept in the classroom to ensure students have a snack and drink if parents are unable to pick student up from school during a disaster.**

1) Related Activities: A letter will be sent home at the beginning of the year to each family requesting a bag of food, water, and a letter to be used during a disaster.

**Objective #4: Increase the substitute teacher's knowledge of emergency procedures in order to insure student safety during drills and emergency situations.**




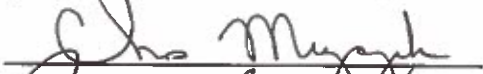


1) Related Activities: Create an emergency procedure folder for all visiting teachers/substitutes.

## SECTION 6 SIGNATURE SHEET

Oak Hill Elementary School's Safe School Plan was developed in accordance with SB 187 and Safe Schools, A Planning Guide for Action, published by the Department of Education. Student, parent and teacher surveys were taken into account to determine areas of greatest need. The document includes the school's personal, physical, social and cultural environment, which serves as an effective prevention plan based on parent and student surveys. Also taken into consideration are temporary restraining orders, school-generated child abuse reports, custody orders prohibiting parents from contact with a child at school, harassment complaints filed by students and staff, suspension logs and accident reports. Additionally, the District's discrimination and harassment policy, hate crime reporting procedures and the Uniform Complaint Policy are included.

A detailed crisis response plan based on the California Standardized Emergency Management System (SEMS) is included. This model was designed to centralize, organize, and coordinate emergency response among district organizations and public agencies. Specific first aid treatment is categorized in alphabetical order.

The following committee members revised and approved this comprehensive school plan:

Member	Title	Signature
<u>Patricia Spore</u>	Principal	
<u>Veronica Popovich</u>	Teacher	
<u>Gina Oswalt</u>	Teacher	
<u>Chris Miyazaki</u>	Secretary	
<u>Jamie Buchholz</u>	Library Technician	
<u>Angel Hughes</u>	SSC Parent	



## Appendix A

### Staff's Classroom Telephone Numbers

#### **Kdg**

McLeod (TK)/D. Bourgeois (K)	130	Tahoe T
Hahn/Meier	132	Tahoe S
Childers	134	Bodega S
R. Phillips	145	Emerald C

#### **2<sup>nd</sup> Grade**

Cassel	162	Tule 1
Kennedy	165	Tule 0
Oswalt	171	Mission 3
Wilson	161	Tule 2

#### **4<sup>th</sup> Grade**

Edwards	152	Monterey S
Muldoon	150	Monterey C
Redding	148	San Francisco C
Steinkamp	147	San Francisco T

#### **6<sup>th</sup> Grade**

Domach	144	Emerald S
Miller	143	Emerald T
M. Phillips	166	Drakes Bay 1
Ventittelli	164	Drakes Bay 2

#### **1<sup>st</sup> Grade**

Rayos del Sol	139	Trinidad T
Yrigollen	140	Trinidad S
Weeks	138	Trinidad C
Popovich	135	Bodega C
Mailho	126	Bodega T

#### **3<sup>rd</sup> Grade**

Buttram	174	Mission 6
Diab	175	Tule 5
Oliver	172	Mission 4
Stolfus	163	Tule 4

#### **5<sup>th</sup> Grade**

Erickson	151	Monterey T
Loza	155	Shasta C
Valoria	157	Shasta T
Wojdac	156	Shasta S

#### **Empty Classrooms**

173	Mission 5	(Storage)
158	Tule 3	(Band)

Principal: Patty Spore	104
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Vice Principal: Jill Warriner	105
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Abalone Cove	129
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Kitchen	123
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Library	124
---------	-----

SEVA Studio	121
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PTA/Band room Tule 3	158
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C. Pullman (OT) Mission 2	170
---------------------------	-----

Seipp/RSP	169	Mission 1
Gantayat (RSP)	169	Mission 1

Silverman/PIP	146	San Francisco S
Duncan	146	San Francisco S

Kirkland/ELL	170	Mission 2
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Young/Speech	168	Mission 0
(Mon. Wed. ½ day Fri.)		

Nichols/Psych	127
(Tues. Thurs. ½ day Fri)	

Buderer/Computer Workroom	173	Mission 5
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## **Appendix B**

### **OAK HILL ELEMENTARY EMERGENCY SHUT OFF MAP**

## **Appendix C**

### **Classroom Evacuation Map**

## Appendix D

### OAK HILL ELEMENTARY OFF SITE EVACUATION MAP

## Appendix E

### EOC Message Form

#### Student & Staff Accountability Form

DATE: \_\_\_\_\_

TEACHER: \_\_\_\_\_

ROOM #: \_\_\_\_\_

FORM COMPLETED BY: \_\_\_\_\_

# of students enrolled in this class:

# of students marked absent in this class:

Please list students marked absent by name: \_\_\_\_\_

# of students unaccounted for\* in this class:

\*You didn't mark them absent and they are not with your class at this time

Please list students unaccounted for by name: \_\_\_\_\_

Are there any adult staff from this room unaccounted for? \_\_\_\_\_

If so, please list by name: (Include staff staying behind with injured) \_\_\_\_\_

# of students with you but not on roster:

Please list these students by name: \_\_\_\_\_

# of extra adults in room

Please list extra adults by name: \_\_\_\_\_

For Command Staff: \_\_\_\_\_ Missing students/adults recorded

#### EOC Message Form Data

Tally and insert into the grid below

<u>Category</u>	<u>Description</u>	<u>Number</u>
<b><u>A</u></b>	<b>Fatalities</b>	<input style="width: 80px;" type="text"/>
<b><u>B</u></b>	<b>Minor Injuries (First aid only)</b>	<input style="width: 80px;" type="text"/>
<b><u>C</u></b>	<b>Injuries - Ambulance (Major + Moderate)</b>	<input style="width: 80px;" type="text"/>
	<b>Major (Immediate):</b> Unable to treat on site, i.e. airway and breathing difficulties, cardiac arrest, uncontrolled or suspected severe bleeding, severe head injuries, severe medical problems, open chest or abdominal wounds, severe shock.	<input style="width: 80px;" type="text"/>
	<b>Moderate (Delayed):</b> Burns, major multiple fractures, back injuries with or without spinal cord damage.	<input style="width: 80px;" type="text"/>
<b><u>D</u></b>	<b>Property Damages</b>	<b><u>Circle One</u></b>
	<b>Major damage:</b> Building collapse, building leaning, major ground movement causing large cracks in ground.	<b>Major</b>
	<b>Moderate damage:</b> Falling hazards present, hazard present (toxic chemical spill, broken gas line, fallen power lines).	<b>Moderate</b>
	<b>Minor damage:</b> Dislodged overhead air duct terminals, light fixtures, suspended ceiling grid, overhead mechanical systems and broken windows	<b>Minor</b>

\_\_\_\_\_ Triage recorded

## Appendix F

# California Child Abuse and Neglect Reporting Law

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

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

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

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

### Who Are Mandated Reporters?

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

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

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

- caseworker is working with an attorney appointed pursuant to Section 317 of the Welfare and Institutions Code to represent a minor.
- 19) A peace officer, as defined in Chapter 4.5 (commencing with Section 830) of Title 3 of Part 2 of the Penal Code, who is not otherwise described in P.C. 11165.7.
  - 20) A firefighter, *except for volunteer firefighters*.
  - 21) A physician, surgeon, psychiatrist, psychologist, dentist, resident, intern, podiatrist, chiropractor, licensed nurse, dental hygienist, optometrist, marriage, family and child counselor, clinical social worker, or any other person who is currently licensed under Division 2 (commencing with Section 500) of the Business and Professions Code.
  - 22) Any emergency medical technician I or II, paramedic, or other person certified pursuant to Division 2.5 (commencing with Section 1797) of the Health and Safety Code.
  - 23) A psychological assistant registered pursuant to Section 2913 of the Business and Professions Code.
  - 24) A marriage, family and child therapist trainee, as defined in subdivision (c) of Section 4980.03 of the Business and Professions Code.
  - 25) An unlicensed marriage, family, and child therapist intern registered under Section 4980.44 of the Business and Professions Code.
  - 26) A state or county public health employee who treats a minor for venereal disease or any other condition.
  - 27) A coroner.
  - 28) A medical examiner, or any other person who performs autopsies.
  - 29) A commercial film and photographic print processor, as specified in subdivision (e) of P.C. 11166. For purposes of the California Child Abuse Reporting Law, "commercial film and photographic print processor" means any person who develops exposed photographic film into negatives, slides, or prints, or who makes prints from negatives or slides, for compensation. The term includes any employee of such a person; it does not include a person who develops film or makes prints for a public agency.
  - 30) A child visitation monitor. For purposes of the California Child Abuse Reporting Law, "child visitation monitor" means any person who, for financial compensation, acts as monitor of a visit between a child and any other person when the monitoring of that visit has been ordered by a court of law.
  - 31) An animal control officer or humane society officer. For purposes of the California Child Abuse Reporting Law, the following terms have the following meanings: (A) "Animal control officer" means any person employed by a city, county, or city and county for the purpose of enforcing animal control laws and regulations. (B) "Humane society officer" means any person appointed or employed by a public or private entity as a humane officer who is qualified pursuant to Section 14502 or 14503 of the Corporations Code.
  - 32) A clergy member, as specified in subdivision (d) of P.C. 11166. For purposes of the California Child Abuse Reporting Law, "clergy member" means a priest, minister, rabbi, religious practitioner, or similar functionary of a church, temple, or recognized denomination or organization.
  - 33) Any custodian of records of a clergy member, as specified in P.C. 11165.7 and subdivision (d) of Section 11166.
  - 34) Any employee of any police department, county sheriff's department, county probation department, or county welfare department.
  - 35) An employee or volunteer of a Court Appointed Special Advocate program, as defined in Rule 1424 of the Rules of the Court.
  - 36) A custodial officer as defined in Section 831.5 of the Penal Code.
  - 37) Any person providing services to a minor child under Section 12300 or 12300.1 of the Welfare and Institutions Code.

Note: Unless otherwise stated, **volunteers are not mandated reporters.**

## Why Must You Report?

The primary intent of the reporting law is to protect an abused child from further abuse. Protecting the identified child may also provide the opportunity to protect other children. It is equally important to provide help for the parents. Parents may be unable to ask for help directly, and child abuse may be their way of calling attention to family problems. The report of abuse may be a catalyst for bringing about change in the home environment, which in turn may help to lower the risk of abuse in the home.

## What Do You Have To Report?

Under the law, when the victim is a child (a person under the age of 18) and the perpetrator is any person (including a child), the following types of abuse must be reported by all legally mandated reporters:

- a. A physical injury inflicted by other than accidental means upon a child. (P.C. 11165.6)  
Note that child abuse *does not* include a “mutual affray” between minors. It also *does not* include an injury caused by “reasonable and necessary force used by a peace officer acting within the course and scope of his or her employment.” (P.C. 11165.6)
- b. Sexual abuse of a child, including both sexual assault and sexual exploitation. “Sexual assault” includes sex acts with a child, lewd or lascivious acts with a child, and intentional masturbation in the presence of a child. “Sexual exploitation” includes preparing, selling, or distributing pornographic materials involving children; employing a minor to perform in pornography; and employing or coercing a child to engage in prostitution. (P.C. 11165.1)
- c. Willful harming or injuring of a child or the endangering of the person or health of a child, including inflicting or permitting unjustifiable physical pain or mental suffering. (P.C. 11165.3)

Note: Any mandated reporter may report any child who is suffering serious emotional damage or is at substantial risk of suffering serious emotional damage. (P.C. 11166.05)

- d. Willful infliction of cruel or inhuman corporal punishment or injury resulting in a traumatic condition. (P.C. 11165.4)
- e. Neglect of a child, whether “severe” or “general,” by a person responsible for the child’s welfare. The term “neglect” includes both acts or omissions harming or threatening to harm the child’s health or welfare. (P.C. 11165.2)

## When Do You Have To Report?

Child abuse must be reported when a mandated reporter, “in his or her professional capacity or within the scope of his or her employment, has knowledge of or observes a child whom the mandated reporter knows or reasonably suspects has been the victim of child abuse or neglect.” (P.C. 11166 (a))

“Reasonable suspicion” occurs when “it is objectively reasonable for a person to entertain a suspicion, based upon facts that could cause a reasonable person in a like position, drawing, when appropriate, on his or her training and experience, to suspect child abuse or neglect.” (P.C. 11166 (a)(1)) Although wordy, the intent of this definition is clear: if you suspect that abuse has occurred, make a report.

You must make a report immediately (or as soon as practicably possible) by telephone and you must prepare and send, fax or electronically transmit a written report within 36 hours of receiving the information regarding the incident. (P.C. 11166 (a)) Written reports must be submitted on Department of Justice form (SS 8572), which can be downloaded from the California Attorney General’s Web site at [www.ag.ca.gov](http://www.ag.ca.gov) (click on Child Protection Program; click on forms; click on SS 8572). The mandated reporter may include with the report any nonprivileged documentary evidence he or she possesses related to the incident.



## **To Whom Must You Report?**

The report must be made to any police department or sheriff's department (not including a school district police or security department), county probation department, if designated by the county to receive mandated reports, or county welfare department. (P.C. 11165.9)

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

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

## **Immunity**

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

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

## **Additional Safeguards for Mandated Reporters**

No supervisor or administrator may impede or

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

## **Feedback to Mandated Reporters**

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

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

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

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

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

# Appendix G Child Abuse Reporting Form

Print

## SUSPECTED CHILD ABUSE REPORT

Reset Form

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

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

PLEASE PRINT OR TYPE

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

<b>A. REPORTING PARTY</b>	NAME OF INDICATED REPORTER		TITLE		MANDATED REPORTER CATEGORY		
	REPORTER'S BUSINESS/CONTACT NAME AND ADDRESS		Room	City	Zip	IS INDICATED REPORTER WITNESS THE INCIDENT?	
	REPORTER'S TELEPHONE (AREA) ( )		BUSINESS		100% DATE		
<b>B. REPORT INFORMATION</b>	<input type="checkbox"/> LAW ENFORCEMENT <input type="checkbox"/> COUNTY PROSECUTOR <input type="checkbox"/> COUNTY WELFARE (CWS) (Child Protective Services)		AGENCY				
	ADDRESS		Room	City	Zip	DATE/TIME OF PHONE CALL	
	OFFICIAL CONTACTED, TITLE				TELEPHONE ( )		
<b>C. VICTIM</b> <i>One report per victim</i>	NAME (LAST, FIRST, MIDDLE)		BIRTHDATE OR APPROX. AGE		SEX	ETHNICITY	
	ADDRESS		Room	City	Zip	TELEPHONE ( )	
	PRESENT LOCATION OF VICTIM		SCHOOL		CLASS	GRADE	
	PHYSICALLY DISABLED <input type="checkbox"/> YES <input type="checkbox"/> NO	COGNITIVELY/MENTALLY DISABLED <input type="checkbox"/> YES <input type="checkbox"/> NO	OTHER DISABILITY (SPECIFY)		PRESENT LANGUAGE SPOKEN IN HOME		
	IN FOSTER CARE? <input type="checkbox"/> YES <input type="checkbox"/> NO	IF VICTIM IS IN ONE OF HOME CARES, IN TYPE OF INCIDENT, CHECK TYPE OF CARE: <input type="checkbox"/> DAY CARE <input type="checkbox"/> CHILD CARE CENTER <input type="checkbox"/> FOSTER FAMILY HOME <input type="checkbox"/> FAMILY FRIEND <input type="checkbox"/> GROUP HOME OR INSTITUTION <input type="checkbox"/> RELATIVE'S HOME				TYPE OF ABUSE (CHECK ONE OR MORE) <input type="checkbox"/> PHYSICAL <input type="checkbox"/> SEXUAL <input type="checkbox"/> EMOTIONAL <input type="checkbox"/> NEGLECT <input type="checkbox"/> OTHER (SPECIFY)	
	RELATIONSHIP TO SUSPECT		PHONES THIS BY <input type="checkbox"/> YES <input type="checkbox"/> NO		DID ONE INCIDENT RESULT IN THIS VICTIM'S DEATH? <input type="checkbox"/> YES <input type="checkbox"/> NO <input type="checkbox"/> UNKNOWN		
<b>D. INVOLVED PARTIES</b> <i>Use 1 page for each party involved</i>	<b>VICTIM</b>						
	1. NAME		ETHNICITY	SEX	ETHNICITY	AGE	BIRTHDATE
	2. NAME		ETHNICITY	SEX	ETHNICITY	AGE	BIRTHDATE
	NAME (LAST, FIRST, MIDDLE)		BIRTHDATE OR APPROX. AGE		SEX	ETHNICITY	
	ADDRESS		Room	City	Zip	HOME PHONE ( )	BUSINESS PHONE ( )
	NAME (LAST, FIRST, MIDDLE)		BIRTHDATE OR APPROX. AGE		SEX	ETHNICITY	
	ADDRESS		Room	City	Zip	HOME PHONE ( )	BUSINESS PHONE ( )
	SUSPECT'S NAME (LAST, FIRST, MIDDLE)		BIRTHDATE OR APPROX. AGE		SEX	ETHNICITY	
	ADDRESS		Room	City	Zip	TELEPHONE ( )	
	CHECK PRESENT INFORMATION						
<b>E. INCIDENT INFORMATION</b>	IF NECESSARY, ATTACH EXTRA COPIES OF OTHER FORMS AND CHECK THIS BOX <input type="checkbox"/> IF MULTIPLE INCIDENTS, INDICATE NUMBER _____						
	DATE / TIME OF INCIDENT		PLACE OF INCIDENT				
	BRIEF DESCRIPTION (What happened?) and what the mandated reporter observed/heard persons accompanying the victim(s) or parent(s) or guardian(s) or caregiver(s) or other persons.						

### DEFINITIONS AND INSTRUCTIONS ON REVERSE

**DO NOT** submit a copy of this form to the Department of Justice (DOJ). The investigating agency to be required under Penal Code Section 11166 to submit to DOJ a Child Abuse Investigation Report Form SS 8263 if (1) a n active investigation was conducted and (2) the incident was determined not to be unfounded.

WHITE COPY-Police or Sheriff's Department BLUE COPY-County Welfare or Probation Department GREEN COPY-District Attorney's Office YELLOW COPY-Reporting Party

## Appendix H

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

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### Williams Complaints Classroom Notice

#### Notice to Parents, Guardians, Pupils, and Teachers Complaint Rights

Pursuant to California *Education Code* Section 35186, you are hereby notified that:

1. There should be sufficient textbooks and instructional materials. That means each pupil, including English learners, must have a textbook or instructional materials, or both, to use in class and to take home.
2. School facilities must be clean, safe, and maintained in good repair.
3. There should be no teacher vacancies or misassignments. There should be a teacher assigned to each class and not a series of substitutes or other temporary teachers. The teacher should have the proper credential to teach the class, including the certification required to teach English learners if present.

*Misassignment means the placement of a certificated employee in a teaching or services position for which the employee does not hold a legally recognized certificate or credential or the placement of a certificated employee in a teaching or services position that the employee is not otherwise authorized by statute to hold.*

*Teacher vacancy means a position to which a single designated certificated employee has not been assigned at the beginning of the year for an entire year or, if the position is for a one-semester course, a position to which a single designated certificated employee has not been assigned at the beginning of a semester for an entire semester.*

4. Pupils, including English Learners, who have not passed one or both parts of the high school exit examination by the end of the 12th grade are to be provided the opportunities to receive intensive instruction and services for up to two consecutive academic years after the completion of grade 12.
5. A complaint form may be obtained at the school office, district office, or downloaded from the school's Web site at [centerusd.org](http://centerusd.org). You may also download a copy of the California Department of Education complaint form from the following Web site: <http://www.cde.ca.gov/re/cp/uc>.

August 2013

Williams Complaints Form

*Education Code (EC) Section 35186 created a procedure for the filing of complaints concerning deficiencies related to instructional materials, conditions of facilities that are not maintained in a clean or safe manner or in good repair, and teacher vacancy or misassignment. The complaint and response are public documents as provided by statute. Complaints may be filed anonymously. However, if you wish to receive a response to your complaint, you must provide the following contact information.*

Response requested: ☐ Yes ☐ No

Name (Optional): \_\_\_\_\_ Mailing Address (Optional): \_\_\_\_\_

Phone Number Day (Optional): \_\_\_\_\_ Evening (Optional): \_\_\_\_\_

Issue of complaint (please check all that apply):

1. Textbooks and Instructional Materials

- ☐ A pupil, including an English learner, does not have standards-aligned textbooks or instructional materials or state-adopted or district-adopted textbooks or other required instructional materials to use in class.
- ☐ A pupil does not have access to textbooks or instructional materials to use at home or after school. This does not require two sets of textbooks or instructional materials for each pupil.
- ☐ Textbooks or instructional materials are in poor or unusable condition, have missing pages, or are unreadable due to damage.
- ☐ A pupil was provided photocopied sheets from only a portion of a textbook or instructional materials to address a shortage of textbooks or instructional materials.

2. Facility Conditions

- ☐ A condition poses an urgent or emergency threat to the health or safety of students or staff, including: gas leaks, nonfunctioning heating, ventilation, fire sprinklers or air-conditioning systems, electrical power failure, major sewer line stoppage, major pest or vermin infestation, broken windows or exterior doors or gates that will not lock and that pose a security risk, abatement of hazardous materials previously undiscovered that pose an immediate threat to pupils or staff, structural damage creating a hazardous or uninhabitable condition, and any other emergency conditions the school district determines appropriate.
- ☐ A school restroom has not been maintained or cleaned regularly, is not fully operational and has not been stocked at all times with toilet paper, soap, and paper towels or functional hand dryers.
- ☐ The school has not kept all restrooms open during school hours when pupils are not in classes, and has not kept a sufficient number of restrooms open during school hours when pupils are in classes.

3. Teacher Vacancy or Misassignment

- ☐ Teacher vacancy - A semester begins and a teacher vacancy exists. (A teacher vacancy is a position to which a single designated certificated employee has not been assigned at the beginning of the year for an entire year or, if the position is for a one-semester course, a position to which a single designated certificated employee has not been assigned at the beginning of a semester for an entire semester.)
- ☐ Teacher misassignment - A teacher who lacks credentials or training to teach English learners is assigned to teach a class with more than 20 percent English learner pupils in the class.
- ☐ Teacher misassignment - A teacher is assigned to teach a class for which the teacher lacks subject matter competency.

4. High School Exit Examination (For school districts who receive intensive instruction funds)

- ☐ Pupils who have not passed the high school exit exam by the end of 12<sup>th</sup> grade were not provided the opportunity to receive intensive instruction and services pursuant to Education Code 37254 (d) (4) and (5) after the completion of grade 12.

Date of Problem: \_\_\_\_\_

Location of Problem (School Name, Address, and Room Number or Location): \_\_\_\_\_

Course or Grade Level and Teacher Name: \_\_\_\_\_

Please describe the issue of your complaint in detail. You may attach additional pages if necessary to fully describe the situation. \_\_\_\_\_

Please file this complaint at the following location:

David Grimes, Director of Personnel/Student Services 8408 Watt Avenue, Antelope, CA 95843

## Appendix I

### Center Joint Unified School District Discipline Policies

Grounds for Suspension or Expulsion; Legislative Intent: California Education Code 48900 and Center Unified School District Board Policy 5144 (a) allow the superintendent or site administrator to suspend or recommend for expulsion a student for any violation of the following rules while on school grounds, going to or coming from school, during the lunch period whether on or off the campus, or during, or while going to, or coming from a school sponsored activity. Suspension of up to 5 days or a recommendation for expulsion may occur when the conduct is of an extreme nature.

- 1           \*48900(a-1): Caused, Attempted, or Threatened Physical Injury (S)
- 2           \*48900(a-2): Use of Force or Violence (S)
- 3           \*48900(b): Weapons (S)
- 4           \*48900(c): Drugs or Alcohol, Possession/Use of (S)
- 5           \*48900(d): Drugs or Alcohol, Sale of (S)
- 6           \*48900(e): Robbery/Extortion (S)
- 7           \*48900(f): School Property Damage (S)
- 8           \*48900(g): Property Theft (S)
- 9           \*48900(h): Tobacco, Possession/Use(S)
- 10          \*48900(i): Language, Obscene/Profanity (S)
- 11          \*48900(j): Drugs, Paraphernalia (S)
- 12          \*48900(k): Disrupted School Activities / Defiance of Authority(S)
- 13          \*48900(l): Stolen Property, Possession of (S)
- 14          \*48900(m): Firearm, Imitation (S)
- 15          \*48900(n): Sexual Assault (S)
- 16          \*48900(o): Harassment, Witness (S)
- 17          \*48900(p): Soma, Selling of (S)
- 18          \*48900(q): Hazing (S)
- 19          \*48900(r): Bullying/Harassment (S)
- 20          \*48900(t): Aids or Abets Physical Injury(S)
- 21          \*48900.2: Sexual Harassment (S)(E)
- 22          \*48900.3: Hate Violence (S)(E)
- 23          \*48900.4: Harassment, threats, intimidation (S)(E)
- 24          \*48900.7(a): Terroristic threats against school officials or property (S)(E)
- 25          \*48900.7(b): Terroristic Threat (S)(E)
- 50          \*48915(a-1): Caused Serious Physical injury (S)(E)
- 51          \*48915(a-2): Possession of Knife or other Dangerous Object (S)(E)
- 52          \*48915(a-3): Possession of any Controlled Substance (S)(E)
- 53          \*48915(a-4): Robbery/Extortion (S)(E)
- 54          \*48915(a-5): Assault or Battery on a School Employee (S)(E)
- 55          \*48915(c-1): Firearm; Possessing, Selling or Furnishing (E)\*\*
- 56          \*48915(c-2): Brandishing a Knife (E)\*\*
- 57          \*48915(c-3): Sales of Controlled Substance (E)\*\*
- 58          \*48915(c-4a): Sexual Assault(E)\*\*
- 59          \*48915(c-4b): Sexual Battery (E)\*\*
- 60          \*48915(c-5): Possession of an Explosive (E)\*\*

## **Appendix J**

### **Center Joint Unified School District Previous Suspension/Expulsion Notification**

Dated: \_\_\_\_\_

To: \_\_\_\_\_  
Teacher's Name

From: \_\_\_\_\_

Re: \_\_\_\_\_  
Student Name

Pursuant to Legislative Bill AB 29 and ED Code 49079, this notice is to inform you that our office has received a copy of the above named student's cumulative file. The cumulative file includes previous suspension or expulsion information during the previous three school years.

You have a right to view this information. You may check out the cumulative file from the office at your convenience. Please sign this notice indicating that you have been made aware of the prior suspensions/expulsions and of your right to view the cumulative folder. Then, return the form to my office as soon as possible.

Signature: \_\_\_\_\_

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

## **Appendix K**

### **Hate Motivated Behavior**

As California's population becomes more diverse, it is important that school districts provide a safe and harmonious learning environment for all students. Pursuant to Education Code 201, schools have an affirmative obligation to combat racism, sexism, and other forms of bias, as well as a responsibility to provide equal educational opportunity. Developing policy to address hate-motivated behavior is one way districts can help teach students respect and understanding of diversity.\*\*\*

In its publication entitled "Hate-Motivated Behavior in Schools", the California Department of Education defines hate-motivated behavior as an act, or attempted act, motivated by hostility towards a victim's real or perceived ethnicity, national origin, immigrant status, gender, sexual orientation, religious belief, age, disability, or any other physical or cultural characteristic. Some hate-motivated behavior may also be a crime as defined in state or federal law. These crimes include, but are not limited to: bomb threats, cross burnings, destruction or defacement of property, and certain types of vandalism and assaults.\*\*\*

The following optional policy is for use by districts in the implementation of a prevention strategy for hate-motivated incidents and should be modified to reflect district practice. Elements of this policy should also be integrated into existing school plans, such as the school safety and staff development plan, as well as any policies developed by the district regarding Positive School Climate and Multicultural Education; see BP 5137 and BP 6141.6, respectively.\*\*\*

The Governing Board affirms the right of every student to be protected from hate-motivated behavior. It is the intent of the Board to promote harmonious relationships that enable students to gain a true understanding of the civil rights and social responsibilities of people in our society. Behavior or statements that degrade an individual on the basis of his/her race, ethnicity, culture, heritage, gender, sexual orientation, physical/mental attributes, religious beliefs or practices shall not be tolerated.

(cf. 0410 – Nondiscrimination in District Programs and Activities)



## **Appendix L**

### **Nondiscrimination/Harassment**

District programs and activities shall be free from discrimination, including harassment, with respect to a student's actual or perceived sex, gender, ethnic group identification, race, national origin, religion, color, physical or mental disability, age or sexual orientation.

The Governing Board shall ensure equal opportunities for all students in admission and access to the educational program, guidance and counseling programs, athletic programs, testing procedures, and other activities. School staff and volunteers shall carefully guard against segregation, bias and stereotyping in instruction, guidance and supervision. The district may provide male and female students with separate shower rooms and sexual health and HIV/AIDS prevention classes in order to protect student modesty.

The Board prohibits intimidation or harassment of any student by any employee, student or other person in the district. Staff shall be alert and immediately responsive to student conduct which may interfere with another student's ability to participate in or benefit from school services, activities or privileges.

Students who harass other students shall be subject to appropriate discipline, up to and including counseling, suspension and/or expulsion. An employee who permits or engages in harassment may be subject to disciplinary action, up to and including dismissal.

The Board hereby designates the following position as Coordinator for Nondiscrimination to handle complaints regarding discrimination and inquiries regarding the district's nondiscrimination policies:

Director of Personnel  
8408 Watt Avenue  
Antelope, California 95843  
(916) 338-6419

Any student who feels that he/she is being harassed should immediately contact the Coordinator for Nondiscrimination, the principal or any other staff member. Any student who observes an incident of harassment should report the harassment to a school employee, whether or not the victim files a complaint.

Employees who become aware of an act of harassment shall immediately report the incident to the Coordinator for Nondiscrimination. Upon receiving a complaint of discrimination or harassment, the Coordinator shall immediately investigate the complaint in accordance with site-level grievance procedures specified in AR 5145.7 - Sexual Harassment. Where the Coordinator finds that harassment has occurred, he/she shall take prompt, appropriate action to end the harassment and address its effects on the victim.

The Coordinator shall also advise the victim of any other remedies that may be available. The Coordinator shall file a report with the Superintendent or designee and refer the matter to law enforcement where required.

## **Appendix M**

### **School Dress Code**

Students, grades K-6 enrolled in the Oak Hill Elementary School, in the Center Unified School District, are to adhere to the following dress code:

1. Shoes are to be worn at all times. Flip-flops, sandals and shoes with metal plates are unsafe and are not to be worn at school
2. Clothing and jewelry shall be free of writing, pictures or any other insignia which are crude, vulgar, profane or sexually suggestive or which advocate racial, ethnic or religious prejudice or incite violence or the use of drugs or alcohol.
3. Head coverings are to be worn outside of the school building only. The brim of any head covering must face toward the front.
4. Short shorts and/or tight bicycle shorts are unacceptable. Mid-thigh length shorts, dresses and skirts are acceptable. Length should be 1 inch below fingertips when standing straight. Leggings can be worn as long as the shirt/top covers the buttocks.
5. Halter, tank and midriff tops, low back and/or front sundresses and/or loose arm holed blouses are unacceptable. Clothing should be such that no undergarments or private parts are visible.
6. Hair must not interfere with school activities. Unnatural or decorative hair colors are not allowed.
7. We feel that careless or overly informal dress may reflect a student's attitude toward learning. Clothing is a reflection of a student's personality and feeling of self worth. Parents will be called to provide appropriate clothing if and when the dress code is not adhered to as defined above. Clothing will need to be brought to the school the day of the infraction. We encourage the parent volunteers to adhere to this dress code.

## *Center Joint Unified School District*

**AGENDA REQUEST FOR:**

**Dept./Site:** Global Youth Charter School

**Date:** March 3, 2017

**Action Item** XX

**To:** Board of Trustees

**Information Item**

**From:** Doug Hughey, Principal

**# Attached Pages**

**Administrator's Initials:** DH

**SUBJECT:** 2017 Safe School and Emergency Preparedness Plan - Global Youth Charter School

**RECOMMENDATION:** The CJUSD Board of Trustees approve the 2017 Safe School and Emergency Preparedness Plan for Global Youth Charter School.

CONSENT AGENDA

# **GLOBAL YOUTH CHARTER SCHOOL**

**Safe School**

**And**

**Emergency Preparedness Plan**

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

Revised 2017

## **EMERGENCY PREPAREDNESS PLAN**

The Emergency Response Plan has as its primary objectives:

1. To save lives and avoid injuries;
2. To safeguard school property and records;
3. To promote a fast, effective reaction to coping with emergencies;
4. To restore conditions back to normal with minimal confusion as promptly as possible.

Attaining these objectives will require clear activation procedures and responsibilities, identification of all tasks to be performed and by whom, an organized yet flexible response, and the dedication and cooperation of all.

It is vital to the continued functioning of the school, staff, and students that we are prepared to respond effectively in times of emergencies. Such preparations will also help us meet our obligations to our community.

This plan has been developed to be used in case of an emergency. All members of the faculty and other employees should:

1. familiarize themselves with this plan,
2. be prepared to activate it immediately, and
3. perform any duties to which they are assigned to make its activation effective.

Members of the faculty shall teach the Emergency Response Plan to the students. The members of each classroom shall be instructed in the evacuation plan so they can respond immediately upon receiving the necessary warning.

## Table of Contents

### **Part 1 Crisis Management**

Section 1	Incident Command System.....	4
Section 2	Staging Areas .....	12
Section 3	Lockdown Procedures .....	13
Section 4	Evacuation Procedures .....	16
Section 5	Student Release Procedures .....	19
Section 6	School Partnerships .....	21
Section 7	Resources .....	22
Section 8	Communications .....	25
Section 9	Crisis Phone Directory .....	26
Section 10	Letters Home.....	27
Section 11	Aftermath.....	31
Section 12	Training and Updating.....	32

### **Part 2 Crisis Readiness**

Section 1	Activity in the Vicinity .....	33
Section 2	After Hours Crisis Procedures.....	34
Section 3	Bomb Threat.....	34
Section 4	Bus Accident.....	39
Section 5	Chemicals/Biohazard/Gas Odor .....	40
Section 6	Death/Suicide .....	41
Section 7	Earthquake.....	42
Section 8	Fire/Explosion .....	44
Section 9	Flood .....	46
Section 10	Gas Odor.....	47
Section 11	Hostage Situation.....	48
Section 12	Hostile Visitor .....	50
Section 13	Kidnapping/Attempted Kidnapping.....	52
Section 14	Medical Emergency.....	53
Section 15	Missing Student .....	66
Section 16	Public Demonstration.....	68
Section 17	School Site as Mass Care and Welfare Shelter.....	70
Section 18	Severe Weather .....	72
Section 19	Shooting/Stabbing.....	73

### **Part 3 Site Action Plan**

Section 1	District and Site Mission Statements .....	74
Section 2	Description of School Climate.....	75
Section 3	School Climate Goals .....	76
Section 4	Description of Physical Environment .....	77
Section 5	Physical Environment Goals .....	78
Section 8	Signature Sheet .....	79

### **Part 4 Appendices**

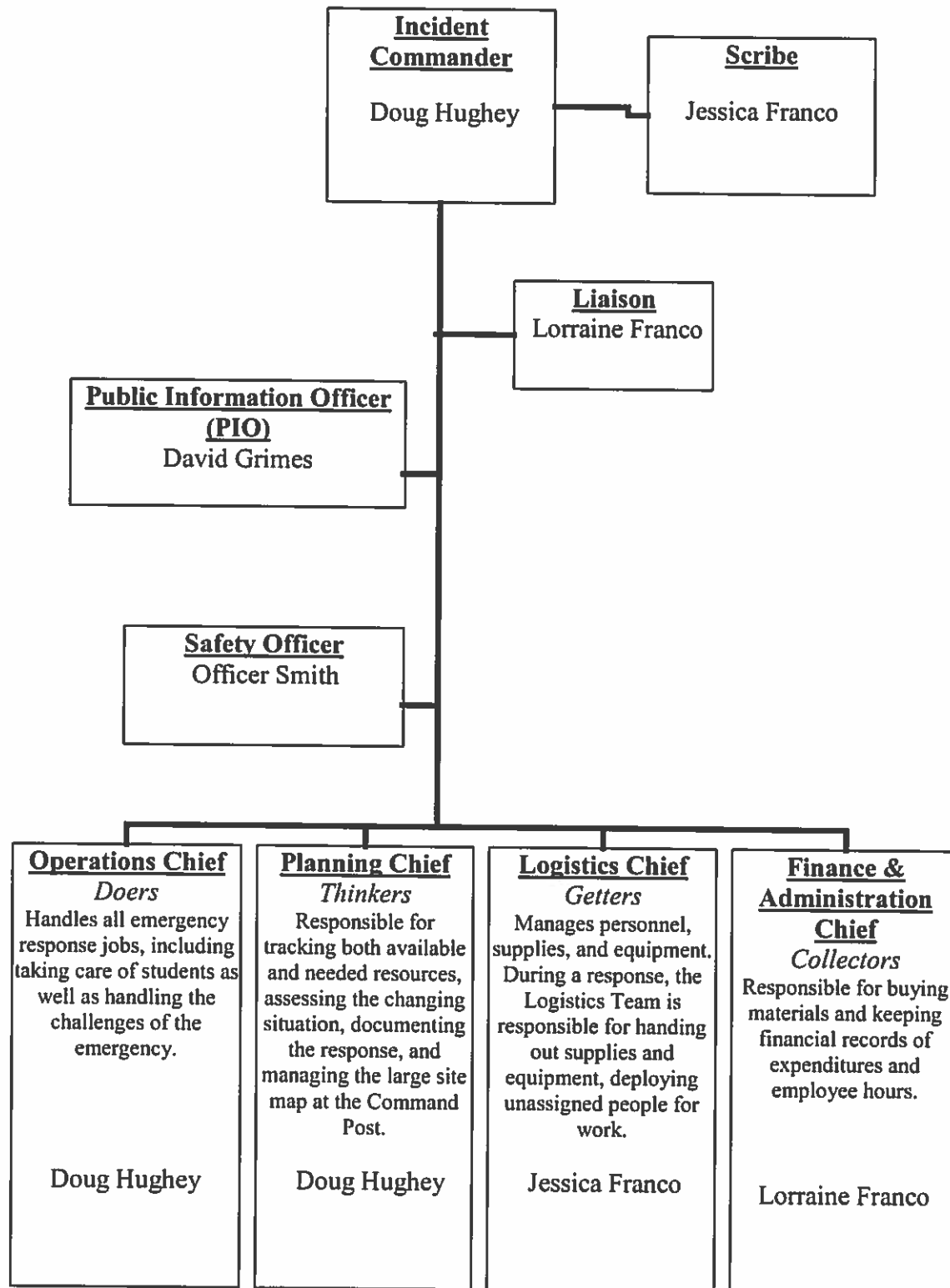
Appendix A	Staff's Classroom Telephone Numbers .....	80
Appendix B	Utility Shut-off Map .....	81
Appendix C	Classroom Evacuation Map.....	82
Appendix D	Off Site Evacuation Map.....	83
Appendix E	Emergency Operations Center (EOC) Form.....	84
Appendix F	Child Abuse Reporting Law .....	85
Appendix G	Child Abuse Reporting Form .....	90
Appendix H	Uniform Complaint Procedures.....	91
Appendix I	Suspendable Offenses .....	93
Appendix J	Procedures to Notify Teachers of Dangerous Pupils.....	94
Appendix K	Hate Crime.....	95
Appendix L	Nondiscrimination/Harassment .....	96
Appendix M	Site Dress Code, if includes "gang-related apparel" .....	97

## **PART 1 CRISIS MANAGEMENT**

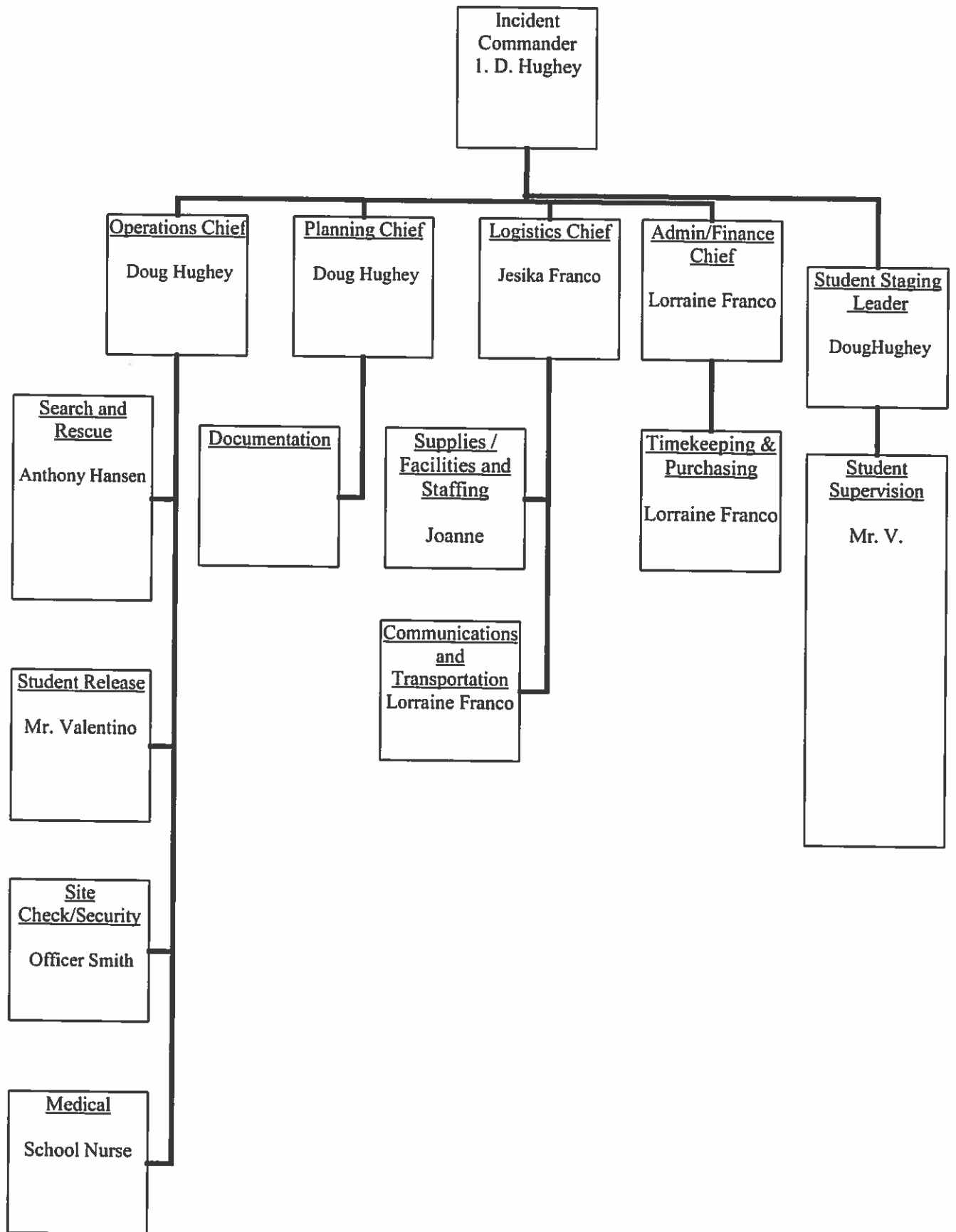
### **SECTION 1 INCIDENT COMMAND SYSTEM**

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

## AVCS and GYCS School Incident Command System







## Incident Command Descriptions

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

- Assume Command
- Establish the Command Post
- Conduct briefings of the Command Staff
- Identify level of threat by assessing situation
- Set specific objectives and direct development of incident action plans
- Direct protective actions to stabilize the school
- Activate and oversee ICS functions
- Establish Unified Command with responding agencies
- Update EOC as situation evolves
- Approve information to send to the EOC for media briefings
- Set objectives for resumption of normal activities
- Maintain an activity log (scribe) and oversee action reports

### *Admin/Finance Chief*

- Report to Command Post if directed to do so; otherwise, provide finance duties as secondary duty
- Keep an envelope or box for all receipts and overtime cards
- Provide a cost-accounting update for the IC as requested
- Maintain an activity log (scribe) and write after-action report
- Check attendance for that day for both students and adults

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

- Report to Command Post (immediately or upon handing off students)
- Participate in briefing sessions, helping to identify required resources and personnel or advising of their availability
- Provide equipment, supplies, personnel, busses/cars as required by Operations
- Establish and maintain communications (radios, bullhorns, etc.)
- Stage resources (or Team Leaders) so they are readily available
- Coordinate and re-assign staff to other teams as needed by Operations
- Maintain a visible chart of available resources as a reference for Ops and the IC Team
- Provide food and water as needed (and available) for staff and students
- Maintain an activity log (scribe) and write after-action report

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

- Immediately report to Command Post
- Supervise and direct activities of all groups assigned to Operations through the Team Leaders
- Identify alternate staging areas as needed (to IC and Logistics)
- Identify alternate resource requirements (to IC and Logistics)
- Deploy resources
- Make changes as necessary to action plan based upon reports from group leaders and Planning Chief
- Update IC and IC Team with status reports
- Maintain an activity log (scribe) and write after-action report

*Planning Chief:* The Planning Intelligence Chief will report directly to the Incident Commander and may stay with the Incident Commander throughout the crisis. This team will gather information to assist with medium/long-range planning related to the ongoing incident and school recovery issues. They will arrange for recovery/aftermath resources so that there is no gap between the end of the incident and necessary support/services.

- Report to Command Post (immediately or upon handing off students)
- Collect EOC forms and develop a briefing on incident size and scope for IC Team.
- With Ops, gather incident information and updates from team leaders.
- Send and supervise runners, if needed, to gather incident information
- Share information needed for decision making with IC Team
- Prepare estimates of incident escalation or de-escalation for IC Team
- Report to Safety any conditions that may cause danger
- Maintain an activity log (scribe) and write after-action report

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

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

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

*Medical Team:* Members of this team will take roll with their own class, send in their EOC form, and then ask a supervising teacher to watch their

students. They will then report directly to the Team Leader in a pre-determined First Aid Staging Area and organize first aid supplies. The medical area should provide privacy for the injured and easy access for cars used to transport people with major injuries.

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

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

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

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

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

for additional help. The Team Leader reports progress/needs to the Operations Chief.

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

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

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

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

*Student Release a.k.a. Parent Reunion Coordinator:* This team will supervise the release of students. They will document the persons picking up students. They must record the time, signature, and where they will be taking the student. Pictures of each child with the adult picking them up may be useful. Members will take roll with their own class, send in their EOC form, and wait to be called up. Before parents begin arriving, the Team Leader will begin setting up the Reunification Center, with support if needed, in a predetermined location. They will gather information regarding attendance from the Admin/Finance Team. When parents begin arriving, the Team Leader will call up the rest of the team and notify the Operations Chief. As more parents arrive, more teachers and classified staff will be assigned to this staging area. Students will be re-assigned to other Supervising Teachers. If evacuating the site, before leaving the school grounds, the Student Release Team will post a notice on the front door informing parents

where to pick up their children. If the front door is no longer there, the notice will be placed on the flagpole.

*Student Supervision Team:* This team supervises all students unless otherwise assigned. Other teachers who have designated responsibilities that take them away from their class will be reporting to a member of the Student Supervision Team before they leave their class in his care. This team will be working closely with the Student Release Team to make sure that students do not leave until their parent or adult has signed them out from the release area.

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

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

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

## **SECTION 2      STAGING AREAS**

### Indoor Command Post:

1. Principal's Conference Room

### Outdoor Command Post:

1. Front of Ken Tomas Gym (lower gym)

### Triage Area:

1. Room #44

### Parent Reunification Area:

1. Front Parking Lot (see attached map)

### Bus Staging Area:

1. Park (see attached map)

### Media Staging Area:

1. Front Entrance (see attached map)

### Off-Site Evacuation Location:

1. Old Global Youth Basketball Courts

## **SECTION 3      LOCKDOWN PROCEDURES**

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

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

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

When a lockdown is announced, several steps should take place. Someone must be assigned to the dangerous situation or area to ensure students and staff do not enter the area. Immediate notification should be made to the 911, fully explaining what is known at that time. The bells must be held and instructions to ignore the fire alarm should be given.

When ordering a lockdown, the following announcements should be made and repeated several times:

A) Classes in progress (not during lunch)

"Teachers, please secure your students in your classrooms immediately. All students report directly to your classrooms and ignore any fire alarms."

B) Class change in progress

"Teachers and students, it is necessary to begin a lockdown of classrooms. All students report directly to your next assigned class and ignore any fire alarms."

C) Lunch is in session

Add the following to either announcement:

"Students in the cafeteria, follow the instructions of the faculty in the cafeteria."

Unassigned teachers should ensure that students in hallways are placed in classrooms immediately. Staff members should check restrooms and other areas where students may be found. If students are found and are not close to their classroom, students should go into the closest occupied classroom. Then teachers should stay in a locked room and notify the office of their location.

During a lockdown, special attention should be given to the areas of the school where numerous students are gathered in an unsecured environment,



such as the cafeteria, auditorium, or library. Arrangements should be made so that students in these areas can be moved to nearby locations that can be secured.

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

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

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

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

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

Communication via school radio is permissible as long as the incident does not involve an explosive device or a suspect in possession of a radio or

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

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

Special areas of concern:

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

## **SECTION 4      EVACUATION PROCEDURES**

### General Evacuation

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

### Evacuation of School Grounds

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

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

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

### School Evacuation Instructions

#### Exit the Building

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

#### Teachers

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

- Necessary first aid should be performed.

#### Students

##### In homeroom class

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

##### NOT in homeroom

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

##### At recess / break

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

#### Staff Not Assigned To Classrooms

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

#### Principal or Designee

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

#### Exit Route

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

## **SECTION 5      STUDENT RELEASE PROCEDURES**

### Early Dismissal

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

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

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

Follow the "Release of Students to Parents" plan.

### Release of Students to Parents

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

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

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

## STUDENT RELEASE FORM

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

Date \_\_\_\_\_ Time \_\_\_\_\_

Teacher \_\_\_\_\_

Room  
# \_\_\_\_\_ Grade \_\_\_\_\_

### PERSON CHECKING OUT STUDENT:

Signature \_\_\_\_\_

-----

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

Name \_\_\_\_\_

Address \_\_\_\_\_

Phone # \_\_\_\_\_

-----

### STUDENTS UNACCOUNTED FOR

Teacher's  
Name \_\_\_\_\_ Grade \_\_\_\_\_ Room \_\_\_\_\_

Students unaccounted for:

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

## **SECTION 6 SCHOOL PARTNERSHIPS**

### Off Site Partnership

**Include location, contact information,  
and directions here.**

## SECTION 7 RESOURCES

### Staff Special Skills

#### Staff Emergency Information

##### Staff Member

PRINCIPAL	Phone Number	Health Concerns	Special Skills
Doug Hughey			
JUNIOR HIGH			
CUSTODIAN			
Joanne Walden			
GLOBAL YOUTH			
Anthony Hansen			
Ionut P.			
Josh Weiss			
Jessica Franco			
Lorraine Franco			






## **SECTION 8      COMMUNICATIONS**

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

Communication between the custodial staff and the office staff will be by cell phone:

Principal  
Secretary  
Day Custodian  
Counselor  
Operations Chiefs  
Planning Chiefs  
Logistics Chiefs  
Incident Commanders

### Telephone Communication

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

## **SECTION 9      CRISIS PHONE DIRECTORY**

- Sheriff/Fire Department: 911
- Twin Rivers Police Department: (916) 556-2777
- Poison Control Center, UCD Medical Center:(916) 734-3692
- Citizens Utilities (Water): (916) 568-4200
- SMUD (Electricity): (916) 456-7683
- PG&E (Gas): (916) 743-5000
- Superintendent's Office: (916) 348-6400
- Maintenance, Operations, Transportation (MOT):
  - Craig Deason, Assistant Superintendent: (916) 338-7580
  - Karen Matre, Assistant Superintendent's Secretary: (916) 338-6337
  - Angela Espinoza, Staff Secretary: (916) 338-6417
- Child Protective Services (CPS): (916) 875-5437
- Spinelli Elementary School: (916) 338-6490
- Dudley Elementary School: (916) 338-6470
- Oak Hill Elementary School: (916) 338-6460
- Wilson C. Riles Middle School: (916) 787-8100
- Center High School: (916) 338-6420
- Antelope View Charter School: (916) 339-4690
- Global Youth Charter School: (916) 339-4680
- McClellan High School: (916) 338-6445



Established 1858

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

**BOARD OF TRUSTEE**

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

**SUPERINTENDENT**

Scott A. Loehr

Dear Parents/Guardians:

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

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

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

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

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

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

Sincerely,

Principal

*"Respecting our traditions, while embracing new ideas"*



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**Snack Request**

Dear Parents:

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

In a heavy-duty 1-gallon ZIP-LOCK bag, place the items listed below:

- (1) *can* of fruit drink (*no pouches, no boxes because they leak*)
- (1) bottle of water
- (3) small non-perishable snack packages – please choose commercially vacuum-packed items such as beef jerky, a granola bar, a fruit roll-up, cheese and crackers or a small pull-top *can* of fruit with a plastic spoon
- (1) small packet of wet wipes
- (1) note of reassurance and a small picture, as these may be a source of comfort in the event of an emergency and extended separation

Please do not send items that need to be refrigerated. Items that are perishable or need to be refrigerated will be sent back home with the student.

Please make sure the bag is marked clearly with your child's name, grade, teacher and room. Packs will be returned to students at the end of the school year.

Having these supplies on-site will better enable us to care for the students in an actual emergency, and they will also be a source of comfort to them. Your child will not be permitted to take something from the kit if s/he forgets a snack or wants a drink. The kits are for true emergencies only.

If you have any questions about this program, please contact the school office. Thank you for your cooperation in this very important matter.

Sincerely,

Principal

**"Respecting our traditions, while embracing new ideas"**



## **SECTION 11     AFTERMATH**

### Counseling

The need for a proactive counseling program can not be overlooked. Many dangerous situations can be avoided with early intervention by trained professionals. Available resources should be identified and used on a regular basis when the first sign of depression, anger, or other alarming changes in a student is observed. During a crisis, the CMT member responsible for counseling must quickly organize a counseling program to help students, parents, faculty, and the community heal from the incident. Counselors at the effected school may handle some incidents, while other incidents could easily require the cooperation of many services. Identifying resources within the school system, county, and community should be planned and well organized before a crisis occurs.

## **SECTION 12      TRAINING AND UPDATING**

### Drills

The principal shall hold fire drills monthly and intruder alert and earthquake drills each trimester to ensure that all students, faculty members, and others are sufficiently familiar with such drills that they can be activated and accomplished quickly and efficiently. These drills shall be held at both regular and inopportune times to take care of almost any situation.

Everyone in the building, including other employees, all office workers, all lunch workers, all custodial staff, and visitors must obey the instructions in the room or area they occupy when the alarm is sounded. Drills will also be carried out for quick evacuation of the multi-purpose room. The school secretary will be responsible to notify Sacramento Fire Department and Twin Rivers Police Department as necessary.

Once yearly, a full scale disaster drill will be held to give the staff an opportunity to fully implement the Incident Command System.

### Training

The staff has participated in the following trainings:

- SEMS video – {Insert date}
- CPR Training – {Insert date}
- Mandated Child Abuse Reporter Training – {Insert date}
- Triage Training – {Insert date}

## **PART 2 CRISIS READINESS**

### **SECTION 1 ACTIVITY IN THE VICINITY**

Upon notification of a dangerous situation near the school, several steps should be taken to protect the school population from the incident.

- Obtain as much information about the incident as you can. The Sacramento County Sheriff's Communication Center will be able to provide an overview of the incident. Call (916)874-5115.
- Convene a meeting of the Incident Command Team and discuss the situation and/or recommendations from the sheriff or fire department.
- Bring classes being conducted in trailers into the school.
- Secure the school building, if necessary.
- Coordinate with team members and faculty to ensure all doors are secured and post lookouts inside the school who can alert you to approaching danger.
- Notify the District's Central Office.
- Assign sheriff and fire liaison member of Incident Command Team to monitor situation and provide updates as needed.
- Prepare for possible lockdown or evacuation depending on the situations. Follow sheriff or fire guidance.
- If sheriff or fire have not resolved the situation by dismissal time, plans will need to be made to alter or delay dismissal of students and transportation should be contacted with information.
- Informational letter for parents should be developed in conjunction with district office and sheriff or fire officials.

## **SECTION 2      BOMB THREAT**

Because an explosive device can be controlled electronically, school radio usage should not take place inside the school during a bomb threat since radio waves could detonate the device accidentally. Radio usage can resume 300 feet away from the building, allowing for communication from the evacuation staging area.

### **Bomb Threat Procedures**

#### **I. Office Personnel**

- a. If the threat is made by any means other than telephone, immediately notify an administrator.
- b. If the threat is made by telephone, the person receiving the call is to do the following:
  - i. Mentally form a picture of the caller - is the caller male or female? Juvenile or an adult? Does the voice sound familiar? If so, who? As soon as possible, indicate your impressions on the Bomb Threat Form.
  - ii. Ask the caller three questions, in this order:
    1. When is the bomb going to explode? (The caller may or may not respond to this question. If the threat is real, chances are he/she will say something. If the caller just hangs up without any comment to your questions, the chances are great that it is a prank call.)
    2. Where is the bomb located? What kind of bomb is it? (If the caller responds to these questions, he/she will probably lie, but it will keep the caller talking and give you more time to identify him/her.)
    3. Why are you doing this? Where are you now? (The caller's answer to these questions will give you a clue as to whether or not it is a real threat. If he says he wants money, or is representing some group or organization, the chances that it is a real threat are increased. In no event suggest a reason to him by asking something like, "Do you want money?" Let the caller provide the reason.)
  - iii. Note the time the call was received and immediately notify the principal or designee.
- c. Call the Sacramento County Sheriff (911) and ask for a sheriff's unit to be dispatched to the school.

#### **II. Administration**

Make a judgment as to the validity of the threat, and react in the following manner whether or not you believe this to be a prank:

- a. Notify teachers to evacuate their rooms by announcing "code red" followed by the fire drill signal. All students should be at least 500 ft. away from the building.

- b. Wait for the sheriff's unit to arrive. Assist the officers as needed.
- c. Provide a designated employee(s) to assist law enforcement in search of suspicious objects on school grounds.
- d. Administrator must determine if students will need to evacuate the school grounds if no suspicious item is found.
- e. Maintenance, Operations, & Transportation will be called to provide busses for students, if necessary.

### III. Teachers

- a. Upon receiving the notice to evacuate for a "code red", have your students assemble outside your classroom in an orderly manner and wait for you.
- b. Check your room before you leave for anything out of the ordinary. Take a 360-degree sweep from eye level to floor and if you see anything suspicious, report it to an administrator.
- c. Keep your group together and walk with them to the field. Take your roll sheet and emergency information and call roll when you get there. Get your group together in an orderly manner and stay with them. You will probably be there for awhile, so take your time with these tasks and make sure students obey you perfectly.
- d. When you hear the all clear signal (announcement over the intercom or on the bullhorn) return to your classroom in an orderly manner.
- e. Do not let the students know that we have a bomb threat. Treat this as a routine "fire drill."

### IV. Custodians, Cooks, and other Classified Employees

- a. Check your work areas. Do a 360 degree visual check of your room(s) as described under "Teachers" above.
- b. Assist Administration as needed.

## BOMB THREAT FORM

### RECEIVING A BOMB THREAT

#### INSTRUCTIONS:

Be calm and courteous: LISTEN! Do not interrupt the caller. Quietly attract the attention of someone nearby, indicating to them the nature of the call. Complete this form as soon as the caller hangs up and the school administration has been notified.

Exact time of call: \_\_\_\_\_

Exact words of caller:

---

---

---

#### Questions to Ask

1. When is the bomb going to explode? \_\_\_\_\_
2. Where is the bomb? \_\_\_\_\_
3. What does it look like? \_\_\_\_\_
4. What kind of bomb is it? \_\_\_\_\_
5. What will cause it to detonate? \_\_\_\_\_
6. Did you place the bomb? \_\_\_\_\_
7. Why? \_\_\_\_\_
8. Where are you calling from? \_\_\_\_\_
9. What is your address? \_\_\_\_\_
10. What is your name? \_\_\_\_\_

#### Caller's Voice (Circle):

Calm	Disguised	Nasal	Angry	Broken
Stutter	Slow	Sincere	Lisp	Rapid
Giggling	Deep	Crying	Squeaky	Excited
Stressed	Accent	Loud	Slurred	Normal

#### Voice Description (Circle):

Male	Female	
Calm	Nervous	
Young	Old	Middle-Aged
Rough	Refined	

Accent: Yes      No      Describe \_\_\_\_\_

Speech Impediment: Yes      No      Describe \_\_\_\_\_

Unusual Phrases\_\_\_\_\_

Recognize Voice? If so, who do you think it was?\_\_\_\_\_

Background Noises (Circle):

Music            TV  
Traffic        Running Motor (type)\_\_\_\_\_  
Horns        Whistles       Bells  
Machinery   Aircraft       Tape Recorder    Other\_\_\_\_\_

Additional Information:

A. Did the caller indicate knowledge of the facility? If so, how? In what ways?\_\_\_\_\_

B. What line did the call come in on?\_\_\_\_\_

C. Is the number listed? Private number? Whose?

D. Person Receiving Call\_\_\_\_\_

E. Telephone number the call was received at\_\_\_\_\_

F. Date\_\_\_\_\_

G. Report call immediately to:\_\_\_\_\_  
(Refer to bomb incident plan)

Signature\_\_\_\_\_ Date\_\_\_\_\_

## THREATENING PHONE CALL FORM

Time call was received\_\_\_\_\_ Time caller hung up\_\_\_\_\_

Try to get another person on the line and record the conversation. Exact words of person:\_\_\_\_\_

\_\_\_\_\_

Questions to ask if not already covered by caller's statement (record exact words)

1. What is your name? \_\_\_\_\_
2. What are you going to do? \_\_\_\_\_
3. What will prevent you from doing that? \_\_\_\_\_
4. Why are you doing this? \_\_\_\_\_
5. When are you doing this? \_\_\_\_\_
6. Where is the device right now? \_\_\_\_\_
7. What kind of device or material is it? \_\_\_\_\_
8. What does it look like? \_\_\_\_\_

Person receiving the call

Person monitoring the call

Department\_\_\_\_\_

Department\_\_\_\_\_

Dept Phone No. \_\_\_\_\_

Dept. Phone No. \_\_\_\_\_

Home Address \_\_\_\_\_

Home Address \_\_\_\_\_

Date: \_\_\_\_\_



## **SECTION 3      BUS ACCIDENT**

### Field Trip Preparedness for Staff Members

- School buses are required to carry a first aid kit. Make sure it is in the bus.
- Teachers who participate in a large number of field trips should be encouraged to train in CPR and first aid procedures.
- Always take a complete roster and emergency care cards of students on a field trip.
- Maintain a complete list of teachers' and chaperones' home phone numbers, emergency contacts and work phone numbers for spouse.
- Develop an emergency phone number directory for field trips. Directory should contain emergency phone numbers for the school system and main phone numbers to the school and administrative offices.

## **SECTION 4      CHEMICALS/BIOHAZARD/GAS ODOR**

All chemicals in the building are to be identified and stored according to district policy and procedures. Safety data sheets from vendors shall be on file and available for all chemicals in the office for quick reference. All personnel involved with chemicals in any manner are to be trained in their proper use.

The fire department shall be informed by the principal once each year of all chemicals used in the building and where they are stored. In the event of a hazardous material accident in the building, the principal (or designee) will decide if and how the building will be evacuated. If any accident should occur, the fire department, Center Unified School District Superintendent, and Sacramento County Health Department should be notified.

Responders will decide whether to order people to remain indoors (shelter-in-place), rescue individuals from the area, or order a general evacuation. The "remain indoors" option will be considered when the hazards are too great to risk exposure of evacuees. Rescuing people from the hazardous area may involve supplying protective equipment for evacuees to ensure their safety. A general evacuation requires a significant amount of lead-time, which may not be available.

In order for the "in-place-shelter procedure" to be effective, the effected population must be advised to follow the guidelines listed below:

- An announcement will come over the PA system telling you that the "in-place-shelter procedure" is in effect.
- Close all doors to the outside and close and lock all windows. (Windows seal better when locked.) Seal gaps under doorways and windows with wet towels, and those around doorways and windows with duct tape (or similar thick tape) and sheets of plastic (precut and labeled before the incident). Have students assigned to specific tasks ahead of time.
- Ventilation systems should be turned off.
- Turn off all heating systems and air-conditioners.
- Seal any gaps around window type air-conditioners, exhaust fan grills, exhaust fans, and range vents, etc. with tape and plastic sheeting, wax paper, or aluminum wrap.
- Close as many internal doors as possible.
- If an outdoor explosion is possible, close drapes, curtains, and shades over windows. Avoid windows to prevent potential injury from flying glass.
- If you suspect that the gas or vapor has entered the structure you are in, hold a wet cloth over your nose and mouth.
- Tune in to the Emergency Alert System on the radio or television for information concerning the hazardous materials incident and in-place-sheltering.

## **SECTION 5      DEATH/SUICIDE**

Definition - Death or suicide of a student, staff member or significant person close to the school where students and/or staff are affected.

Principal or designee shall:

1. Call 911.
2. Contact Superintendent.
3. Notify immediate family - parent or guardian.
4. Identify key staff members at site to disseminate information at site level.
5. Communicate behavioral expectations to staff regarding:
  - Confidentiality issues
  - Providing factual information
  - Available resources
6. Send home written information to parents on facts of incident and any follow-up services available.
7. Consult with psychologist or county office of education staff for intervention strategies including specific activities that can be used in the classroom.

If the incident causes a major disruption to school activities, evacuation may be necessary and will be determined by law enforcement, principal or designee.

## **SECTION 6      EARTHQUAKE**

### During the Quake

Keep these points in mind in the event of an earthquake:

1. If an earthquake occurs, keep calm. Don't run or panic. If you take proper precautions, the chances are you will not be hurt.
2. Remain where you are. If you are outdoors, stay outdoors. If you are indoors, stay indoors. During earthquakes, most injuries occur as people are entering or leaving buildings (from falling walls, electrical wires, etc).
3. The teacher will give the "drop and cover signal" if the bell system is not operable.
4. Everyone will get under his/her desk and cover his/her head. If a desk, table or bench (best choice) is not available, sit or stand against an inside wall or in an inside doorway. Stay away from the windows, outside walls, and outside doors.
5. If you are outside, stay away from the building, electrical wires, poles, or anything else that might shake loose and fall. Look for open space and stay low.

### After the Quake

For your own safety and that of others, you should carefully do the following:

1. About two minutes after the shaking stops, the fire bell will sound. If we have lost power, the teacher will give the command to evacuate the building.
2. Use the "Building Evacuation" plan.
3. Use extreme caution in entering or working in buildings that may have been damaged or weakened by the disaster.
4. Stay away from fallen or damaged electrical wires, which may still be dangerous.
5. The custodian will check for leaking gas pipes. Do this by smell only - don't use matches or candles. If you smell gas:
  - Open all windows and doors.
  - Turn off the main gas valve at the meter.
  - Leave the building immediately.
  - Notify the gas company, police, and fire departments.
  - Don't re-enter the building until it is safe.
6. The principal will confer with the Superintendent about evacuation of the school. If necessary, follow the "Evacuation of School Grounds" policy. Do not evacuate to another building unless it has received an inspection by a qualified person.

### Re-entry of Building

Follow the procedures of the re-entry instructions (after "Building Evacuation") except: the building should be inspected by a qualified person who has been trained in Building Analysis. This person will perform an

inspection on structural soundness, electrical wiring, water distribution, oil, gas, and other fuel systems, and boiler and heating systems.

A damaged structure will be occupied only after authorization by the responsible local agency. Building supervisors will be notified of the corrective actions to be taken to return building to use.

## **SECTION 7      FIRE/EXPLOSION**

### Fire

1. In the event of a natural gas fire, sound alarm and then turn off main gas valves. If the fire is small, use the fire extinguisher AFTER the gas is turned off.
2. In the event of an electrical fire, sound alarm and then turn off electricity. Do not use water or water-acid extinguishers on electrical supported fires. Only small fires should be fought with an extinguisher.
3. The person locating the fire will sound the school alarm.
4. Follow the "Building Evacuation" instructions.
5. The principal will notify the superintendent's office.
6. The office staff will notify the utility companies of a break or a suspected break in utilities.
7. Keep access road open for emergency vehicles.
8. All staff will be responsible to peek in the door of classroom on either side and make sure they were informed of the fire.
9. The custodian is responsible for checking exits daily to make sure they are functional. All exits should be obvious, maintained and clear of obstructions.

### Computer Labs

All labs are to be equipped, as their needs require, for proper fire control and for emergency purposes.

### Lunchrooms and Kitchens

1. Emergency preparedness to control fire in school kitchen areas:
  - Have automatic extinguishers over deep fryers and grills.
  - Have fire extinguishers for all types of fires in proper location.
  - Make sure that all of the kitchen personnel know where the extinguishers are located and how to operate them.
  - Make sure that the kitchen personnel know which exit to take in case of fire.

Whether it's a real fire or a drill, try to evacuate the building in fewer than two minutes.

### Fire Drill Procedures

The secretary will call the fire department to inform them it is a drill. The principal or designee shall sound the alarm.

1. When the signal is sounded, the teaching staff will proceed to the evacuation assembly area (blacktop/field) with their classes. Staff not assigned a regular class of children will report to the same area to render any needed assistance to teachers.
2. Once each month, all teachers will instruct their classes in the correct procedures and behaviors to utilize during fire drills.

3. Once each month, a fire drill will be conducted by the school staff.
4. Students stand facing away from the building in silent lines.
5. Supervising staff will take roll. The whereabouts of all students should be known.
6. Any student in attendance at school but not with class or in a special class should be reported immediately to the Student Supervision Leader.

#### Silent Fire Drill / Neighborhood Disaster Plan

1. Silent fire drills and neighborhood disaster procedures will be used in the event of bell and/or intercom failure.
2. When a silent fire drill is in progress, a monitor appears at the door with a sign stating "silent fire drill." The monitor will remain until the teacher sees the sign. The procedures to follow are the same as during a regular fire drill.
3. When a silent intruder on campus drill is in progress, a monitor appears at the door with a sign stating "Duck and Cover". The monitor will remain until the teachers see the sign.

#### Fire Extinguishers

Fire extinguishers are placed in strategic locations as recommended by the fire department (see map). Faculty members and other staff personnel shall be instructed in the use of the fire extinguisher.

All extinguishers, unless stated, are dry chemical types which are needed to put out type A, B, and C fires which include wood, textiles, gasoline, oil, greases, and electrical fires. In discharging a fire extinguisher, it should be held upright while the pin is pulled. The lever is then pressed while aiming at the base of the fire.

#### Fire Extinguisher Inspections

The district maintenance department will be responsible for checking for possible building code violations and making sure all fire extinguishers are checked yearly for the following:

1. Check gauge for full charge. Report discharge or overcharge reading immediately to control office.
2. Check seal for breakage.
3. Check hose for crack, leaks, tears, etc.
4. Check casing for leaks or breakage.

## **SECTION 8      FLOOD**

### When there is a flood at the school site

- Notify parents via radio and television.
- Notify bus drivers for an early/late dismissal.
- The custodian or site security team will shut off water to prevent contaminated water from entering the school supply.
- The custodian or site security team will shut off electricity to prevent electrical shock.
- If school is a designated emergency shelter and time permits, check all supplies and provisions prior to emergency operations.

### After the danger is over

Beware of contaminated food, water, broken gas lines, and wet electrical equipment. Resume classes only after a qualified person has done a building assessment (see returning to building under earthquake.)

### Minor Flooding

If the school experiences minor flooding (one or a few classrooms), the class(es) affected will evacuate to another part of the building (principal will decide where to go). Classes will continue. The principal will notify the superintendent and they will jointly decide what to do next.



## **SECTION 9      GAS ODOR**

If odors are detected outside the building, it is not necessary to evacuate the building. Call the police and fire non-emergency number to report the smell (874-5115). Call the district office.

If the odor is detected inside a school building, convene the crisis management team and evacuate the building immediately.

- Call 9-1-1
- Arrange to have the students moved to an off-site evacuation location
- The incident command system member responsible for student accounting begins the process of tracking all students
- Make sure the critical incident response kits leave the school with the students

## **SECTION 10     HOSTAGE SITUATION**

### Intruder or Hostage Situation

Organized or unorganized terrorists would usually find themselves in one or two places within the school building. Either they would penetrate into the administration office, or they would infiltrate a classroom. The administration and staff have only two "weapons" in which to combat the situation: time and specific procedures. The school staff should not attempt to disarm terrorists.

The procedures for the following situations are as follows:

### Terrorist or Intruder Enters the Classroom

1. The teacher will try to make contact with the office via intercom phone.
2. If the teacher cannot get to the communication system, he/she should attempt to send a note out the door with a student. Do not take a chance if there is any doubt that the child will be seen exiting. If one is able to leave, he/she should crawl past any windows so as not to be seen.
3. Any teacher receiving the note from a student or other adult should immediately lock all doors, inform the office, and close the blinds.
4. If there is another teacher, adult, or student who can safely make a call, call the office at {insert phone number} or the administrator at {insert phone number}. The office's number should be visibly posted near phone.
5. Immediately brief the students to sit down and be quiet if you are faced with an intruder.
6. Try to obey all commands of the terrorist/intruder.
7. The office personnel upon receiving a "help" signal will verbally call for a lock down over the intercom. Teachers will immediately lock all outside doors including workroom doors and close the blinds. Students should assume the duck and cover position under their desks.
8. Office will immediately dial 911.
9. No one will evacuate the building unless instructed to do so by the principal or uniformed police officer.
10. Remain in your room until an "all clear" signal is given.
11. Any student finding himself or herself en route to a classroom from the bathroom, office, library, or another classroom needs to go to the nearest classroom or building. If the door is locked, he/she is to knock and loudly announce one's self.

### Terrorist or Intruder Enters the Office

1. If the administrators, secretary, office assistants, or any other staff members are able to phone out of the school without bringing harm to themselves, they will call 911.
2. The principal or secretary will notify the Superintendent, if possible.
3. The school office personnel shall attempt to follow all commands of the terrorists.

### Terrorist or Intruder Appears on Campus During Recess

1. The teacher on yard duty who first notices an armed individual (gun, knife, or other dangerous weapon) on campus will signal other adults on the playground with four short blasts on a whistle. An adult will send a student to the closest classroom door to enter and ask the teacher inside to inform the office immediately.
2. The office will announce the intruder alert. All students and teachers in classrooms will react accordingly by assuming the duck and cover position.
3. Students on the playground hearing four short whistle blasts or hearing the Duck and Cover signal will look for the nearest teacher and follow instructions. Students need to be aware that four short whistle blasts designate a problem. If the intruder has a weapon but is not firing, teachers should exit students as quickly as possible via one of the escape routes in that particular duty area.
4. Teachers will go in the opposite direction of the intruder.
5. If an intruder arrives on the playground and starts firing shots, students and teachers should drop to the ground.
6. Teachers will need to keep an eye on the intruder at all times to determine what to do next. This type of a situation is unpredictable and unfortunately cannot be covered with pre-determined procedures. The main concern is to get as many students as possible off the playground and into a safe building.

## **SECTION 11     HOSTILE VISITOR**

### Domestic or Civil Disturbance

It should be noted that the normal school routine serves to reduce the threat of civil disturbance within the school. The classroom unit keeps students in small groups where each student is more easily known and can be held responsible for his/her actions. Outsiders are generally recognized and the potential for problems can be reduced if the integrity of the individual classroom unit can be maintained.

To reduce the potential for problems, these steps are standard procedure:

1. All teachers are to be at their lines directly after the final recess bell.
2. Teachers are expected to attend assemblies and sit with their classes.
3. Teachers and administrators are available if the need for control should arise before and after school.
4. The administration is aware of substitutes in the building and teachers in adjoining classrooms are available to assist substitutes in controlling students if the need should arise. Each substitute is provided with lesson plans by the teacher who is absent, whether by direct communication, previously prepared plans, or emergency plans on file in the office.
5. Teachers are asked to report the presence of any outsider they see to the administration.

In addition to the above listed procedures, teachers and administrators should be keenly aware of the general morale of the students. An atmosphere in which students feel free to approach teachers and discuss problems is encouraged so that a close working relationship with all the different groups in the school can be achieved.

It is important to be aware of community problems, which could possibly set the stage for civil disturbance. The PTA and School Site Council organizations can be helpful in determining problems and offering assistance. A liaison with law enforcement agencies must also be maintained.

### Procedure to Deal with Civil Disturbances

#### **Violent Person:**

Teachers are to be notified by intercom to close and lock classrooms until the situation is cleared by the administration and/or police. The "duck and cover" drill will be initiated. Students located in the halls shall be moved to the nearest classroom as quickly as possible. While contact is made with

law enforcement, one person (determined by the administration) may attempt to establish rapport with the person, otherwise do not confront this person; contact the office immediately. The office will call 911. Administrators will inform the Superintendent.

If it is a parent with a restraining order planning to take his/her child, allow him/her to do so if it appears that it may be dangerous to intervene. Get a description of the subject, license number, make and model of car and direction of travel. If there are any records on this person in the school office have them ready for law enforcement. See further information under the heading, "Kidnapping/Attempted Kidnapping."

#### **Mob:**

If the persons involved are from outside the school, the same procedure as used with a violent person should be implemented. If students are involved, the administration will determine the need for police assistance. If advance warning is received, steps will be taken to try to prevent the incident. In the absence of law enforcement, the administration will do whatever it believes necessary to alleviate the problem. The administration will make a written report of the entire incident.

#### **Unidentified Person(s) Taking Control:**

If an unidentified voice gives orders over the intercom threatening or calling a general assembly or asking for individuals, teachers are to close and lock their classroom doors. If an unidentified person comes to the room, he/she is to be asked for office clearance. Pick up the phone and contact the office if the person refuses to leave.

## **SECTION 12      KIDNAPPING/ATTEMPTED KIDNAPPING**

Definition: The physical capture or attempted physical capture of a student or staff member against their will.

1. Principal or designee will contact the Sacramento Sheriff (911).
2. Principal or designee will contact the Superintendent and report the situation.
3. Principal or designee will contact the parent or guardian of the kidnapping victim.
4. Principal or designee will inform the teachers of the situation and give further instructions regarding child safety.
5. Principal or designee will inform secretary on how to respond to phone calls regarding the incident.

## **SECTION 13      MEDICAL EMERGENCY**

Our school shall be prepared to provide basic first aid while summoning necessary emergency assistance. A list of qualified persons who have had First Aid and CPR training should be maintained by the principal. This list must be updated and distributed to the staff annually.

An emergency card will be filed in the office for each student with emergency numbers to call in case of an accident, injury, or illness. Parents will always be notified as soon as possible of any reportable accident, injury, or illness.

Any reportable accident or injury incurred on school property or during a school activity off campus will be reported in writing to the office of the principal no later than 24 hours from the occurrence. Accident forms are kept in office filing cabinet.

The general emergency number 9-1-1 will be explained each year to all school personnel, and this number will be readily visible on all telephones.

A first aid kit shall be maintained in the office and rotated. A Red Cross first aid booklet is provided with each kit. First aid procedures will follow the current American Red Cross First Aid Manual.

Although some staff members are trained in basic first aid and CPR procedures, they are not to be considered medical experts. The first aid kits are to be used only in cases of emergency.

### First Aid Stations

A first aid station is always maintained in the nurse's office. In the event of a large scale emergency that requires an evacuation, a medical station will be set up by the Medical Team in a pre-determined location. If evacuation is not necessary, the nurse's station and/or the multi-purpose room will be used.

### Rescue

With a non-critical or less serious injury, move the victim to the nurse's office.

With a serious or critical injury, do the following:

1. Evaluate the situation. Unless the victim is in further danger, do not move him/her.
2. Be sure the victim is breathing.
3. Control serious breathing.
4. Send a runner to notify the office.
5. Treat for shock.
6. Keep comfortable and try to maintain normal body temperature.

With non-critical illness or injury, do the following:

1. Administer first aid.
2. Notify parents for their information and action. If parents cannot be contacted, notify other adults on the emergency card.
3. If no one can be contacted, lie the student down in the nurse's office or send the student back to class if the injury doesn't warrant the need to keep a close watch on the student.
4. Keep a record of time of injury, what first aid was administered and at what time.

With critical illness or injury, do the following:

1. Administer first aid to the extent possible.
2. Call 9-1-1 if the situation is life threatening or if the child is in need of immediate medical intervention.
3. Notify parents for their action and information.
4. Keep a record of time of injury, what first aid was administered and at what time.
5. Notify the superintendent's office.
6. Complete appropriate injury, illness, or insurance report promptly.
7. Keep a record of which students were sent to the hospital.

#### FIRST AID INSTRUCTIONS

Abdominal Pain	Eyes
Artificial Respiration	Fainting
Bleeding	Fracture
Internal Bleeding	Frostbite
Bone Injuries	Head Injury
Breathing	Heart Attack
Rescue Breathing	Nosebleeds
Burns	Pandemic Flu Plan
Choking (Heimlich Maneuver)	Poisoning
Convulsions or Seizures	Puncture Wounds
Diabetics	Seizure
Dog Bites	Shock
Ears	Sunstroke
Electric Shock	Wounds

#### Abdominal Pain

Abdominal pain may be due to food poisoning, appendicitis, hernia, ulcer, gallstones, or kidney stones. The symptoms are so similar that medical assistance should be obtained if the pains continue for several hours.

#### Artificial Respiration

1. Steps for mouth to mouth artificial respiration:
  - Clear airway



- Tilt head back (unless possible neck injury - use jaw thrust)
  - Pinch nostrils
  - Seal mouth and blow
  - Watch for chest to rise
  - Listen for air to escape from mouth
  - Watch for chest to fall
  - Repeat: 12-16 times per minute in adults; 16-20 times per minute in children.
2. If victim's tongue obstructs airway:
    - Tilt the head
    - Jut the jaw forward
  3. If facial injuries make it impossible to use mouth to mouth method then use the manual method.
    - Use mouth to nose if airtight seal is impossible over victim's mouth.
    - Small child - cover both mouth and nose.
  4. Continue artificial respiration until victim begins to breathe for him/herself or until help arrives.
  5. Carbon Monoxide Poisoning or Asphyxiation (due to lack of oxygen): Check for breathing difficulties and give artificial respiration.

### Bleeding

1. Apply direct pressure on the wound.
2. Elevate the wounded area if an arm or leg is bleeding.
3. Apply pressure on the supplying artery of the arm or leg if steps 1 and 2 do not stop bleeding.
4. Only as a last resort (if they will die without this), apply a tourniquet to stop the bleeding. Once applied, a tourniquet must be loosened or removed only by a doctor.

\*Internal bleeding – Treat for shock

### Bone Injuries

1. Dislocations: fingers, thumb, shoulder  
Keep the part quiet. Immobilize shoulder with arm sling.
2. Fractures:
  - Signs of a closed fracture:
    1. Swelling
    2. Tenderness to touch
    3. Deformity
    4. Discoloration
  - Treatment (closed fracture - no bleeding or broken skin at wound)
    1. Keep broken bone ends from moving
    2. Keep adjacent joints from moving
    3. Treat for shock

- Treatment (open fracture - broken bone and broken skin)
  1. Do not move protruding bone end
  2. If bleeding, control bleeding by direct pressure on wound
  3. Treat the same as closed fracture after bleeding is controlled.
- 3. Sprains (injury to soft tissue around a joint)
  - Always immobilize
  - Elevate joint
  - Apply cold packs during first half hour
  - Treat the same as closed fractures
  - X-ray may be necessary

### Breathing - Unconscious Person

Breathing is the most critical thing we must do to stay alive. A primary cause of death is lack of air!

Be careful approaching an unconscious person. He or she may be in contact with electrical current. If this is the case, turn off the electricity before you touch the victim.

There are hundreds of possible causes of unconsciousness; the first thing you must check for is breathing.

1. Try to awaken the person by firmly tapping him or her on the shoulder and shouting, "Are you all right?"
2. If there is no response, check for signs of breathing.
  - a. Be sure the victim is lying flat on the back. If you have to roll the victim over, move the entire body at one time.
  - b. Loosen tight clothing around neck and chest.
3. Open the airway:
  - a. If there are no signs of head or neck injuries, tilt the head back and lift the chin to move the tongue away from the back of the throat.
  - b. Place your ear close to the victim's mouth; listen and feel for breathing.
  - c. If you can't see, hear, or feel any signs of breathing, you must begin breathing for the victim.
  - d. Begin rescue breathing immediately. Have someone else summon professional help.

### Rescue Breathing:

1. Giving mouth-to-mouth rescue breathing to an adult:
  - a. Put your hand on the victim's forehead, pinching the nose shut with your fingers. Your other hand is lifting the victim's chin to maintain an open airway.
  - b. Place your mouth over the victim's, making a tight seal.
  - c. Breathe slowly and gently into the victim until you see the chest rise. Give 2 breaths, each lasting about 1½ seconds. Pause

- between breaths to let the airflow out. Watch the victim's chest rise each time you give a breath to make sure air is going in.
- d. Check for a pulse after giving these 2 initial, slow breaths. If you feel a pulse but the victim is still not breathing, give one breath about every 5 seconds. After 10 to 12 breaths, re-check pulse to make sure the heart is still beating.
  - e. Repeat the cycle every 5 seconds, 10-12 breaths per minute, rechecking the pulse after each cycle. Continue rescue breathing until one of the following happens:
    - i. The victim begins to breathe without your help
    - ii. The victim has no pulse (begin CPR).
    - iii. Another trained rescuer takes over for you.
    - iv. You are too tired to go on.
2. Giving mouth-to-mouth rescue breathing to infants and small children:
- a. A small child's head should be tilted back gently to avoid injury. With head tilted back, pinch the nose shut. Lift the chin and check for breathing as you would for an adult. Give 2 slow breaths until the chest rises.
  - b. Check for a pulse.
  - c. Give 1 slow breath about every 3 seconds. Do this for approximately 1 minute, or 20 breaths.
  - d. Recheck the pulse and for breathing.
  - e. Call 911 if you have not already done so. Continue rescue breathing as long as a pulse is present and the child is not breathing.
  - f. Continue rescue breathing until one of the following occurs:
    - i. The child begins to breathe on his/her own.
    - ii. The child has no pulse (begin CPR).
    - iii. Another trained rescuer takes over for you.
    - iv. You are too tired to go on.

## Burns

1. Degrees:
  - Skin red (1st degree)
  - Blisters develop (2nd degree). Never break open blisters.
  - Deep tissue damage (3rd degree)
2. First Aid for thermal burns (1st and 2nd degree burns) to exclude air:
  - Submerge in cold water
  - Apply a cold pack
  - Cover with a thick dressing or plastic. (Do not use plastic on face.)
  - After using cold water or ice pack, cover burned area with a thick, dry, sterile dressing and bandage firmly to exclude air.
3. First Aid for 3rd degree burns:
  - Apply a thick, dry sterile dressing and bandage to keep out air.

- If large area, wrap with a clean sheet or towel.
  - Keep burned hands and feet elevated and get medical help immediately.
  - Treat the same as shock victim, giving fluids as indicated; warmth necessary.
4. First Aid for chemical burns
- Wash chemical away with water.
5. Acid burn to the eye (also alkali burns)
- Wash eye thoroughly with a solution of baking soda (1 teaspoon per 8-ounce glass of water) or plain water for 5 minutes.
  - If victim is lying down, turn head to side. Hold the lid open and pour from inner corner outward. Make sure chemical isn't washed out onto the skin.
  - Have victim close the eye, place eye pad over lid, bandage and get medical help.

### Choking (Heimlich Maneuver)

If the air passage is blocked by food or other foreign material, remove it with your finger if possible. Be careful not to force it deeper into the throat. If the person is coughing, he is getting some air. But if the passage is completely blocked, he can't breathe or speak; immediately do the following:

- Stand behind a slumped-over victim; wrap your arms around his waist below the diaphragm.
- Grasp your wrist with your other hand.
- Place your fist against the victim's abdomen, slightly above the navel and below the rib cage.
- Press your fist strongly and quickly in and slightly up into his abdomen.

If the victim is on his back:

- Kneel, facing him, astride his hips.
- With one of your hands on top of the other, place the heel of the bottom hand on the victim's abdomen slightly above the navel and below the rib cage.
- Press the heel of your hand forcefully into the abdomen with a quick, upward thrust. If necessary, repeat several times.

### Convulsions or Seizures

#### 1. Symptoms

- Jerking movements
- Muscular rigidity
- Blue about the lips
- May drool
- High fever

These seizures are seldom dangerous, but they are frightening.

## 2. Causes

- Head injuries
- Severe infections
- Epilepsy

## 3. Treatment

- Prevent patient from hurting himself
- Loosen tight clothing
- Do not restrain
- If breathing stops, apply mouth to mouth resuscitation
- Do not give liquids nor put patient in warm water
- When the seizure is over, treat as for shock keeping patient warm

Prompt medical help is needed if the patient does not have a history of convulsive disorders.

### Diabetics

Diabetics may lose consciousness when they have too little or too much insulin. Unless you are thoroughly familiar with his treatment, it is better to seek medical help rather than to attempt first aid. These people often wear some type of medical identification.

### Dog/Animal Bites

1. It is extremely important that the dog/animal be identified if the person bitten is to avoid rabies shots. Secure the animal, if possible without danger to yourself, with a leash, rope or in an enclosed area. If the animal cannot be contained, attempt to remember as much as possible about the animal's description so that animal control can make a thorough search of the area.
2. Attend to the wound by washing the area with water and soap for five minutes and bandage if possible. Inform parents and refer to the family physician.
3. Notify animal control center. Give description of the animal and name and address of the victim.
4. Complete the Report of Student Accident Form.
5. Notify school nurse so that information can be recorded in the pupil's health folder.

### Ears

Foreign objects usually require medical assistance. Insects may be removed by using warm mineral or olive oil. When the head is tilted, the insect and oil usually drain out.

### Electric Shock

1. Do not touch the victim if he is still in contact with the electricity.
2. Turn off the main switch or pull plug.
3. Be aware of the possibility of breathing emergency.

### Eyes

Contact a physician immediately if the foreign substance is metallic or abrasive. Particles can often be washed out with water or removed with the corner of a clean handkerchief.

### Fainting

1. Fainting is due to a temporary decrease of blood and oxygen to the brain. It may be preceded by paleness, sweating, dizziness, disturbance of vision and nausea.
2. Place the victim in a reclining position and treat as for shock. If a victim feels faint, have him sit and place his head between his knees.

### Fracture

Bone Fracture (unless in imminent danger, do not move the individual)

Closed Fracture: The signs of a closed fracture are swelling, tenderness, deformity, and discoloration. When there is a fracture (or suspected fracture):

1. Keep the injured person calm
2. Do not permit the victim to walk about.
3. Notify parent.
4. Splint fractures to prevent further injury if the victim must be transported by someone other than emergency medical personnel.
5. Call for emergency help for leg, back, neck, or hip injuries, or if parent is unable to take child for medical care.

Compound Fracture: Your objectives are to prevent shock, further injury, or infection in compound fractures (where skin has been broken).

6. Keep the injured person calm and cover him only enough to keep him from losing body heat.
7. Do not try to push the broken bone back into place if it is sticking out of the skin.
8. Do not try to straighten out a fracture or put it back into place.
9. Do not permit the victim to walk about.
10. Notify parent.
11. Splint fractures to prevent further injury if the victim must be transported by someone other than emergency medical personnel.
12. Call for emergency help for legs, back, neck, severe bleeding, hip injuries, or if parent is unable to take the child for medical care.

### Frostbite

1. The frostbitten area will be slightly reddened with a tingling sensation of pain. The skin becomes grayish-yellow, glossy and feels numb. Blisters eventually appear.

2. Re-warm the area by quickly submerging it in warm water (start with 98 degrees and gradually warm to 102-103 degrees). Don't rub the area nor break the blisters.

### Head Injury

#### 1. Symptoms

- May or may not be unconscious
- Unconsciousness may be delayed one-half hour or more
- Bleeding from mouth, nose or ear
- Paralysis of one or more extremities
- Difference in size of pupils of the eyes

#### 2. First Aid for Head Injuries:

- No stimulants or fluids
- Don't raise his feet; keep the victim FLAT
- Observe carefully for stopped breathing or blocked airway
- Get medical help immediately
- When transported, gently lay flat
- Position head to side so secretions may drool from corner of mouth
- Loosen clothing at neck

### Heart Attack

A heart attack may be identified by severe chest pains, shortness of breath, paleness and perspiration. Extreme exhaustion may also accompany the attack. The patient may breathe easier if he is propped up. Mouth-to-mouth resuscitation may be needed. Medical help with oxygen may be required.

### Nosebleeds

Nosebleeds can be controlled by grasping the nose firmly between the fingers and holding it for 5-10 minutes. Ice packs will also help control bleeding. Nosebleeds are usually minor, but if bleeding can't be controlled, medical help is needed. Maintain pressure on nose until a doctor is present.

### Pandemic Flu Plan

#### Seasonal Flu:

- Caused by influenza viruses that are closely related to viruses that have previously circulated; most people will have some immunity to it.
- Symptoms include fever, cough, runny nose and muscle pain.
- Complications such as pneumonia are most common in the very young and very old and may result in death.
- Vaccine is produced each season to protect people from the three influenza strains predicted to be most likely to cause illness.

#### Mild to Moderate Pandemic:

- Caused by new influenza virus that has not previously circulated and can be easily spread.

- It is likely most people will have no immunity to the new virus; it will likely cause illness in high numbers of people and more severe illness and deaths than seasonal influenza.
- Symptoms are similar to seasonal flu, but may be more severe and have more serious complications.
- Healthy adults may be at increased risk for serious complications.

#### Severe Pandemic:

- A severe strain causes more severe illness, results in a greater loss of life and has a greater impact on society.
- Workplace absenteeism could reach up to 40% due to people being ill themselves or caring for family members.

#### Measures to limit the spread of flu:

- Promote hand-washing/use of antibacterial wipes, cough hygiene via modeling by school staff.
- Cover nose and mouth with a tissue or upper arm if a tissue is not available
- Dispose of used tissue in a waste basket and wash hands after coughing, sneezing or blowing nose.
- Use warm water and soap or alcohol-based sanitizers to clean hands.
- Wash hands before eating or touching eyes, nose or mouth.

Encourage vaccination of staff and students for whom the flu vaccine is recommended.

Persons developing symptoms at school should be sent home as soon as possible and instructed not to return until well.

#### Social distancing:

In a pandemic, the risk of getting the flu is greatest when one has close contact with an infected person. Social distancing measures may include standing three feet apart when communicating, canceling outdoor recess, and monitoring hand washing after bathroom use and after sneezing/coughing/blowing nose. Wipe phones with antibacterial wipes after each use. Limit use of headphones, keyboards and any other shared items in the classroom – wipe with antibacterial wipes after each use.

Use a bacterial spray (such as Lysol) in the classroom twice daily.

Open windows if weather permits while room is occupied or when students leave the room for lunch. Consider possible school closure for a short amount of time early in the course of a community outbreak.

Consult [www.pandemicflu.gov](http://www.pandemicflu.gov) for new and updated information.

#### Poisoning

1. In all oral poisoning, give liquids to dilute the poison.



2. Procedures for handling specific oral poisoning cases should be reviewed by teachers of classes in areas where poisoning may take place.

### Puncture Wounds (knife and gunshot)

A puncture wound may be caused by a pointed object such as a nail, piece of glass, or knife that pierces the skin. Gunshot wounds are also considered to be puncture wounds. Generally, puncture wounds do not bleed a lot and are therefore susceptible to infection. Severe bleeding can result if the penetrating object damages internal organs or major blood vessels.

If an object is impaled in a wound, DO NOT REMOVE IT.

- Place several dressings around the object to keep it from moving.
- Bandage the dressings in place around the wound.
- Call 911 and contact parents.

A puncture wound to the chest can range from minor to life threatening. A sucking chest wound is one in which the rib cage has been penetrated and you can hear a sucking sound every time the victim takes a breath.

- Without proper care, the victim's condition will quickly worsen.
- Cover the wound with a dressing that does not allow air to pass through it.
- A plastic bag, latex glove, or plastic wrap taped over the wound will help keep air circulating through the lungs.
- Give additional care as needed. Watch for shock.
- Call 911 and contact parents.

### Seizure

An alarming sight, a person experiencing a seizure may exhibit limbs jerking violently, eyes that roll upward, and breath that becomes heavy with dribbling or even frothing at the mouth. Breathing may stop in some seizures, or the victim may bite his or her tongue so severely that it blocks the airway. Do not attempt to force anything into the victim's mouth. You may cause injury to the victim or yourself.

1. During a seizure:
  - a. There is little you can do to stop a seizure.
  - b. Call for help.
  - c. Let the seizure run its course.
  - d. Help the victim to lie down and keep from falling to avoid injury.
  - e. Do not use force.
  - f. Loosen restrictive clothing.
  - g. Do not try to restrain a seizure victim.
  - h. Cushion the victim's head using folded clothing or a small pillow.

- i. If a seizure lasts 10 minutes in a known epileptic, or 5 minutes in a person with no seizure history, call 911.
2. After a seizure:
  - a. Check to see if the victim is breathing. If not, immediately begin rescue breathing.
  - b. Check to see if the victim is wearing a MEDIC ALERT or similar bracelet. It describes emergency medical requirements.
  - c. Check to see if the victim has any burns around the mouth. This would indicate poison.
3. The victim of a seizure may be conscious but confused and not talking when the intense movement stops. Stay with the victim and be certain that breathing continues. When the victim is able to move, get medical attention.

After the seizure is over, the pupil can be taken to the office to lie down until the dazed phase is over and parents are notified. The student should be attended to continuously until fully recovered.

Very rarely a condition called "status epilepticus" occurs in which one seizure follows another for a long period of time. This is a medical emergency; call 911.

### Shock

1. Shock is likely to develop in any serious injury or illness. Shock may be serious enough to cause death even though the injury itself may not be fatal. Four important symptoms of shock are:
  - Pale, cold, moist skin
  - Weak and/or rapid pulse
  - Rapid breathing
  - Altered consciousness
2. The symptoms of shock may appear immediately or may be delayed for an hour or more. Give shock care to all seriously injured persons:
  - Have the victim lie down.
  - Control any external bleeding.
  - Help the victim maintain body temperature, cover to avoid chilling.
  - Reassure the victim.
  - Elevate legs about 12 inches unless you suspect head, neck, or back injuries or broken bones involving hips or legs.
  - Do not provide anything to eat or drink.
  - Call 911.
  - Call parents.

## Sunstroke

1. A person with sunstroke will have nausea, weakness, headache, cramps, pounding pulse, high blood pressure and high temperatures (up to 106 degrees.) The armpits are dry; skin flushed initially but later turns ashen or purplish. Delirium or coma is common.
2. Medical help is crucial. While waiting for medical aid, reduce temperature with a cold bath, sponging with alcohol or water, until the temperature is down. Hospitalization should be immediate.

## Wounds

An abrasion is a wound caused by scraping off the outer layer of skin. An abrasion is usually superficial with little bleeding but infection can occur unless the wound is cleaned with soap and water. Wash away from the wound.

An incision is a cut caused by a sharp object such as a knife, razor blade, or piece of glass. Bleeding is a serious problem. Medical help is often necessary in case the wound must be sewn.

A laceration is a tear or jagged, irregular wound caused by a hard object such as a rock, machine tool, bicycle or automobile. Animal bites are also lacerations. Surrounding tissue is damaged and bleeding may be profuse. A minor laceration can be cleaned with soap and water, but if the bleeding is severe, a pressure dressing may be needed. If the laceration is caused by an animal, medical help is required for testing and treatment of the animal.

A puncture wound is caused by deep penetration of a sharp object such as a pencil, nail, ice pick, bullet, spear or arrow. There may be little surface bleeding, but severe internal bleeding can result. A puncture wound is difficult to cleanse and may require a tetanus shot to guard against infection.

## **SECTION 14 MISSING STUDENT**

Maintaining strict visitor control procedures and enforcing the requirement for employees to wear identification badges will help control unwanted and dangerous access to the school. Penal Code section 626 will help control access by outsiders to the school.

### Access into Building

- All doors are to be locked during the school day, with the exception of the main entrance.
- Signs must be posted on all doors directing visitors to report to the main office.

### Student Accountability

- Elementary and middle school students shall not be left alone unsupervised anywhere in the building or on school grounds during the school day.

### Photo Identification Badges

- All personnel who work in or regularly visit schools in the course of business are required to wear an assigned identification badge. This regulation includes full and part-time staff, food services personnel, and bus drivers/attendants.
- Badges must be worn in a manner that makes them readily visible.

### Visitor Badges and Log

- Schools must issue numbered visitor badges that include the name of the school and the current school year.
- School staff must be aware of visitor badge procedures and their responsibility in reporting violations.

In a missing child incident, assign a member of the Incident Command Team to organize a search of the school. Call 911. Record the name and contact number of person reporting the child missing. If the case involves abduction, begin gathering witness information for the sheriff. Confirm child attended school that day. Assign staff member to begin checking last known location of the child.

1. Begin gathering information on the child, including:
  - Description, including height, weight, skin color, eye color, clothing, backpack, etc.
  - Obtain photo, if available.
  - Home address, phone number, parents' contact numbers
  - Class schedule, special activities
  - Bus or walking route information
2. Contact custodial parents.
3. Convene crisis management team.

4. Begin recording events.
5. If incident is happening during the school day, consider holding the bells until the matter is either resolved or school has been completely searched for the student.
6. Notify the Center Unified District Office.
7. Obtain information on possible witnesses, friends, and last person to see student.
8. If incident occurred while student was on the way home, contact bus driver, safety patrol, crossing guard.
9. Double check circumstances. Could child have ridden the wrong bus or walked home? Did someone pick-up the child? Is the child at another activity?
10. Assist the sheriff's department with investigation.
11. Arrange for counseling of students as needed.

At any point during these steps, if the child is found, inform everyone who has been notified of the incident that the child is no longer missing.

## **SECTION 15      PUBLIC DEMONSTRATION**

Most groups will give advance warning of a planned protest. When the warning comes:

- Identify a spokesperson for the group.
- Obtain information on when, why, how many.
- Contact the Center Unified District Office. The District Office should contact the sheriff and advise them of the situation.
- Notify faculty of the planned demonstration.
- Develop an information letter to parents.
- Continually work with the Office of Community Relations on any statements or contact with the demonstrating group.
- If demonstration occurs, curtail class changes to limit confusion.
- Do not allow students to be interviewed by media or join in demonstration.
- Assign CMT members to act as liaison with police, media, and the demonstrating group.
- Direct one staff member to handle all incoming calls.
- Prepare to establish areas where demonstrators can set up without affecting the operation of the school.
- Notify transportation of demonstration and any possible impact buses may encounter arriving at or departing from the school.

## **SECTION 16      SEVERE WEATHER**

If severe weather conditions develop or occur during the night or at a time when school is not in session, a decision on closing the school will be made before 7:00 a.m. If a decision is made to close school, news media will be notified and asked to announce the closure prior to 9:00 a.m. The emergency phone tree will be used to notify staff members.

If severe weather conditions develop while school is in session, the Emergency Coordinator will monitor the latest developments via radio and keep in contact with the principal. The principal will keep in contact with the superintendent's office.

If it is decided to close school, the following action will be taken:

1. The superintendent will notify radio stations and ask that a closure announcement be made which would specify the time students are to be released.
2. The principal will announce the closure to the faculty and students.
3. Staff members will be used to expeditiously evacuate the building.
4. Procedures outlined in the "Early Dismissal" plan will be followed.

## **SECTION 17     SHOOTING/STABBING**

Assess the situation

- Is the suspect in the school?
- Has weapon been found and/or secured?
- Has suspect been identified?

In most cases, initiate lockdown procedures to isolate students from danger or send students to a secure area.

Provide information in announcement about incident and outline expectations of the teachers and staff.

Disable the bell system, if possible.

Once situation has been assessed:

- Provide first aid to the injured.
- Call 911 requesting police and medical aid to injured parties.
- Notify the Center Unified District Office.
- Provide full information about what has occurred and what is known at this time.
  - If the suspect is still in the school, attempt to identify his or her location and begin planning for evacuation once police arrive.
  - If suspect has left, secure all exterior doors to prevent re-entry.
- Explain what steps the school has taken (lockdown).
- Identify command post for police to respond.
- Isolate and separate any witnesses. Instruct witnesses to write statement of events while awaiting police.
- Gather crisis management team in command post.
- Initiate the Incident Command System.
- Gather information and emergency cards on anyone involved in the incident.
- Organize evacuation to an off-site location, if necessary, or prepare to continue with classes. Keep crime scene secure.
- Prepare written statements for telephone callers and media in cooperation with the sheriff and the District Office.
- Prepare letter for students to take home in cooperation with sheriff and the Office of Community Relations.
- Arrange for crisis counseling immediately and during subsequent days.
- Provide liaison for family members of any injured students.
- Continue to provide informational updates to students, family, and faculty during next few days to squelch rumors.



## **PART 3 SITE ACTION PLAN**

### **SECTION 1 DISTRICT AND SITE MISSION STATEMENTS**

#### Center Unified School District Mission Statement

Students will realize their dreams by developing communication skills, reasoning, integrity, and motivation through academic excellence, a well rounded education, and being active citizens of our diverse community.

#### School(s) Vision

Students will experience a small school/traditional setting with Global Youth. Students will have a safe learning environment that promotes community growth, parental involvement, high academic rigor, and a strong understanding of cultural awareness.

## **SECTION 2      DESCRIPTION OF PHYSICAL ENVIRONMENT**

The school is located down the street from Center High School at 3243 Center Court Lane (Old Junior High School).

The facilities include: main office, multiple classrooms (map provided), a gym, a multipurpose room, a computer lab, and a track. Global uses all of the facilities on a daily basis.

## **SECTION 3      PHYSICAL ENVIRONMENT GOALS**

### The Physical Environment

An action plan for places reflecting the school's physical environment including crisis response procedures and policies relating to student safety

*The following objectives were developed as the result of feedback from students, staff and parents on our Safe School Survey*

- Objective #1: Student safety as it relates to emergency procedures
  1. Related Activities
    - \* Monthly fire drills
    - \* Duck and cover drills
    - \* Visitors must wear a "visitor badge"
    - \* SRO available within the district
- Objective #2: Student safety as it relates to daily routines
  1. Related Activities
    - \* School rules are gone over at the beginning of each semester
    - \* All staff on campus supervise students
- Objective #3: Student safety as it relates to student health and well being
  1. Related Activities
    - \* Shot records are reviewed and updated by district's nurse
    - \* Notification of contagious diseases is facilitated by district's nurse

#### **SECTION 4      DESCRIPTION OF SOCIAL ENVIRONMENT**

Global Staff meets on a weekly basis (if not more) to share concerns and focus on the best interest of their students. Students and families know Global has an "open-door" approach to discussing all student needs.

## **SECTION 5      SOCIAL ENVIRONMENT GOALS**

### **An action plan to maintain the school's organizational structure**

*The following objectives were developed as the result of feedback from students, staff and parents on our Safe School Survey*

- Objective #1: Successful operation of the school through staff
  1. Related Activities
    - \* Staff is encouraged to share in the decision-making
    - \* Staff members work collaboratively to enforce school rules and procedures
    - \* Staff members communicate with families via email and phone
    - \* Administration has an open door policy for direct communication with staff, students, and parents

## **SECTION 6      DESCRIPTION OF SCHOOL CLIMATE**

Global's "family" school climate is quite evident when you walk in any classroom, visit the front office, or attend a PTC meeting. Global spends quality time with each other in and out of the classroom (ballgames, college visits, rallies, dances... to name a few)

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## **SECTION 7 SCHOOL CLIMATE GOALS**

### The School Climate

An action plan for people and programs reflecting the school's social environment

- Objective #1: Create a nurturing school environment
  1. Related Activities
    - \* Adult/student mentoring
    - \* Campus monitoring
    - \* After school clubs and athletics
- Objective #2: Create a nurturing school environment
  1. Related Activities
    - \* Adult/student mentoring
    - \* Campus monitoring
    - \* After school clubs and athletics
- Objective #3: Open communication among staff, students, and parents
  - \* Parent/Student handbooks are sent home at the beginning of the year
  - \* Improved GYCS website featuring upcoming events, staff email, and Aeries Homelink
  - \* Absent students are called every day
  - \* Teachers provide parents a copy of their classroom expectations

## SECTION 8 SIGNATURE SHEET

Global Youth's and Antelope View's School's Safe School Plan was developed in accordance with SB 187 and Safe Schools, A Planning Guide for Action, published by the Department of Education. Student, parent and teacher surveys were taken into account to determine areas of greatest need. The document includes the school's personal, physical, social and cultural environment, which serves as an effective prevention plan based on parent and student surveys. Also taken into consideration are temporary restraining orders, school-generated child abuse reports, custody orders prohibiting parents from contact with a child at school, harassment complaints filed by students and staff, suspension logs and accident reports. Additionally, the District's discrimination and harassment policy, hate crime reporting procedures and the Uniform Complaint Policy are included.

A detailed crisis response plan based on the California Standardized Emergency Management System (SEMS) is included. This model was designed to centralize, organize, and coordinate emergency response among district organizations and public agencies. Specific first aid treatment is categorized in alphabetical order.

The following committee members revised and approved this comprehensive school plan:

Member	Title	Signature
<u>Doug Hughey</u>	Principal	_____
<u>Anthony Hansen</u>	Teacher	_____
<u>Lorraine Franco</u>	Office	_____
<u>Michael Gorobets</u>	Student	_____
<u>Yvonne Grambling</u>	SSC Parent	_____



**Appendix A**

California



# **CHILD ABUSE & NEGLECT**

Reporting Law

**Condensed Version**

**2007**

Crime and Violence Prevention Center  
California Attorney General's Office



# California Child Abuse and Neglect Reporting Law

The first child abuse reporting law in California was enacted in 1963. That early law mandated only physicians to report physical abuse.

Over the years, numerous amendments have expanded the definition of reportable child abuse and the persons required to report it.

It is important for mandated reporters to keep updated on periodic amendments to the law. Your local Child Abuse Prevention Council or county welfare department has current reporting law information. Also visit [www.leginfo.ca.gov](http://www.leginfo.ca.gov) for updated information on the law and any other code section referenced in this material.

The California Child Abuse and Neglect Reporting Law is currently found in **Penal Code (P.C.) Sections 11164 - 11174.3**. The following is only a partial description of the law. Mandated reporters should become familiar with the detailed requirements as they are set forth in the Penal Code.

## Who Are Mandated Reporters?

**P.C. 11165.7** defines "mandated reporters" as any of the following:

- 1) A teacher.
- 2) An instructional aide.
- 3) A teacher's aide or a teacher's assistant employed by any public or private school.
- 4) A classified employee of any public school.
- 5) An administrative officer or supervisor of child welfare and attendance, or a certificated pupil personnel employee of any public or private school.
- 6) An administrator of a public or private day camp.
- 7) An administrator or employee of a public or private youth center, youth recreation program, or youth organization.
- 8) An administrator or employee of a public or private organization whose duties require direct contact and supervision of children.
- 9) Any employee of a county office of education or the California Department of Education, whose duties bring the employee into contact with children on a regular basis.
- 10) A licensee, an administrator, or an employee of a licensed community care or child day care facility.
- 11) A Head Start program teacher.
- 12) A licensing worker or licensing evaluator employed by a licensing agency as defined in P.C. 11165.11.
- 13) A public assistance worker.
- 14) An employee of a child care institution including, but not limited to, foster parents, group home personnel, and personnel of residential care facilities.
- 15) A social worker, probation officer, or parole officer.
- 16) An employee of a school district police or security department.
- 17) Any person who is an administrator or presenter of, or a counselor in, a child abuse prevention program in any public or private school.
- 18) A district attorney investigator, inspector, or local child support agency caseworker unless the investigator, inspector, or

- caseworker is working with an attorney appointed pursuant to Section 317 of the Welfare and Institutions Code to represent a minor.
- 19) A peace officer, as defined in Chapter 4.5 (commencing with Section 830) of Title 3 of Part 2 of the Penal Code, who is not otherwise described in P.C. 11165.7.
  - 20) A firefighter, *except for volunteer firefighters*.
  - 21) A physician, surgeon, psychiatrist, psychologist, dentist, resident, intern, podiatrist, chiropractor, licensed nurse, dental hygienist, optometrist, marriage, family and child counselor, clinical social worker, or any other person who is currently licensed under Division 2 (commencing with Section 500) of the Business and Professions Code.
  - 22) Any emergency medical technician I or II, paramedic, or other person certified pursuant to Division 2.5 (commencing with Section 1797) of the Health and Safety Code.
  - 23) A psychological assistant registered pursuant to Section 2913 of the Business and Professions Code.
  - 24) A marriage, family and child therapist trainee, as defined in subdivision (c) of Section 4980.03 of the Business and Professions Code.
  - 25) An unlicensed marriage, family, and child therapist intern registered under Section 4980.44 of the Business and Professions Code.
  - 26) A state or county public health employee who treats a minor for venereal disease or any other condition.
  - 27) A coroner.
  - 28) A medical examiner, or any other person who performs autopsies.
  - 29) A commercial film and photographic print processor, as specified in subdivision (e) of P.C. 11166. For purposes of the California Child Abuse Reporting Law, "commercial film and photographic print processor" means any person who develops exposed photographic film into negatives, slides, or prints, or who makes prints from negatives or slides, for compensation. The term includes any employee of such a person; it does not include a person who develops film or makes prints for a public agency.
  - 30) A child visitation monitor. For purposes of the California Child Abuse Reporting Law, "child visitation monitor" means any person who, for financial compensation, acts as monitor of a visit between a child and any other person when the monitoring of that visit has been ordered by a court of law.
  - 31) An animal control officer or humane society officer. For purposes of the California Child Abuse Reporting Law, the following terms have the following meanings: (A) "Animal control officer" means any person employed by a city, county, or city and county for the purpose of enforcing animal control laws and regulations. (B) "Humane society officer" means any person appointed or employed by a public or private entity as a humane officer who is qualified pursuant to Section 14502 or 14503 of the Corporations Code.
  - 32) A clergy member, as specified in subdivision (d) of P.C. 11166. For purposes of the California Child Abuse Reporting Law, "clergy member" means a priest, minister, rabbi, religious practitioner, or similar functionary of a church, temple, or recognized denomination or organization.
  - 33) Any custodian of records of a clergy member, as specified in P.C. 11165.7 and subdivision (d) of Section 11166.
  - 34) Any employee of any police department, county sheriff's department, county probation department, or county welfare department.
  - 35) An employee or volunteer of a Court Appointed Special Advocate program, as defined in Rule 1424 of the Rules of the Court.
  - 36) A custodial officer as defined in Section 831.5 of the Penal Code.
  - 37) Any person providing services to a minor child under Section 12300 or 12300.1 of the Welfare and Institutions Code.

Note: Unless otherwise stated, volunteers are not mandated reporters.

### Why Must You Report?

The primary intent of the reporting law is to protect an abused child from further abuse. Protecting the identified child may also provide the opportunity to protect other children. It is equally important to provide help for the parents. Parents may be unable to ask for help directly, and child abuse may be their way of calling attention to family problems. The report of abuse may be a catalyst for bringing about change in the home environment, which in turn may help to lower the risk of abuse in the home.

### What Do You Have To Report?

Under the law, when the victim is a child (a person under the age of 18) and the perpetrator is any person (including a child), the following types of abuse must be reported by all legally mandated reporters:

- a. A physical injury inflicted by other than accidental means upon a child. (P.C. 11165.6)  
Note that child abuse *does not* include a "mutual affray" between minors. It also *does not* include an injury caused by "reasonable and necessary force used by a peace officer acting within the course and scope of his or her employment." (P.C. 11165.6)
- b. Sexual abuse of a child, including both sexual assault and sexual exploitation. "Sexual assault" includes sex acts with a child, lewd or lascivious acts with a child, and intentional masturbation in the presence of a child. "Sexual exploitation" includes preparing, selling, or distributing pornographic materials involving children; employing a minor to perform in pornography; and employing or coercing a child to engage in prostitution. (P.C. 11165.1)
- c. Willful harming or injuring of a child or the endangering of the person or health of a child, including inflicting or permitting unjustifiable physical pain or mental suffering. (P.C. 11165.3)

Note: Any mandated reporter may report any child who is suffering serious emotional damage or is at substantial risk of suffering serious emotional damage. (P.C. 11166.05)

- d. Willful infliction of cruel or inhuman corporal punishment or injury resulting in a traumatic condition. (P.C. 11165.4)
- e. Neglect of a child, whether "severe" or "general," by a person responsible for the child's welfare. The term "neglect" includes both acts or omissions harming or threatening to harm the child's health or welfare. (P.C. 11165.2)

### When Do You Have To Report?

Child abuse must be reported when a mandated reporter, "in his or her professional capacity or within the scope of his or her employment, has knowledge of or observes a child whom the mandated reporter knows or reasonably suspects has been the victim of child abuse or neglect." (P.C. 11166 (a))

"Reasonable suspicion" occurs when "it is objectively reasonable for a person to entertain a suspicion, based upon facts that could cause a reasonable person in a like position, drawing, when appropriate, on his or her training and experience, to suspect child abuse or neglect." (P.C. 11166 (a)(1)) Although wordy, the intent of this definition is clear: if you suspect that abuse has occurred, make a report.

You must make a report immediately (or as soon as practicably possible) by telephone and you must prepare and send, fax or electronically transmit a written report within 36 hours of receiving the information regarding the incident. (P.C. 11166 (a)) Written reports must be submitted on Department of Justice form (SS 8572), which can be downloaded from the California Attorney General's Web site at [www.ag.ca.gov](http://www.ag.ca.gov) (click on Child Protection Program; click on forms; click on SS 8572). The mandated reporter may include with the report any nonprivileged documentary evidence he or she possesses related to the incident.

### **To Whom Must You Report?**

The report must be made to any police department or sheriff's department (not including a school district police or security department), county probation department, if designated by the county to receive mandated reports, or county welfare department. (P.C. 11165.9)

Any mandated reporter who knows or reasonably suspects that the home or institution in which the child resides is unsuitable for the child because of abuse or neglect shall inform the agency about the unsuitability of the home at the same time he or she reports the abuse or neglect. (P.C. 11166 (f))

When two or more persons who are required to report jointly have knowledge of a known or suspected instance of child abuse or neglect, and when there is agreement among them, a single person from the group may make the report. Any group member who knows that the report was not made, however, shall make the report. (P.C. 11166 (h))

### **Immunity**

Mandated reporters have immunity from criminal and civil liability for any report required or authorized under the Child Abuse Reporting Law. This immunity applies even though the knowledge or reasonable suspicion of abuse was acquired outside his or her professional capacity or outside the scope of his or her employment. (P.C. 11172 (a)) And if a mandated reporter is sued for making a report, he or she may be able to receive compensation for legal fees incurred in defending against the action. (P.C. 11172 (c))

Any person who makes a report of child abuse, even though he or she is not a mandated reporter, has immunity unless the report is proven to be false and it is proven that the person either knew the report was false or made it with reckless disregard of its truth or falsity. (P.C. 11172 (a))

### **Additional Safeguards for Mandated Reporters**

No supervisor or administrator may impede or

inhibit a mandated reporter's reporting duties or subject the reporting person to any sanction for making a report. (P.C. 11166 (i)(1))

Any supervisor or administrator who violates the above cited code section is guilty of a misdemeanor punishable by a fine not to exceed one thousand dollars (\$1,000), by not more than six months in a county jail, or by both a fine and imprisonment. (P.C. 11166.01(a)) If however, death or great bodily injury happens to the child as a result of the abuse, the supervisor or administrator who impeded or inhibited the report is guilty of a misdemeanor punishable by not more than one year in a county jail, by a fine not to exceed five thousand dollars (\$5,000), or by both. (P.C. 11166.01(b))

The mandated reporter's identity is confidential and may only be disclosed to specified persons and agencies. (P.C. 11167 (d)(1))

Mandated reporters and others acting at their direction are not liable civilly or criminally for photographing the victim and including the photograph with their report. (P.C. 11172 (a))

A clergy member who acquires knowledge or a reasonable suspicion of child abuse during a penitential communication is not mandated to report the abuse. For purposes of the Child Abuse Reporting Law, "penitential communication" means communication, intended to be in confidence, including, but not limited to, a sacramental confession made to a clergy member. (P.C. 11166 (d)(1))

### **Liability for Failure to Make A Required Report**

A mandated reporter who fails to make a required report of child abuse is guilty of a misdemeanor punishable by up to six months in jail or by a \$1,000 fine or by both a fine and imprisonment. (P.C. 11166 (c)) If however, death or great bodily injury happens to the child as a result of the abuse, the mandated reporter is guilty of a misdemeanor punishable by not more than one year in a county jail, by a fine

not to exceed five thousand dollars (\$5,000), or by both. (P.C. 11166.01 (b)) He or she may also be found civilly liable for damages, especially if the child-victim or another child is further victimized because of the failure to report. (*Landeros v. Flood* (1976) 17 Cal.3d 399.)

If a mandated reporter conceals his or her failure to report abuse or "severe" neglect, the failure to report is a continuing offense until the failure is discovered by an agency specified in Section 11165.9. (P.C. 11166 (c)) Because it is a continuing offense, the statute of limitations does not start to run until the failure to report is discovered.

### Responsibilities of Agencies Employing Mandated Reporters

On and after January 1, 1985, persons entering employment which makes them mandated reporters must sign statements, provided and retained by their employers, informing them that they are mandated reporters and advising them of their reporting responsibilities and of their confidentiality rights. (P.C. 11166.5 (a))

On and after January 1, 1993, any person who acts as a child visitation monitor, prior to engaging in monitoring the first visit in a case, shall sign a statement provided and retained by the court which ordered the monitor's presence to the effect that he or she has knowledge of the provisions of the Child Abuse Reporting Law and will comply with them. (P.C. 11166.5 (a))

Employers are strongly encouraged to provide their employees who are mandated reporters with training in the duties imposed by the Child Abuse Reporting Law. Training in the duties imposed by the reporting law shall include training in child abuse identification and reporting. Whether or not employers provide their employees with training, they shall provide their employees who are mandated reporters with the statement required in subdivision (a) of Section 11166.5. (P.C. 11165.7 (c)) The absence

of training shall not excuse a mandated reporter from the duties imposed by the reporting law. (P.C. 11165.7 (e))

**EXCEPTION:** Any person providing services to a minor child under Section 12300 or 12300.1 of the Welfare and Institution Code shall not be required to make a child abuse report unless that person has received training, or instructional material in the appropriate language, on the duties imposed by the Child Abuse Reporting Law, including identifying and reporting abuse and neglect. (P.C. 11166.5 (e))

### Feedback to Mandated Reporters

After the investigation is completed or the matter reaches a final disposition, the investigating agency is obligated to inform the mandated reporter of the results of the investigation and any action the agency is taking with regards to the child or family. (P.C. 11170 (b)(2))

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Changes in the law for 2007 are underlined. Please note that the California Child Abuse Reporting Law may have changed since the printing of this material. This material has been reprinted to assist mandated reporters in determining their reporting responsibilities. It is not intended to be and should not be considered legal advice. In the event there are questions about reporting responsibilities in a specific case, the advice of legal counsel should be sought.

A special thank you to Delta Dental of California for their work in developing the original material.

For additional information on child abuse prevention, you may contact:

Crime and Violence Prevention Center  
California Attorney General's Office  
1300 I St., Suite 1120  
(916) 324-7863  
[www.safestate.org](http://www.safestate.org)

## Appendix B

### SUSPECTED CHILD ABUSE REPORT

#### SUSPECTED CHILD ABUSE REPORT

To Be Completed by Reporting Party  
Pursuant to Penal Code Section 11166

<b>A. CASE IDENTIFICATION</b>	TO BE COMPLETED BY INVESTIGATING CPA
	VICTIM NAME _____
	REPORTING PARTY NAME _____
DATE OF REPORT _____	

<b>B. REPORTING PARTY</b>	NAME/TITLE _____										
	ADDRESS _____										
<b>C. REPORT SENT TO</b>	PHONE ( ) _____		DATE OF REPORT _____				SIGNATURE _____				
	<input type="checkbox"/> POLICE DEPARTMENT <input type="checkbox"/> SHERIFF'S OFFICE <input type="checkbox"/> COUNTY WELFARE <input type="checkbox"/> COUNTY PROBATION										
<b>D. INVOLVED PARTIES</b>	AGENCY _____					ADDRESS _____					
	OFFICIAL CONTACTED _____					PHONE ( ) _____		DATE/TIME _____			
<b>VICTIM</b>	NAME (LAST, FIRST, MIDDLE) _____					ADDRESS _____		BIRTHDATE _____		SEX _____	RACE _____
	PRESENT LOCATION OF CHILD _____					PHONE ( ) _____					
<b>SIBLINGS</b>	NAME _____ BIRTHDATE _____ SEX _____ RACE _____					NAME _____ BIRTHDATE _____ SEX _____ RACE _____					
	1. _____					2. _____					
<b>PARENTS</b>	NAME (LAST, FIRST, MIDDLE) _____ BIRTHDATE _____ SEX _____ RACE _____					NAME (LAST, FIRST, MIDDLE) _____ BIRTHDATE _____ SEX _____ RACE _____					
	ADDRESS _____					ADDRESS _____					
<b>E. INCIDENT INFORMATION</b>	HOME PHONE ( ) _____ BUSINESS PHONE ( ) _____					HOME PHONE ( ) _____ BUSINESS PHONE ( ) _____					
	IF NECESSARY, ATTACH EXTRA SHEET OR OTHER FORM AND CHECK THIS BOX <input type="checkbox"/>										
1. DATE/TIME OF INCIDENT _____ PLACE OF INCIDENT _____ (CHECK ONE) <input type="checkbox"/> OCCURRED <input type="checkbox"/> OBSERVED											
IF CHILD WAS IN OUT-OF-HOME CARE AT TIME OF INCIDENT, CHECK TYPE OF CARE: <input type="checkbox"/> FAMILY DAY CARE <input type="checkbox"/> CHILD CARE CENTER <input type="checkbox"/> FOSTER FAMILY HOME <input type="checkbox"/> SMALL FAMILY HOME <input type="checkbox"/> GROUP HOME OR INSTITUTION											
2. TYPE OF ABUSE (CHECK ONE OR MORE) <input type="checkbox"/> PHYSICAL <input type="checkbox"/> MENTAL <input type="checkbox"/> SEXUAL ABUSE <input type="checkbox"/> NEGLECT <input type="checkbox"/> OTHER											
3. NARRATIVE DESCRIPTION:											
4. SUMMARIZE WHAT THE ABUSED CHILD OR PERSON ACCOMPANYING THE CHILD SAID HAPPENED:											
5. EXPLAIN KNOWN HISTORY OF SIMILAR INCIDENT(S) FOR THIS CHILD:											

SS-8583 (2-7-99, 1-03)

#### INSTRUCTIONS AND DISTRIBUTION ON REVERSE

**DO NOT** submit a copy of this form to the Department of Justice (DOJ). A CPA is required under Penal Code Section 11169 to submit to DOJ a Child Abuse Investigation Report Form SS-8583 if (1) an active investigation has been conducted and (2) the incident is not unfounded.

Police or Sheriff-WHITE Copy; County Welfare or Probation-BLUE Copy; District Attorney-GREEN Copy; Reporting Party-YELLOW Copy

## **Appendix C**

### **Williams Uniform Complaint Procedure**

#### **NOTICE TO PARENTS/GUARDIANS, PUPILS, AND TEACHERS: COMPLAINT RIGHTS**

**Parents/Guardians, Pupils, and Teachers:**

Pursuant to Education Code 35186, you are hereby notified that:

1. There should be sufficient textbooks and instructional materials. For there to be sufficient textbooks and instructional materials, each pupil, including English learners, must have a textbook or instructional material, or both, to use in class and to take home.
2. School facilities must be clean, safe, and maintained in good repair.
3. There should be no teacher vacancies or misassignments. There should be a teacher assigned to each class and not a series of substitutes or other temporary teachers. The teacher should have the proper credential to teach the class, including the certification required to teach English learners, if present.

Teacher vacancy means a position to which a single designated certificated employee has not been assigned at the beginning of the year for an entire year or, if the position is for a one-semester course, a position to which a single designated certificated employee has not been assigned at the beginning of a semester for an entire semester.

Misassignment means the placement of a certificated employee in a teaching or services position for which the employee does not hold a legally recognized certificate or credential or the placement of a certificated employee in a teaching or services position that the employee is not otherwise authorized by statute to hold.

4. Pupils, including English learners, who have not passed one or both parts of the exit examination by the end of grade 12 are to be provided the opportunity to receive intensive instruction and services for up to two consecutive academic years after the completion of grade 12.
5. A complaint form can be obtained at the school office, district office, or downloaded from the school or district web site. You may also download a copy of the California Department of Education complaint form from the following web site:  
<http://www.cde.ca.gov/re/cp/uc>.

(8/05 11/05) 11/07



## Exhibit 2

### COMPLAINT FORM: WILLIAMS UNIFORM COMPLAINT PROCEDURES

Education Code 35186 creates a procedure for the filing of complaints concerning deficiencies related to instructional materials, conditions of facilities that are not maintained in a clean or safe manner or in good repair, teacher vacancy or misassignment, or the provision of intensive instruction and services to pupils who did not pass one or both parts of the high school exit examination by the end of grade 12. The complaint and response are public documents as provided by law. Complaints may be filed anonymously. However, if you wish to receive a response to your complaint, you must provide the contact information below.

Response requested? \_\_\_\_\_ Yes \_\_\_\_\_ No

Contact Information: \_\_\_\_\_

Name: \_\_\_\_\_

Address: \_\_\_\_\_

Phone Number: Day: \_\_\_\_\_ Evening: \_\_\_\_\_

E-mail address, if any: \_\_\_\_\_

Location of the problem that is the subject of this complaint:

School: \_\_\_\_\_

Course title/grade level and teacher name: \_\_\_\_\_

Room number/name of room/location of facility: \_\_\_\_\_

Date problem was observed: \_\_\_\_\_

Only the following issues may be the subject of this complaint process. If you wish to complain about an issue not specified below, please use the appropriate district complaint procedure.

Specific issue(s) of the complaint: (Please check all that apply. A complaint may contain more than one allegation.)

## **Appendix D**

### **Hate Motivated Behavior**

As California's population becomes more diverse, it is important that school districts provide a safe and harmonious learning environment for all students. Pursuant to Education Code 201, schools have an affirmative obligation to combat racism, sexism, and other forms of bias, as well as a responsibility to provide equal educational opportunity. Developing policy to address hate-motivated behavior is one way districts can help teach students respect and understanding of diversity.\*\*\*

In its publication entitled "Hate-Motivated Behavior in Schools", the California Department of Education defines hate-motivated behavior as an act, or attempted act, motivated by hostility towards a victim's real or perceived ethnicity, national origin, immigrant status, gender, sexual orientation, religious belief, age, disability, or any other physical or cultural characteristic. Some hate-motivated behavior may also be a crime as defined in state or federal law. These crimes include, but are not limited to: bomb threats, cross burnings, destruction or defacement of property, and certain types of vandalism and assaults.\*\*\*

The following optional policy is for use by districts in the implementation of a prevention strategy for hate-motivated incidents and should be modified to reflect district practice. Elements of this policy should also be integrated into existing school plans, such as the school safety and staff development plan, as well as any policies developed by the district regarding Positive School Climate and Multicultural Education; see BP 5137 and BP 6141.6, respectively.\*\*\*

The Governing Board affirms the right of every student to be protected from hate-motivated behavior. It is the intent of the Board to promote harmonious relationships that enable students to gain a true understanding of the civil rights and social responsibilities of people in our society. Behavior or statements that degrade an individual on the basis of his/her race, ethnicity, culture, heritage, gender, sexual orientation, physical/mental attributes, religious beliefs or practices shall not be tolerated.

(cf. 0410 – Nondiscrimination in District Programs and Activities)

## **Appendix E**

### **Nondiscrimination/Harassment**

District programs and activities shall be free from discrimination, including harassment, with respect to a student's actual or perceived sex, gender, ethnic group identification, race, national origin, religion, color, physical or mental disability, age or sexual orientation.

The Governing Board shall ensure equal opportunities for all students in admission and access to the educational program, guidance and counseling programs, athletic programs, testing procedures, and other activities. School staff and volunteers shall carefully guard against segregation, bias and stereotyping in instruction, guidance and supervision. The district may provide male and female students with separate shower rooms and sexual health and HIV/AIDS prevention classes in order to protect student modesty.

The Board prohibits intimidation or harassment of any student by any employee, student or other person in the district. Staff shall be alert and immediately responsive to student conduct which may interfere with another student's ability to participate in or benefit from school services, activities or privileges.

Students who harass other students shall be subject to appropriate discipline, up to and including counseling, suspension and/or expulsion. An employee who permits or engages in harassment may be subject to disciplinary action, up to and including dismissal.

The Board hereby designates the following position as Coordinator for Nondiscrimination to handle complaints regarding discrimination and inquiries regarding the district's nondiscrimination policies:

Director of Personnel  
8408 Watt Avenue  
Antelope, California 95843  
(916) 338-6419

Any student who feels that he/she is being harassed should immediately contact the Coordinator for Nondiscrimination, the principal or any other staff member. Any student who observes an incident of harassment should report the harassment to a school employee, whether or not the victim files a complaint.

Employees who become aware of an act of harassment shall immediately report the incident to the Coordinator for Nondiscrimination. Upon receiving a complaint of discrimination or harassment, the Coordinator shall immediately investigate the complaint in accordance with site-level grievance procedures specified in AR 5145.7 - Sexual Harassment. Where the Coordinator finds that harassment has occurred, he/she shall take prompt, appropriate action to end the harassment and address its effects on the victim.

The Coordinator shall also advise the victim of any other remedies that may be available. The Coordinator shall file a report with the Superintendent or designee and refer the matter to law enforcement where required.

## Appendix F

### CENTER UNIFIED

#### SUSPENSION NOTICE

Date \_\_\_\_\_ School \_\_\_\_\_ Grade \_\_\_\_\_ Student \_\_\_\_\_ DOB \_\_\_\_\_ Parent \_\_\_\_\_

Address \_\_\_\_\_ Home Phone \_\_\_\_\_ Work Phone \_\_\_\_\_ Teacher \_\_\_\_\_

Special Education: ☐ YES ☐ NO

SUSPENSION FROM SCHOOL: ☐ 1 ☐ 2 ☐ 3 ☐ 4 ☐ 5 Date(s) of Suspension \_\_\_\_\_ Date to Return to School \_\_\_\_\_

Number of DAYS suspended accumulated with this suspension: ☐ 1 ☐ 2 ☐ 3 ☐ 4 ☐ 5 ☐ 6 ☐ 7 ☐ 8 ☐ 9 ☐ 10

☐ 11 ☐ 12 ☐ 13 ☐ 14 ☐ 15 ☐ 16 ☐ 17 ☐ 18 ☐ 19

☐ 20

Number of TIMES suspended accumulated with this suspension: ☐ 1 ☐ 2 ☐ 3 ☐ 4 ☐ 5 ☐ 6 ☐ 7 ☐ 8 ☐ 9 ☐ 10

PARENT/PUPIL/PRINCIPAL CONFERENCE: Date \_\_\_\_\_ Time \_\_\_\_\_

EXTENDED SUSPENSION: ☐ YES ☐ NO Parent/Pupil Notification Date: \_\_\_\_\_ Time \_\_\_\_\_

#### EDUCATION CODE, SECTION 48900:

- ☐ (a-1) Caused, attempted to cause, or threatened to cause physical injury to another person.
- ☐ (a-2) Willfully used force or violence upon the person of another, except in self-defense.
- ☐ (b) Possessed, sold, or otherwise furnished any firearm, knife, explosive, or other dangerous object unless, in the case of possession of any such object, the pupil had obtained written permission from a certificated school employee, which is concurred in by the principal or the designee of the principal.
- ☐ (c) Unlawfully possessed, used, sold or otherwise furnished, or been under the influence of any controlled substance, as defined in Section 11053 of the Health and Safety Code, alcoholic beverage, or intoxicant of any kind.
- ☐ (d) Unlawfully offered or arranged or negotiated to sell any controlled substance, as defined in Section 11053 of the Health and Safety Code, alcoholic beverage, or intoxicant of any kind, and then sold, delivered, or otherwise furnished to any person another liquid, substance or material as a controlled substance, alcoholic beverage, or intoxicant.
- ☐ (e) Committed robbery or extortion.
- ☐ (f) Caused or attempted to cause damage to school property or private property.
- ☐ (g) Stolen or attempted to steal school property or private property.
- ☐ (h) **Possessed or used tobacco, or any products containing tobacco or nicotine products, including, but not limited to, cigarettes, cigars, miniature cigars, clove cigarettes, smokeless tobacco, snuff, chew packets, and betel. However, this section does not prohibit use or possession by a pupil of his or her own prescription products.**
- ☐ (i) Committed an obscene act or engaged in habitual profanity or vulgarity.
- ☐ (j) **Had unlawful possession of, or unlawfully offered, arranged, or negotiated to sell any drug paraphernalia, as defined in Section 11014.5 of the Health and Safety Code.**

- ☐ (k) Disrupted school activities or otherwise willfully defied the valid authority of supervisors, teachers, administrators, school officials, or other school personnel engaged in the performance of duties.
- ☐ (l) Knowingly received stolen school property or private property.
- ☐ (m) Possessed an imitation firearm. As used in this section, "imitation firearm" means a replica of a firearm that is so substantially similar in physical properties to an existing firearm as to lead a reasonable person to conclude that the replica is a firearm.
- ☐ (n) Committed or attempted to commit a sexual assault as defined in Section 261, 266c, 286, 288, 288a, or 289 of the Penal Code or committed a sexual battery as defined in Section 243.4 of the Penal Code.
- ☐ (o) Harassed, threatened, or intimidated a pupil who is a complaining witness or witness in a school disciplinary proceeding for the purpose of either preventing that pupil from being a witness or retaliating against that pupil for being a witness, or both.
- ☐ 48900.2 Committed sexual harassment as defined in Education Code 212.5, provided that the conduct is considered by a reasonable person of the same gender as the victim to be sufficiently severe or pervasive to have a negative impact upon the victim's academic performance or to create an intimidating, hostile or offensive educational environment. This ground for suspension/expulsion shall not apply to students enrolled in grades K through 3.
- ☐ 48900.3 Attempted to cause, threatened to cause, or participated in an act of hate violence, as defined in subdivision (e) of Section 33032.5.
- ☐ 48900.4 Intentionally engaged in harassment, threats, or intimidation, directed against a pupil or group of pupils, that is sufficiently severe or pervasive to have the actual and reasonable expected effect of materially disrupting classwork, creating substantial disorder, and invading the rights of that pupil or group of pupils by creating an intimidating or hostile educational environment.
- ☐ 48900.7 Made terrorist threats against school officials or school property, or both.

**EDUCATION CODE 48915 - Mandatory expulsion recommendation and mandatory expulsion:**

- ☐ (c-1) Possessing, selling, or otherwise furnishing a firearm. This subdivision does not apply to an act of possessing a firearm if the pupil has obtained prior written permission to possess the firearm from a certificated school employee, which is concurred in by the principal or the designee of the principal. This subdivision applies to an act of possessing a firearm only if an employee of a school district verifies the possession.
- ☐ (c-2) Brandishing a knife at another person.
- ☐ (c-3) Unlawfully selling a controlled substance listed in Chapter 2 of Division 10 of the Health and Safety Code.
- ☐ (c-4) Committing or attempting to commit a sexual assault as defined in subdivision (n) of Section 48900 or committing a sexual battery as defined in subdivision (n) of Section 48900.

---

**EDUCATION CODE 48915 - Mandatory expulsion recommendation (unless inappropriate) and discretionary expulsion:**

- ☐ (a-1) Causing serious physical injury to another person, except in self-defense.
- ☐ (a-2) Possession of any knife, explosive, or other dangerous object of no reasonable use to the pupil.
- ☐ (a-3) Unlawful possession of any controlled substance listed in Chapter 2 of Division 10 of the Health and Safety Code, except for the first offense for the possession of not more than one avoirdupois ounce of marijuana, other than concentrated cannabis.

☐ (a-4) Robbery or extortion.

☐ (a-5) Assault or battery, as defined in Sections 240 and 242 of the Penal Code, upon any school employee.

FACTS LEADING TO DECISION TO SUSPEND \_\_\_\_\_

TO THE PARENTS/GUARDIAN: This suspension has been issued in compliance with the Education Code of the State of California, Sections 48900, 48910 and 48911. The reason for this suspension has been explained to the pupil, and he/she has had an opportunity to explain his/her version of the incident. Pursuant to Section 48911, the parent or guardian is required to respond without delay to a school official's request for a conference regarding this suspension, please telephone 338-6470. The student's parent or guardian has a right to have access to the pupil records as provided by Section 49069.

**PLEASE NOTE:** DURING THIS PERIOD OF SUSPENSION FROM SCHOOL, THE PUPIL MUST NOT BE ON OR NEAR ANY SCHOOL CAMPUS, OR MAY BE SUBJECT TO ARREST.

For offenses 48900 A-E and 48915 refer to Action Subject to Expulsion Form.

\_\_\_\_\_  
Teacher's Signature

\_\_\_\_\_  
Date

and/or

\_\_\_\_\_  
Administrator's Signature

\_\_\_\_\_  
Date

Copies: Original - Parent, Pink - Superintendent, Goldenrod - School  
tg:8.98

## **Appendix G**

### **Staff List**

**Principal: Doug Hughey**

**Office Staff: Jessica Franco, Lorraine Franco**

**Teaching Staff: Anthony Hansen, Ionut P., Josh Weiss**

**Custodial Staff: Joanne Walden**

## **Appendix H**

### **Office Numbers**

**339-4680, 339-4685**



## Appendix I

## Appendix J

**Appendix K**

**OFF SITE EVACUATION MAP**

## Appendix L

### EOC Message Form

Date:

Time:

**ROUTINE**

Priority (Circle One)

**EMERGENCY**

**URGENT**

(Life Threatened)

(Property Threatened)

(All Others)

<b>To:</b>	<b>From:</b>
Name:	Name:
Title:	Title:
Location:	Location:

Check One:

☐ Take Action

☐ For Information

☐ Other

**Category**

**Number**

**Description**

A.

# \_\_\_\_\_

Fatalities

B.

# \_\_\_\_\_ Minor

Injuries

Minor: In need of First Aid attention only

# \_\_\_\_\_ Major

Major: Unable to treat on site, i.e. airway and breathing difficulties, cardiac arrest, uncontrolled or suspected severe bleeding, severe head injuries, severe medical problems, open chest or abdominal wounds, severe shock.

# \_\_\_\_\_ Moderate

Moderate: Burns, major multiple fractures, back injuries with or without spinal cord damage.

C.

# \_\_\_\_\_ of Injured

Injuries (Ambulance)

D.

Circle One:

Property Damages

Major

Major damage: building collapse, building leaning, major ground movement causing large cracks in ground.

Moderate

Moderate damage: Falling hazards present, hazard present (toxic chemical spill, broken gas line, fallen power lines).

Minor

Minor damage: Dislodged overhead air duct terminals, light fixtures, suspended ceiling grid, overhead mechanical systems and broken windows.

E.

\_\_\_\_\_ Ambulance

Resources Needed

\_\_\_\_\_ PG & E

\_\_\_\_\_ Other

Other: Describe

*Transmit data only, A – E above, in 30 – 45 seconds. After transmission, wait for EOC's request to elaborate.*

Additional Information:
Disposition:

# *Center Unified School District*

**AGENDA REQUEST FOR:**

**Dept./Site:** Center High School

**Date:** 3/8/17

**Action Item XX**

**To:** CJUSD Board of Trustees

**From:** Mike Jordan

**Information Item**

**# Attached Pages** 103

**Principal's Initials** *MOJ*

**SUBJECT:**

Attached you will find the Center High School Safety Plan.

**RECOMMENDATION:**

Approve the CHS School Safety Plan.

CONSENT AGENDA

XV-23

**Center High School**  
**"Home of Scholars and Champions"**



**Safe School**  
**And**  
**Emergency Preparedness Plan**

**Center Joint Unified School District**  
**Antelope, CA**

Revised March, 2017

## **EMERGENCY PREPAREDNESS PLAN**

The Emergency Response Plan has as its primary objectives:

1. To save lives and avoid injuries;
2. To safeguard school property and records;
3. To promote a fast, effective reaction to coping with emergencies;
4. To restore conditions back to normal with minimal confusion as promptly as possible.

Attaining these objectives will require clear activation procedures and responsibilities, identification of all tasks to be performed and by whom, an organized yet flexible response, and the dedication and cooperation of all.

It is vital to the continued functioning of the school, staff, and students that we are prepared to respond effectively in times of emergencies. Such preparations will also help us meet our obligations to our community.

This plan has been developed to be used in case of an emergency. All members of the faculty and other employees should:

1. Familiarize themselves with this plan,
2. Be prepared to activate it immediately, and
3. Perform any duties to which they are assigned to make its activation effective.

Members of the faculty shall teach the Emergency Response Plan to the students. The members of each classroom shall be instructed in the evacuation plan so they can respond immediately upon receiving the necessary warning.

## Table of Contents

<b>Part 1</b>	<b>Crisis Management</b>	
Section 1	Incident Command System .....	4
Section 2	Staging Areas .....	12
Section 3	Lockdown Procedures .....	13
Section 4	Evacuation Procedures.....	16
Section 5	Student Release Procedures .....	19
Section 6	School Partnerships.....	21
Section 7	Resources .....	22
Section 8	Communications .....	25
Section 9	Crisis Phone Directory .....	26
Section 10	Letters Home .....	27
Section 11	Aftermath .....	28
Section 12	Training and Updating .....	29
<b>Part 2</b>	<b>Crisis Readiness</b>	
Section 1	Activity in the Vicinity.....	30
Section 2	After Hours Crisis Procedures .....	31
Section 3	Bomb Threat .....	32
Section 4	Bus Accident .....	37
Section 5	Chemicals/Biohazard/Gas Odor.....	38
Section 6	Death/Suicide.....	39
Section 7	Earthquake .....	40
Section 8	Fire/Explosion .....	42
Section 9	Flood.....	44
Section 10	Gas Odor .....	45
Section 11	Hostage Situation .....	46
Section 12	Hostile Visitor .....	48
Section 13	Kidnapping/Attempted Kidnapping .....	50
Section 14	Medical Emergency .....	51
Section 15	Missing Student.....	64
Section 16	Public Demonstration .....	66
Section 17	Severe Weather.....	67
Section 18	Shooting/Stabbing .....	68
Section 19	School Site as Mass Care and Welfare Shelter .....	69
<b>Part 3</b>	<b>Site Action Plan</b>	
Section 1	District and Site Mission Statements.....	71
Section 2	Description of School Climate .....	72
Section 3	School Climate Goals.....	73
Section 4	Description of Physical Environment.....	75
Section 5	Physical Environment Goals.....	77
Section 8	Signature Sheet.....	80
<b>Part 4</b>	<b>Appendices</b>	
Appendix A	Staff's Classroom Telephone Numbers.....	81
Appendix B	Utility Shut-off Map.....	85
Appendix C	Classroom Evacuation Map .....	86
Appendix D	Off Site Evacuation Map .....	87
Appendix E	Emergency Operations Center (EOC) Form .....	88
Appendix F	Child Abuse Reporting Law .....	91
Appendix G	Child Abuse Reporting Form.....	96
Appendix H	Uniform Complaint Procedures .....	97
Appendix I	Suspendable Offenses .....	99
Appendix J	Appendix Procedures to Notify Teachers of Dangerous Pupils.....	100
Appendix K	Hate Crime.....	101
Appendix L	Nondiscrimination/Harassment.....	102
Appendix M	Site Dress Code, if includes "gang-related apparel".....	103
Appendix N	CIF Event Emergency Guidelines	

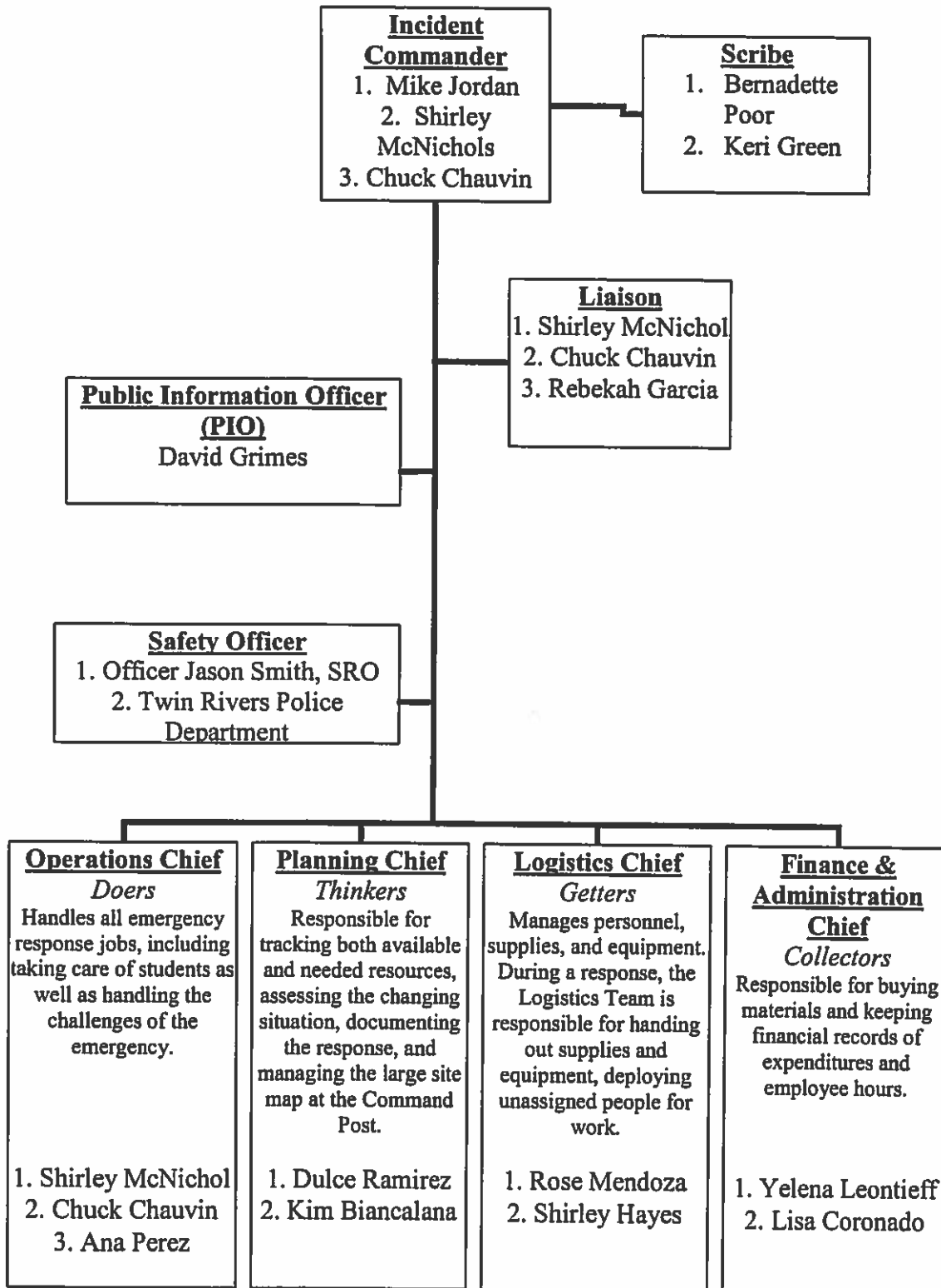


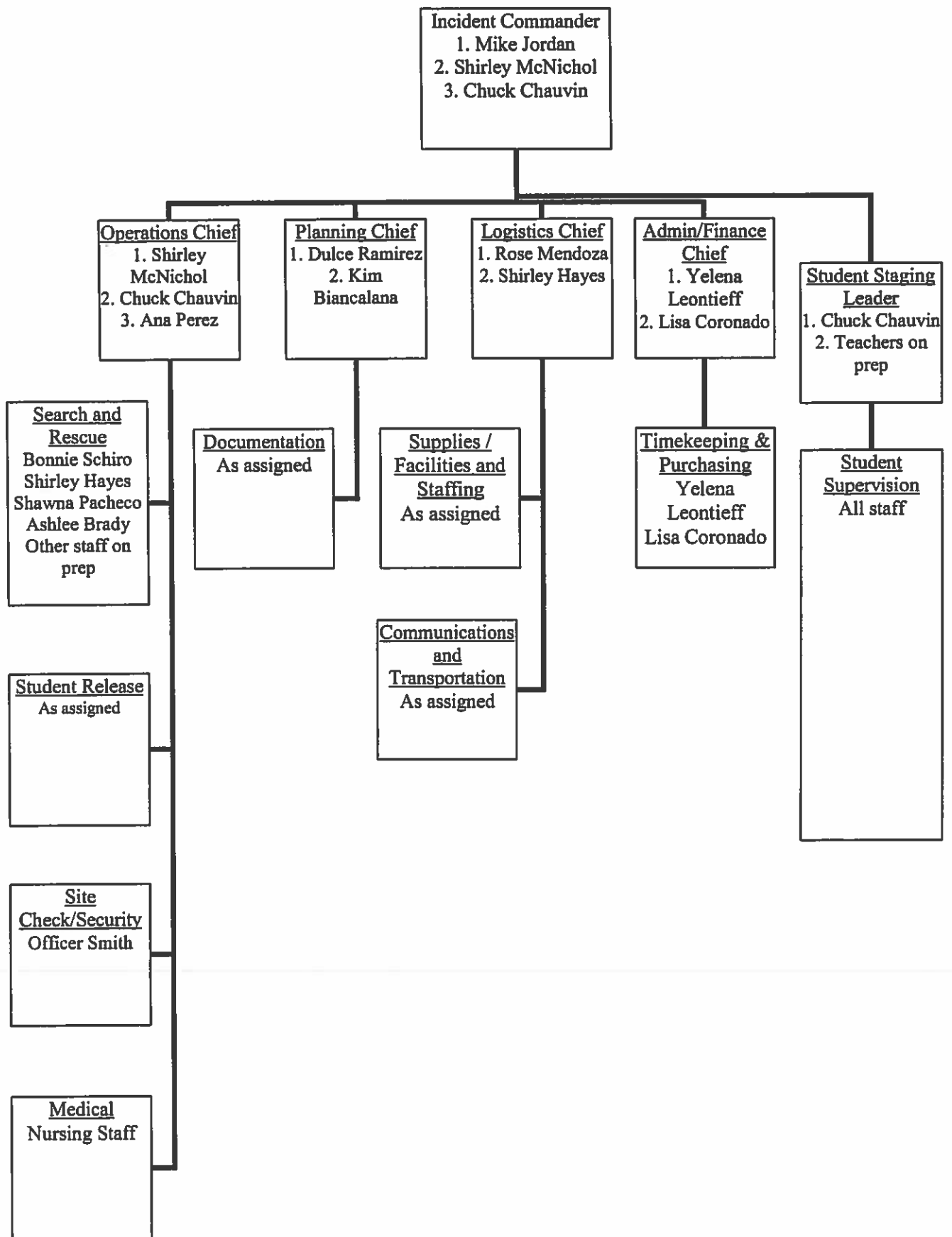
## **PART 1 CRISIS MANAGEMENT**

### **SECTION 1 INCIDENT COMMAND SYSTEM**

The Incident Command System (ICS) is a nationally recognized organizational structure that provides for role assignment and decision-making while planning for and reacting to critical incidents of all types. Implementing ICS will allow for all school personnel to know their area of responsibility during a crisis and to plan and practice the management of their specific role. This type of delegation limits the number of functions under any one manager, allowing each person to focus on just one or two aspects of the incident. These managers then provide information to the incident commander (principal) and help that person make informed decisions. Using this type of organizational system during a critical incident creates clear communication channels that will help limit the chaos and uncertainty associated with emergency incidents. Plans can be made, policy established, and training conducted well in advance of any emergency incident. This type of forward thinking will be needed during a critical incident and is a key component to a school being properly prepared.

# Center High School Incident Command System





## Incident Command Descriptions

***Incident Commander:*** The Incident Commander is the overall leader during an emergency incident. This person is normally the principal or assistant principal of the school. The Incident Commander makes decisions based on the information and suggestions being provided from the Liaison and ICS Section Chiefs.

- Assume Command
- Establish the Command Post
- Conduct briefings of the Command Staff
- Identify level of threat by assessing situation
- Set specific objectives and direct development of incident action plans
- Direct protective actions to stabilize the school
- Activate and oversee ICS functions
- Establish Unified Command with responding agencies
- Update EOC as situation evolves
- Approve information to send to the EOC for media briefings
- Set objectives for resumption of normal activities
- Maintain an activity log (scribe) and oversee action reports

### ***Admin/Finance Chief***

- Report to Command Post if directed to do so; otherwise, provide finance duties as secondary duty
- Keep an envelope or box for all receipts and overtime cards
- Provide a cost-accounting update for the IC as requested
- Maintain an activity log (scribe) and write after-action report
- Check attendance for that day for both students and adults

***Logistics Chief:*** The Logistics Chief manages the team and reports directly to the Liaison. This team is responsible for obtaining any needed resource, communication, food and water, and transportation.

- Report to Command Post (immediately or upon handing off students)
- Participate in briefing sessions, helping to identify required resources and personnel or advising of their availability
- Provide equipment, supplies, personnel, busses/cars as required by Operations
- Establish and maintain communications (radios, bullhorns, etc.)
- Stage resources (or Team Leaders) so they are readily available
- Coordinate and re-assign staff to other teams as needed by Operations
- Maintain a visible chart of available resources as a reference for Ops and the IC Team
- Provide food and water as needed (and available) for staff and students
- Maintain an activity log (scribe) and write after-action report

**Operations Chief:** The Operations Chief manages the members of the Operations Team. The Chief reports directly to the Liaison. This group, referred to as the "Doers", performs the "hands on" response.

- Immediately report to Command Post
- Supervise and direct activities of all groups assigned to Operations through the Team Leaders
- Identify alternate staging areas as needed (to IC and Logistics)
- Identify alternate resource requirements (to IC and Logistics)
- Deploy resources
- Make changes as necessary to action plan based upon reports from group leaders and Planning Chief
- Update IC and IC Team with status reports
- Maintain an activity log (scribe) and write after-action report

**Planning Chief:** The Planning Intelligence Chief will report directly to the Incident Commander and may stay with the Incident Commander throughout the crisis. This team will gather information to assist with medium/long-range planning related to the ongoing incident and school recovery issues. They will arrange for recovery/aftermath resources so that there is no gap between the end of the incident and necessary support/ services.

- Report to Command Post (immediately or upon handing off students)
- Collect EOC forms and develop a briefing on incident size and scope for IC Team.
- With Ops, gather incident information and updates from team leaders.
- Send and supervise runners, if needed, to gather incident information
- Share information needed for decision making with IC Team
- Prepare estimates of incident escalation or de-escalation for IC Team
- Report to Safety any conditions that may cause danger
- Maintain an activity log (scribe) and write after-action report

**Communications:** This person will work to ensure that a communication system is in place (phones, walkie-talkies, etc). They will communicate crisis progress or changes within the site and with District Office.

**Documentation:** This person will collect, evaluate and document information about the development of the incidents and the status of resources.

**Liaison:** The liaison is the link between the Incident Commander and the Section Chiefs. The liaison may provide general information to the Incident Commander but does not make command decisions. The liaison is also the contact person/link for other community agencies, such as local police and fire departments.

**Medical Team:** Members of this team will take roll with their own class, send in their EOC form, and then ask a supervising teacher to watch their students. They

will then report directly to the Team Leader in a pre-determined First Aid Staging Area and organize first aid supplies. The medical area should provide privacy for the injured and easy access for cars used to transport people with major injuries.

If necessary, Medical Team members will take medical supplies and report to classrooms where injuries are being reported by Search and Rescue. They will stay in communication with Operations Chief via radio.

The Medical Team will use the First Aid and START to provide treatment and continue to prioritize injuries. Students with minor injuries can be walked to the medical area for first aid treatment. The Medical Team will determine if a student needs to be transported to the hospital. Written records must be kept of any students who are to be transported. If a transported student's name is not known, use a cell phone to take a photo of that student and document where he/she was transported to. Also, get the name of the ambulance company and the badge # of the ambulance personnel.

*Off-Site Evacuation Coordinator:* The duties of this position focus on organizing the off-site evacuation location during an emergency situation. This includes planning the movement of the students to the location and assisting with accounting of the students once they are moved. Many aspects of this assignment involve planning for the use of a location and planning the evacuation route to safely move the students. When organizing an evacuation, consider the special needs students and plan for how those students will be moved and what assistance will be required.

*Scribe:* The scribe will take roll with their own class, send in the EOC form, and then ask a supervising teacher to watch his/her students. The scribe then reports to the Command Post. The scribe stays with the Incident Commander at all times. The scribe will maintain a written record of the incident including actions taken, actions reported to the Incident Commander, time, names, dates, etc.

*Search and Locate:* This team is responsible to "sweep" the bathrooms, hallways, and other areas for students, visitors, and staff. This team may need to search for unaccounted for people. Emergency responders will perform any major rescue efforts if necessary. Members will take roll with their own class, send in their EOC form, and then ask a supervising teacher to watch their students. Search and Rescue Team members should report to their Team Leader in a pre-determined location. It may be near (but not in) the Command Post or by the Student Staging Area. The Operations Chief will direct the Team Leader as to the location of the missing or injured. Room by room searches are not conducted by Search and Rescue until after they have gone to all the rooms with known problems and then only if it is deemed safe to do so. As Search and Rescue teams (2 each for safety) proceed, they should check back in with the Team Leader to report

progress and/or need for additional help. The Team Leader reports progress/needs to the Operations Chief.

***Site Check/Security Team:*** Members of this team will take roll with their own class, send in their EOC form, and then ask a supervising teacher to watch their students. The Team Leader will report to the Operations Chief and then, if it is safe, send the team to check on utilities, etc. The Site Check/Security Team will notify the utility companies of a break or suspected break in utilities. The team will then proceed to the entrances where public safety and/or parents may arrive and help direct people to the Command Post or Student Reunification Areas. If neighbors arrive, the team should direct them to help support Traffic Control.

A violent crime or other situation near a school may require that the school staff take steps to quickly secure the school from outside intruders. This will involve developing specific assignments for school personnel during such an emergency and creating a check system to make sure the school is secure. This person would then act as a liaison with the agency handling the local event.

***Situation Analysis:*** The person in charge of situation analysis will provide ongoing analysis of situation and resources status - *What if...*

***Staffing Assignment Coordinator:*** The role of this position is to use available personnel to assist with carrying out the core functions associated with an incident. Any teacher not assigned students during an incident and any school personnel arriving at the incident should directly report to this person. Working closely with the Incident Supervisor, the person will direct staff to the areas that need assistance. Those responsible for organizing the various areas will coordinate with this person in requesting manpower during the incident. This person will keep a roster of assignments and manpower needs and make requests of administrative offices when needed.

***Student Release a.k.a. Parent Reunion Coordinator:*** This team will supervise the release of students. They will document the persons picking up students. They must record the time, signature, and where they will be taking the student. Pictures of each child with the adult picking them up may be useful. Members will take roll with their own class, send in their EOC form, and wait to be called up. Before parents begin arriving, the Team Leader will begin setting up the Reunification Center, with support if needed, in a predetermined location. They will gather information regarding attendance from the Admin/Finance Team. When parents begin arriving, the Team Leader will call up the rest of the team and notify the Operations Chief. As more parents arrive, more teachers and classified staff will be assigned to this staging area. Students will be re-assigned to other Supervising Teachers. If evacuating the site, before leaving the school grounds, the Student Release Team will post a notice on the front door informing

parents where to pick up their children. If the front door is no longer there, the notice will be placed on the flagpole.

***Student Supervision Team:*** This team supervises all students unless otherwise assigned. Other teachers who have designated responsibilities that take them away from their class will be reporting to a member of the Student Supervision Team before they leave their class in his care. This team will be working closely with the Student Release Team to make sure that students do not leave until their parent or adult has signed them out from the release area.

***Supplies/Facilities:*** This person will locate and provide facilities, equipment, supplies and materials as needed.

***Timekeeping & Purchasing:*** This person will maintain accurate records of staff hours and of purchases.

***Transportation:*** The school staff member responsible for organizing this operation works with the district Transportation Department to coordinate the arrival of buses and the loading of students onto the proper bus. Responsibilities for this person include: arranging for buses, supervising loading and moving of buses, and arranging alternative forms of transportation as needed. The Operations Chief will direct the team to move students off campus, if necessary.



## **SECTION 2 STAGING AREAS**

### Indoor Command Post:

1. Principal's Office
2. Library

### Outdoor Command Post:

1. Stadium Press Box
2. Quad

Triage Area: Library/ Quad/Stadium

Parent Reunification Area: Stadium or K-Mart Parking Lot

Bus Staging Area: Stadium

Media Staging Area: K-Mart Parking Lot

Off-Site Evacuation Location:

Directions:

### **SECTION 3      LOCKDOWN PROCEDURES**

The school lockdown procedure serves many functions during an emergency situation:

- When a lockdown is initiated, the majority of students and teachers will be taken away from the threat.
- The dangerous situation can be isolated from much of the school.
- Accounting for students can accurately take place in each classroom.
- Depending on the situation, an organized evacuation can take place away from the dangerous area.

In addition to an onsite emergency, lockdown procedures can be modified for use during a local incident in which the school population is not in direct danger. A local incident might be a sheriff or fire event nearby or an injury on school grounds that require limiting student movement in the area.

When a lockdown is announced, several steps should take place. Law Enforcement will be assigned to the dangerous situation or area to ensure students and staff does not enter the area. Immediate notification should be made to 911, fully explaining what is known at that time. The bells must be held and instructions to ignore the fire alarm should be given.

When ordering a lockdown, the following announcements should be made and repeated several times:

A) Classes in progress (not during lunch)

"Teachers, please secure your students in your classrooms immediately. All students report directly to your classrooms and ignore any fire alarms."

B) Class change in progress

"Teachers and students, it is necessary to begin a lockdown of classrooms. All students report directly to your next assigned class and ignore any fire alarms."

C) Lunch is in session

Add the following to either announcement:

"Students in the cafeteria, follow the instructions of the staff in the cafeteria."

Unassigned teachers should ensure that students in hallways are placed in classrooms immediately. Teachers/Campus Monitors should check restrooms and other areas where students may be found. If students are found and are not close to their classroom, students should go into the closest occupied classroom. Then teachers should stay in a locked room and notify the office of their location.

During a lockdown, special attention should be given to the areas of the school where numerous students are gathered in an unsecured environment, such as the

cafeteria, auditorium, or library. Arrangements should be made so that students in these areas can be moved to nearby locations that can be secured.

When a teacher with a class hears one of the lockdown announcements he or she should follow these directions:

1. Lock the classroom door immediately.
2. Keep all students sitting on the floor, away from the doors and windows.
3. Advise the students that there is some type of emergency but you don't know what it is.
4. Take attendance and prepare a list of missing students and extra students in the room. Prepare to take this list with you when you are directed to leave the classroom.
5. If there is a phone in your classroom, do not use the telephone to call out. Lines must be kept open, unless there is an emergency situation in the classroom.
6. Ignore any fire alarm activation. The school will not be evacuated using this method.
7. Project a calm attitude to maintain student behavior.
8. When or if students are moved out of the classroom, assist them in moving as quietly and quickly as possible.
9. Remain in the room until a member of the Crisis Management Team comes to the room with directions, a sheriff arrives with directions, or you are given the all clear via the PA system.

Teachers should be aware of the emotional response some students may have to a lockdown situation. For example, teachers could prepare for frightened students vomiting by keeping plastic bags and cleaning supplies available in the classroom. Another idea is to keep a supply of gum, mints, or hard candy in each room to help relax students.

Depending on the grade level, students will ask many questions that teachers will not be able to answer. Being familiar with the lockdown procedures and the role of the ICS will provide a better understanding of what is taking place and what can be expected.

As a lockdown is taking place, the Incident Command Team should ensure that several functions are taking place. Depending on the situation, the school may need to be completely secured from the inside. This will require teachers/campus monitors to be assigned to lock any open doors. Notifications will continue to be made to school administration and possibly the sheriff department if the sheriff has not arrived on the scene. Any known injuries should also be reported to the administration, who will relay that information to the sheriff.

Communication via school radio is permissible as long as the incident does not involve an explosive device or a suspect in possession of a radio or scanner. The

sheriff liaison member of the Incident Command Team should be prepared to gather all known information and respond to the first arriving sheriff personnel and brief them on the situation.

Once a lockdown has been started, wait for the sheriff department to arrive before arranging for evacuation of the school. This will allow for a more secure environment during the evacuation and assist the sheriff if a tactical operation is necessary.

Special areas of concern:

Special attention should be paid to the playground/stadium area. Teachers must be able to hear the lockdown announcement and an alternate lockdown location must be identified. This location can be indoors or outdoors, if students can be safely hidden on the playground. In either case the lockdown location must be determined during initial crisis planning and the information should be clearly communicated to all staff members.

## **SECTION 4      EVACUATION PROCEDURES**

### General Evacuation

Evacuation decisions are very incident-specific. If the release occurs slowly, or if there is a fire that cannot be controlled within a short time, then evacuation may be the sensible option. Evacuation during incidents involving the airborne release of chemicals is sometimes necessary. If a general evacuation is ordered, the school population will be sent home, to the off site evacuation location, or to another location. Students are evacuated by walking or on school busses. If the school has been evacuated, the response personnel will need to decide when it is safe to return. They will need to verify data collected by the monitoring crews and consider the advice of the health officials concerned.

### Evacuation of School Grounds

In the event the school cannot be occupied following an evacuation, it may be necessary to evacuate the school grounds. We will evacuate to the off site evacuation location.

The principal will call the Superintendent. Before leaving the school grounds, the Student Release Team will post a notice on the front door informing parents where to pick up their children. If the front door is no longer there, the notice will be placed on the flagpole.

During evacuation, the students will walk quickly, quietly, and in single file. If busses are available, students will board in the stadium parking lot. When releasing students to the care of parents or other adults, refer to the section entitled, "Release of Students to Parents".

### School Evacuation Instructions

#### Exit the Building

- Go to the designated assembly area.
- Immediately upon hearing the fire alarm signal or instructions to "leave the building" over the intercom, students, faculty and others in the building shall evacuate the building via prearranged evacuation route quickly, quietly and in single file. The last person out of the room shall pull the door closed, but will not lock it. All will proceed to the designated assembly area.

#### Teachers

- Take class lists, red/green folders and student rosters.
- Make special provisions to assist handicapped students.
- Exit the building through assigned exit or nearest unblocked exit.
- Lead the class out of the building to pre-designated area at least 500 feet from building. Area must be free from hazards such as overhead power lines, gas lines and motor vehicle traffic.

- Take roll and report any missing students (by name) to the Student Supervision Leader at pre-designated location away from building.
- Necessary first aid should be performed.

#### Students

##### In class

- Leave all personal items in classroom.
- Follow their teacher and exit in a quiet and orderly manner.
- Remain with the class with which they exited until it is deemed safe for the student to return to his/her regular class.

##### At break/passing period

- During break/passing period, students should go to their assembly area.
- Students should go to the assembly area of the next class on their schedule.

#### Staff Not Assigned To Classrooms

- Will follow as directed in the Incident Command System.
- Assist as directed by principal or designee.

#### Principal or Designee

- Report any missing persons to emergency response personnel.
- If building is determined to be safe to re-enter:
  - Determine WHEN it is safe to re-enter
  - Notify teachers by all clear announcement. DO NOT USE FIRE ALARM SIGNAL for re-entry.
- If building is unsafe to re-enter, evacuate the school site, using predetermined plan.

##### Instruct teachers to:

- Release students to responsible adults using predetermined procedure.
- Students will exit school grounds to the blacktop/field either to board busses or to walk to (off-site location).

#### Evacuation of Students with Disabilities

Students with sensory, developmental, cognitive and mobility disabilities will have evacuation protocol in place that meets the requirements of their Individualized Education Plan, their Health Plan and/or Americans with Disabilities Act requirements. During an evacuation:

- A pre-designated staff member will assist with the evacuation.
- The staff member will describe the situation and actions to be taken in advance of beginning the evacuation procedures.
- The staff member will use facial expressions and hand gestures as clues when describing the procedures.
- The staff member will give one direction at a time during the evacuation.
- The student will never be left unattended.

### Exit Route

An emergency exit route will be posted in the classroom beside the door. All who use this room should be familiar with the fire evacuation route as it applies to that room. When you have a substitute, make sure they are aware of where this map is located and that the roll sheet and student emergency information must be taken with them during the drill.

## **SECTION 5      STUDENT RELEASE PROCEDURES**

### Early Dismissal

The ultimate responsibility for the student's safety from the school to home in cases of emergency lies with the parent or guardian. Parents should work through community emergency preparedness groups to make preparations for the safety of their own children.

If an emergency occurs during the school day, and it is believed advisable to dismiss school, students will be provided shelter and supervision at the school as long as deemed reasonable by the principal.

The school will proceed on the basis that there will be no bus transportation or telephone communication. School will not be dismissed early unless school authorities have been assured by local emergency authorities that routes are safe for student use.

Follow the "Release of Students to Parents" plan.

### Release of Students to Parents

Each teacher will have a copy of the student emergency information and a list of students on a clipboard. The adults listed on this card will be the only adults the students will be released to. Any other adult showing up may stay with the student, but he/she will not be permitted to leave with them. This clipboard is to remain with the teacher during any building evacuation exercise including a fire drill.

Prior to the approved adult taking the student, a release form must be filled out and signed. (See student release form.)

Teachers must stay with the students until all their students are picked up and/or the principal or his/her replacement approves of their leaving.



## STUDENT RELEASE FORM

Student's Name \_\_\_\_\_

Date \_\_\_\_\_ Time \_\_\_\_\_

Teacher \_\_\_\_\_

Room # \_\_\_\_\_ Grade \_\_\_\_\_

### PERSON CHECKING OUT STUDENT:

Signature \_\_\_\_\_ Name \_\_\_\_\_

### PLANNED DESTINATION:

Home \_\_\_\_\_ Other (address, phone #) \_\_\_\_\_

### IF NOT PARENT/GUARDIAN, PLEASE PRINT THE FOLLOWING INFORMATION:

Name \_\_\_\_\_

Address \_\_\_\_\_

Phone # \_\_\_\_\_

Location where student can be found \_\_\_\_\_

## STUDENT RELEASE FORM

Student's Name \_\_\_\_\_

Date \_\_\_\_\_ Time \_\_\_\_\_

Teacher \_\_\_\_\_

Room # \_\_\_\_\_ Grade \_\_\_\_\_

### PERSON CHECKING OUT STUDENT:

Signature \_\_\_\_\_ Name \_\_\_\_\_

### PLANNED DESTINATION:

Home \_\_\_\_\_ Other (address, phone #) \_\_\_\_\_

### IF NOT PARENT/GUARDIAN, PLEASE PRINT THE FOLLOWING INFORMATION:

Name \_\_\_\_\_

Address \_\_\_\_\_

Phone # \_\_\_\_\_

Location where student can be found \_\_\_\_\_

## **SECTION 6 SCHOOL PARTNERSHIPS**

### Off Site Partnership

Phone Number:

Contacts:

Directions

## SECTION 7 RESOURCES

### Staff List/Special Skills

**\*\*This information is kept confidential in Mike Jordan's Emergency backpack\*\***

### Staff Emergency Information

**Staff Member**[illegible]

[illegible]


## **SECTION 8 COMMUNICATIONS**

It is likely that the public address system will be operational in most emergencies during which inside-the-building announcements need to be made. If it's not, communication will be by messenger(s) from the office to each teacher.

Communication between the custodial staff and the office staff will be by radio. One radio shall be assigned to each of the following people:

Principal  
Secretary  
Day Custodian  
Night Custodian  
Noon Duty Aide  
Music Teacher  
Drama Teacher  
Each building has designated classroom teacher  
Counselor  
Operations Chiefs  
Planning Chiefs  
Logistics Chiefs  
Incident Commanders

### Telephone Communication

1. The school telephones may NOT be used by ANY person for outgoing calls of any kind during an emergency, except when authorized by the principal.
2. Appropriate authorities will be notified including 911, Twin Rivers Police Department, and the Superintendent.

## **SECTION 9      CRISIS PHONE DIRECTORY**

- Sheriff/Fire Department: 911
- Twin Rivers Police Department: (916) 566-2777
- Poison Control Center, UCD Medical Center:(916) 734-3692
- Citizens Utilities (Water): (916) 568-4200
- SMUD (Electricity): (916) 456-7683
- PG&E (Gas): (916) 743-5000
- Superintendent's Office: (916) 338-6400
- Maintenance, Operations, Transportation (MOT):
  - Craig Deason, Assistant Superintendent: (916) 338-6337
  - Carol Surryhne, Assistant Superintendent's Secretary: (916) 338-6337
  - Kim Rogers, Staff Secretary: (916) 338-6417
- Child Protective Services (CPS): (916) 875-5437
- Spinelli Elementary School: (916) 338-6490
- Dudley Elementary School: (916) 338-6470
- Oak Hill Elementary School: (916) 338-6460
- Wilson C. Riles Middle School: (916) 787-8100
- Center High School: (916) 338-6420
- Antelope View Charter School: (916) 339-4690
- Global Youth Charter School: (916) 339-4680
- McClellan High School: (916) 338-6445

## **SECTION 10    LETTERS HOME**

Dear Parents:

Please review the following information regarding school and parent responsibilities for emergency school closure. Please help us to be efficient and helpful in caring for your child.

We have developed an emergency preparedness plan that outlines a variety of situations including fire, bomb threat, earthquake and the possibility of evacuation due to an unforeseen emergency. We would like parents to be advised as to what to expect while their children are in school. The following procedures will be implemented in case of an emergency:

1. In case of a fire alarm, students will be evacuated from the building. In the event of an **actual** fire that requires evacuation, students will be evacuated to {insert location}. If possible, notification will be sent to parents through the automatic dialing system; otherwise, parents will be informed by school officials during or after the evacuation.
2. If an emergency evacuation occurs before parents can be reached, a notice will be left on the front door informing parents where to find their children. Only parents or adults listed on the emergency information cards will be permitted to pick up students. Please make sure the information on the emergency card includes everyone you would permit to pick up your child. Bused students will only be returned home during regular times and only if it is deemed safe.
3. If there is an earthquake, students will be kept in classrooms until quaking stops. Students will then be evacuated from the building. If there is too much damage to use the school as shelter, see number 1.
4. Floods, power outages, severe storms or any other disaster will normally result in students being held at school in regular classes until the usual departure time or sent home as in number 2.
5. Parents should discuss the above information with their children and assure them that school personnel will care for them just as they do each day, until they can be re-united with parents.

As the new school year starts we would like to remind you that this is a good time to go over the following information with your children:

1. Practice and review emergency plans, family meeting places and emergency telephone numbers regularly with your children.
2. Each year make your child's teacher aware of his/her health or physical needs that would require special action or supplies during an emergency. Make sure the office has a supply of vital medication on hand.
3. Make sure your student's information card has the name, address, and phone number of anyone you want to pick up your child during an emergency. Students will NOT be released to ANYONE not listed on this card.
4. Make sure your child is familiar with the people he/she may leave with and that they know that it is OK to leave with them in the event of an emergency. This may include a family code word.
5. Be aware that you may not be able to get to your child in the event of a large-scale emergency if you work a great distance from your child's school. Be aware that the person picking up your child may have them for several hours or even days.



## **SECTION 11 AFTERMATH**

### Counseling

The need for a proactive counseling program can not be overlooked.

Many dangerous situations can be avoided with early intervention by trained professionals. Available resources should be identified and used on a regular basis when the first sign of depression, anger, or other alarming changes in a student is observed. During a crisis, the CMT member responsible for counseling must quickly organize a counseling program to help students, parents, faculty, and the community heal from the incident. Counselors at the effected school may handle some incidents, while other incidents could easily require the cooperation of many services. Identifying resources within the school system, county, and community should be planned and well organized before a crisis occurs.

## **SECTION 12      TRAINING AND UPDATING**

### Drills

The principal shall hold fire drills monthly and intruder alert and earthquake drills each trimester to ensure that all students, faculty members, and others are sufficiently familiar with such drills that they can be activated and accomplished quickly and efficiently. These drills shall be held at both regular and inopportune times to take care of almost any situation. Everyone in the building, including other employees, all office workers, all lunch workers, all custodial staff, and visitors must obey the instructions in the room or area they occupy when the alarm is sounded. Drills will also be carried out for quick evacuation of the multi-purpose room. The school secretary will be responsible to notify Sacramento Fire Department and Twin Rivers Police Department as necessary.

Once yearly, a full scale disaster drill will be held to give the staff an opportunity to fully implement the Incident Command System.

### Training

The staff has participated in the following trainings:

- Arson Prevention (every other year – odd years) – {Spring 2013}
- Bloodborne Pathogens for School Employees (every other year – even years) – {Sept 2014}
- Code Red Lockdown Training (annually) – {Sept 2015}
- CPR Training (every other year – even years) – {Sept 2013}
- NIMMS/ICS video (discuss components annually, can watch video every other year) – {August 2015}
- Mandated Child Abuse Reporter Training (annually) – {Spring 2015}
- Triage Training (every other year – even years) – {Sept 2014}

\* The Power Point Presentations on the Schools Insurance Authority website can be used in lieu of their videos. In either case, sign in sheets must be used.

## **PART 2 CRISIS READINESS**

### **SECTION 1 ACTIVITY IN THE VICINITY**

Upon notification of a dangerous situation near the school, several steps should be taken to protect the school population from the incident.

- Obtain as much information about the incident as you can. The Sacramento County Sheriff's Communication Center will be able to provide an overview of the incident. Call (916)874-5115.
- Convene a meeting of the Incident Command Team and discuss the situation and/or recommendations from the sheriff or fire department.
- Bring classes being conducted in trailers into the school.
- Secure the school building, if necessary.
- Coordinate with team members and faculty to ensure all doors are secured and post lookouts inside the school who can alert you to approaching danger.
- Notify the District's Central Office.
- Assign sheriff and fire liaison member of Incident Command Team to monitor situation and provide updates as needed.
- Prepare for possible lockdown or evacuation depending on the situations. Follow sheriff or fire guidance.
- If sheriff or fire have not resolved the situation by dismissal time, plans will need to be made to alter or delay dismissal of students and transportation should be contacted with information.
- Informational letter for parents should be developed in conjunction with district office and sheriff or fire officials.

## **SECTION 2 AFTER-HOURS CRISIS PROCEDURES**

Store an emergency bag, with a copy of the Crisis Readiness portion of the safety plan, in a visible location in the school areas that are accessed by clubs and groups after regular school hours.

A one-page "After Hours Crisis Procedures" document has been provided with the "Facilities Use Agreement." This document refers the group leader to the Crisis Readiness portion of the safety plan for detailed crisis response procedures.

Train custodians on what role they should take during after-hours events. Ensure custodians have the Twin Rivers' Police Department phone number memorized. Also, ensure custodians carry a phone so they may be communicated with if a crisis occurs.

**\*\* CIF After Hours procedures are in Appendix N\*\***

## **SECTION 3      BOMB THREAT**

Because an explosive device can be controlled electronically, school radio usage should not take place inside the school during a bomb threat since radio waves could detonate the device accidentally. Radio usage can resume 300 feet away from the building, allowing for communication from the evacuation staging area. Cell phones should also not be used.

### **Bomb Threat Procedures**

#### **I. Office Personnel**

- a. If the threat is made by any means other than telephone, immediately notify an administrator.
- b. If the threat is made by telephone, the person receiving the call is to do the following:
  - i. Mentally form a picture of the caller - is the caller male or female? Juvenile or an adult? Does the voice sound familiar? If so, who? As soon as possible, indicate your impressions on the Bomb Threat Form.
  - ii. Ask the caller three questions, in this order:
    1. When is the bomb going to explode? (The caller may or may not respond to this question. If the threat is real, chances are he/she will say something. If the caller just hangs up without any comment to your questions, the chances are great that it is a prank call.)
    2. Where is the bomb located? What kind of bomb is it? (If the caller responds to these questions, he/she will probably lie, but it will keep the caller talking and give you more time to identify him/her.)
    3. Why are you doing this? Where are you now? (The caller's answer to these questions will give you a clue as to whether or not it is a real threat. If he says he wants money, or is representing some group or organization, the chances that it is a real threat are increased. In no event suggest a reason to him by asking something like, "Do you want money?" Let the caller provide the reason.)
  - iii. Note the time the call was received and immediately notify the principal or designee.
- c. Call the Sacramento County Sheriff (911) and ask for a sheriff's unit to be dispatched to the school.

#### **II. Administration**

Make a judgment as to the validity of the threat, and react in the following manner whether or not you believe this to be a prank:

- a. Notify teachers to evacuate their rooms by announcing the bomb threat. All students should be at least 500 ft. away from the building.
- b. Wait for the sheriff's unit to arrive. Assist the officers as needed.

- c. Provide a designated employee(s) to assist law enforcement in search of suspicious objects on school grounds.
- d. Administrator must determine if students will need to evacuate the school grounds if no suspicious item is found.
- e. Maintenance, Operations, & Transportation will be called to provide busses for students, if necessary.

### III. Teachers

- a. Upon receiving the notice to evacuate, have your students assemble outside your classroom in an orderly manner and wait for you.
- b. Students should take their backpacks with them.
- c. Check your room before you leave for anything out of the ordinary. Take a 360-degree sweep from eye level to floor and if you see anything suspicious, report it to an administrator.
- d. Keep your group together and walk with them to the field. Take your roll sheet and emergency information and call roll when you get there. Get your group together in an orderly manner and stay with them. You will probably be there for awhile, so take your time with these tasks and make sure students obey you perfectly.
- e. When you hear the all clear signal (announcement over the intercom or on the bullhorn) return to your classroom in an orderly manner.

### IV. Custodians, Cooks, and other Classified Employees

- a. Check your work areas. Do a 360 degree visual check of your room(s) as described under "Teachers" above.
- b. Assist Administration as needed.

## **BOMB THREAT FORM**

### **RECEIVING A BOMB THREAT**

#### **INSTRUCTIONS:**

Be calm and courteous: LISTEN! Do not interrupt the caller. Quietly attract the attention of someone nearby, indicating to them the nature of the call. Ask the questions in the order they are listed. Complete this form as soon as the caller hangs up and the school administration has been notified.

Exact time of call: \_\_\_\_\_

Exact \_\_\_\_\_ words \_\_\_\_\_ of \_\_\_\_\_ caller:  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

#### **Questions to Ask**

1. When is the bomb going to explode? \_\_\_\_\_
2. Where is the bomb? \_\_\_\_\_
3. What does it look like? \_\_\_\_\_
4. What kind of bomb is it? \_\_\_\_\_
5. What will cause it to detonate? \_\_\_\_\_
6. Did you place the bomb? \_\_\_\_\_
7. Why? \_\_\_\_\_
8. Where are you calling from? \_\_\_\_\_
9. What is your address? \_\_\_\_\_
10. What is your name? \_\_\_\_\_

#### **Caller's Voice (Circle):**

Calm	Disguised	Nasal	Angry	Broken
Stutter	Slow	Sincere	Lisp	Rapid
Giggling	Deep	Crying	Squeaky	Excited
Stressed	Accent	Loud	Slurred	Normal

#### **Voice Description (Circle):**

Male	Female	
Calm	Nervous	
Young	Old	Middle-Aged
Rough	Refined	

Accent: Yes      No      Describe \_\_\_\_\_

Speech Impediment: Yes      No      Describe\_\_\_\_\_

Unusual Phrases\_\_\_\_\_

Recognize Voice? If so, who do you think it was?\_\_\_\_\_

Background Noises (Circle):

Music      TV  
Traffic      Running Motor (type)\_\_\_\_\_  
Horns      Whistles      Bells  
Machinery      Aircraft      Tape Recorder      Other\_\_\_\_\_

Additional Information:

A. Did the caller indicate knowledge of the facility? If so, how? In what ways?\_\_\_\_\_

B. What line did the call come in on?\_\_\_\_\_

C. Is      the      number      listed?      Private      number?      Whose?  
\_\_\_\_\_

D. Person Receiving Call\_\_\_\_\_

E. Telephone number the call was received at\_\_\_\_\_

F. Date\_\_\_\_\_

G. Report call immediately to:\_\_\_\_\_  
(Refer to bomb incident plan)

Signature\_\_\_\_\_ Date\_\_\_\_\_



## **THREATENING PHONE CALL FORM**

Time call was received\_\_\_\_\_ Time caller hung up\_\_\_\_\_

Try to get another person on the line and record the conversation. Exact words of person:\_\_\_\_\_

\_\_\_\_\_

Questions to ask if not already covered by caller's statement (record exact words)

1. What is your name? \_\_\_\_\_
2. What are you going to do? \_\_\_\_\_
3. What will prevent you from doing that? \_\_\_\_\_
4. Why are you doing this? \_\_\_\_\_
5. When are you doing this? \_\_\_\_\_
6. Where is the device right now? \_\_\_\_\_
7. What kind of device or material is it? \_\_\_\_\_
8. What does it look like? \_\_\_\_\_

Person receiving the call

Person monitoring the call

Department\_\_\_\_\_

Department\_\_\_\_\_

Dept Phone No. \_\_\_\_\_

Dept. Phone No. \_\_\_\_\_

Home Address \_\_\_\_\_

Home Address \_\_\_\_\_

Date: \_\_\_\_\_

## **SECTION 4      BUS ACCIDENT**

### Field Trip Preparedness for Staff Members

- School buses are required to carry a first aid kit. Make sure it is in the bus.
- Teachers who participate in a large number of field trips should be encouraged to train in CPR and first aid procedures.
- Always take a complete roster and emergency care cards of students on a field trip.
- Maintain a complete list of teachers' and chaperones' home phone numbers, emergency contacts and work phone numbers for spouse.
- Develop an emergency phone number directory for field trips. Directory should contain emergency phone numbers for the school system and main phone numbers to the school and administrative offices.

## **SECTION 5      CHEMICALS/BIOHAZARD/GAS ODOR**

All chemicals in the building are to be identified and stored according to district policy and procedures. Safety data sheets from vendors shall be on file and available for all chemicals in the office for quick reference. All personnel involved with chemicals in any manner are to be trained in their proper use.

The fire department shall be informed by the principal once each year of all chemicals used in the building and where they are stored. In the event of a hazardous material accident in the building, the principal (or designee) will decide if and how the building will be evacuated. If any accident should occur, the fire department, Center Unified School District Superintendent, and Sacramento County Health Department should be notified.

Responders will decide whether to order people to remain indoors (shelter-in-place), rescue individuals from the area, or order a general evacuation. The "remain indoors" option will be considered when the hazards are too great to risk exposure of evacuees. Rescuing people from the hazardous area may involve supplying protective equipment for evacuees to ensure their safety. A general evacuation requires a significant amount of lead-time, which may not be available.

In order for the "in-place-shelter procedure" to be effective, the effected population must be advised to follow the guidelines listed below:

- An announcement will come over the PA system telling you that the "in-place-shelter procedure" is in effect.
- Close all doors to the outside and close and lock all windows. (Windows seal better when locked.) Seal gaps under doorways and windows with wet towels, and those around doorways and windows with duct tape (or similar thick tape) and sheets of plastic (precut and labeled before the incident). Have students assigned to specific tasks ahead of time.
- Ventilation systems should be turned off.
- Turn off all heating systems and air-conditioners.
- Seal any gaps around window type air-conditioners, exhaust fan grills, exhaust fans, and range vents, etc. with tape and plastic sheeting, wax paper, or aluminum wrap.
- Close as many internal doors as possible.
- If an outdoor explosion is possible, close drapes, curtains, and shades over windows. Avoid windows to prevent potential injury from flying glass.
- If you suspect that the gas or vapor has entered the structure you are in, hold a wet cloth over your nose and mouth.
- Tune in to the Emergency Alert System on the radio or television for information concerning the hazardous materials incident and in-place-sheltering.

## **SECTION 6      DEATH/SUICIDE**

Definition - Death or suicide of a student, staff member or significant person close to the school where students and/or staff are affected.

Principal or designee shall:

1. Call 911.
2. Contact Superintendent.
3. Notify immediate family - parent or guardian.
4. Identify key staff members at site to disseminate information at site level.
5. Communicate behavioral expectations to staff regarding:
  - Confidentiality issues
  - Providing factual information
  - Available resources
6. Send home written information to parents on facts of incident and any follow-up services available.
7. Consult with psychologist or county office of education staff for intervention strategies including specific activities that can be used in the classroom.

If the incident causes a major disruption to school activities, evacuation may be necessary and will be determined by law enforcement, principal or designee.

## **SECTION 7 EARTHQUAKE**

### During the Quake

Keep these points in mind in the event of an earthquake:

1. If an earthquake occurs, keep calm. Don't run or panic. If you take proper precautions, the chances are you will not be hurt.
2. Remain where you are. If you are outdoors, stay outdoors. If you are indoors, stay indoors. During earthquakes, most injuries occur as people are entering or leaving buildings (from falling walls, electrical wires, etc).
3. The teacher will give the "drop and cover signal" if the bell system is not operable.
4. Everyone will get under his/her desk and cover his/her head. If a desk, table or bench (best choice) is not available, sit or stand against an inside wall or in an inside doorway. Stay away from the windows, outside walls, and outside doors.
5. If you are outside, stay away from the building, electrical wires, poles, or anything else that might shake loose and fall. Look for open space and stay low.

### After the Quake

For your own safety and that of others, you should carefully do the following:

1. About two minutes after the shaking stops, the fire bell will sound. If we have lost power, the teacher will give the command to evacuate the building.
2. Use the "Building Evacuation" plan.
3. Use extreme caution in entering or working in buildings that may have been damaged or weakened by the disaster.
4. Stay away from fallen or damaged electrical wires, which may still be dangerous.
5. The custodian will check for leaking gas pipes. Do this by smell only - don't use matches or candles. If you smell gas:
  - Open all windows and doors.
  - Turn off the main gas valve at the meter.
  - Leave the building immediately.
  - Notify the gas company, police, and fire departments.
  - Don't re-enter the building until it is safe.
6. The principal will confer with the Superintendent about evacuation of the school. If necessary, follow the "Evacuation of School Grounds" policy. Do not evacuate to another building unless it has received an inspection by a qualified person.

### Re-entry of Building

Follow the procedures of the re-entry instructions (after "Building Evacuation") except: the building should be inspected by a qualified person who has been trained in Building Analysis. This person will perform an inspection on structural

soundness, electrical wiring, water distribution, oil, gas, and other fuel systems, and boiler and heating systems.

A damaged structure will be occupied only after authorization by the responsible local agency. Building supervisors will be notified of the corrective actions to be taken to return building to use.

## **SECTION 8 FIRE/EXPLOSION**

### Fire

1. In the event of a natural gas fire, sound alarm and then turn off main gas valves. If the fire is small, use the fire extinguisher AFTER the gas is turned off.
2. In the event of an electrical fire, sound alarm and then turn off electricity. Do not use water or water-acid extinguishers on electrical supported fires. Only small fires should be fought with an extinguisher.
3. The person locating the fire will sound the school alarm.
4. Follow the "Building Evacuation" instructions.
5. The principal will notify the superintendent's office.
6. The office staff will notify the utility companies of a break or a suspected break in utilities.
7. Keep access road open for emergency vehicles.
8. All staff will be responsible to peek in the door of classroom on either side and make sure they were informed of the fire.
9. The custodian is responsible for checking exits daily to make sure they are functional. All exits should be obvious, maintained and clear of obstructions.

### Computer Labs

All labs are to be equipped, as their needs require, for proper fire control and for emergency purposes.

### Lunchrooms and Kitchens

1. Emergency preparedness to control fire in school kitchen areas:
  - Have automatic extinguishers over deep fryers and grills.
  - Have fire extinguishers for all types of fires in proper location.
  - Make sure that all of the kitchen personnel know where the extinguishers are located and how to operate them.
  - Make sure that the kitchen personnel know which exit to take in case of fire.

Whether it's a real fire or a drill, try to evacuate the building in fewer than two minutes.

### Fire Drill Procedures

The secretary will call the fire department to inform them it is a drill. The principal or designee shall sound the alarm.

1. When the signal is sounded, the teaching staff will proceed to the evacuation assembly area (stadium) with their classes. Staff not assigned a regular class of children will report to the incident command center to render any needed assistance to IC/teachers.

2. Once each month, all teachers will instruct their classes in the correct procedures and behaviors to utilize during fire drills.
3. Once each month, a fire drill will be conducted by the school staff.
4. Students proceed to the stadium and sit in assigned teacher area.
5. Supervising staff will take roll. The whereabouts of all students should be known.
6. Any student in attendance at school but not with class or in a special class should be reported immediately to the Student Supervision Leader.

#### Silent Fire Drill / Neighborhood Disaster Plan

1. Silent fire drills and neighborhood disaster procedures will be used in the event of bell and/or intercom failure.
2. When a silent fire drill is in progress, a monitor appears at the door with a sign stating "silent fire drill." The monitor will remain until the teacher sees the sign. The procedures to follow are the same as during a regular fire drill.
3. When a silent intruder on campus drill is in progress, a monitor appears at the door with a sign stating "Duck and Cover". The monitor will remain until the teachers see the sign.

#### Fire Extinguishers

Fire extinguishers are placed in strategic locations as recommended by the fire department (see map). Faculty members and other staff personnel shall be instructed in the use of the fire extinguisher.

All extinguishers, unless stated, are dry chemical types which are needed to put out type A, B, and C fires which include wood, textiles, gasoline, oil, greases, and electrical fires. In discharging a fire extinguisher, it should be held upright while the pin is pulled. The lever is then pressed while aiming at the base of the fire.

#### Fire Extinguisher Inspections

The district maintenance department will be responsible for checking for possible building code violations and making sure all fire extinguishers are checked yearly for the following:

1. Check gauge for full charge. Report discharge or overcharge reading immediately to control office.
2. Check seal for breakage.
3. Check hose for crack, leaks, tears, etc.
4. Check casing for leaks or breakage.



## **SECTION 9      FLOOD**

### When there is a flood at the school site

- Notify parents via radio and television.
- Notify bus drivers for an early/late dismissal.
- The custodian or site security team will shut off water to prevent contaminated water from entering the school supply.
- The custodian or site security team will shut off electricity to prevent electrical shock.
- If school is a designated emergency shelter and time permits, check all supplies and provisions prior to emergency operations.

### After the danger is over

Beware of contaminated food, water, broken gas lines, and wet electrical equipment. Resume classes only after a qualified person has done a building assessment (see returning to building under earthquake.)

### Minor Flooding

If the school experiences minor flooding (one or a few classrooms), the class(es) affected will evacuate to another part of the building (principal will decide where to go). Classes will continue. The principal will notify the superintendent and they will jointly decide what to do next.

## **SECTION 10    GAS ODOR**

If odors are detected outside the building, it is not necessary to evacuate the building. Call the police and fire non-emergency number to report the smell (874-5115). Call the district office.

If the odor is detected inside a school building, convene the crisis management team and evacuate the building immediately.

- Call 9-1-1
- Arrange to have the students moved to an off-site evacuation location
- The incident command system member responsible for student accounting begins the process of tracking all students
- Make sure the critical incident response kits leave the school with the students

## **SECTION 11     HOSTAGE SITUATION**

### Intruder or Hostage Situation

Organized or unorganized terrorists would usually find themselves in one or two places within the school building. Either they would penetrate into the administration office, or they would infiltrate a classroom. The administration and staff have only two "weapons" in which to combat the situation: time and specific procedures. The school staff should not attempt to disarm terrorists.

The procedures for the following situations are as follows:

### Terrorist or Intruder Enters the Classroom

1. The teacher will try to make contact with the office via intercom phone.
2. If the teacher cannot get to the communication system, he/she should attempt to send a note out the door with a student. Do not take a chance if there is any doubt that the child will be seen exiting. If one is able to leave, he/she should crawl past any windows so as not to be seen.
3. Any teacher receiving the note from a student or other adult should immediately lock all doors, inform the office, and close the blinds.
4. If there is another teacher, adult, or student who can safely make a call, call the office at {338-6420} or the administrator at {338-6421/22}. The office's number should be visibly posted near phone.
5. Immediately brief the students to sit down and be quiet if you are faced with an intruder.
6. Try to obey all commands of the terrorist/intruder.
7. The office personnel upon receiving a "help" signal will verbally call for a lock down over the intercom. Teachers will immediately lock all outside doors including workroom doors and close the blinds. Students should assume the duck and cover position under their desks.
8. Office will immediately dial 911.
9. No one will evacuate the building unless instructed to do so by the principal or uniformed police officer.
10. Remain in your room until an "all clear" signal is given.
11. Any student finding himself or herself en route to a classroom from the bathroom, office, library, or another classroom needs to go to the nearest classroom or building. If the door is locked, he/she is to knock and loudly announce one's self.

### Terrorist or Intruder Enters the Office

1. If the administrators, secretary, office assistants, or any other staff members are able to phone out of the school without bringing harm to themselves, they will call 911.
2. The principal or secretary will notify the Superintendent, if possible.
3. The school office personnel shall attempt to follow all commands of the terrorists.

### Terrorist or Intruder Appears on Campus During Recess

1. The teacher on yard duty who first notices an armed individual (gun, knife, or other dangerous weapon) on campus will signal other adults on the playground with four short blasts on a whistle. An adult will send a student to the closest classroom door to enter and ask the teacher inside to inform the office immediately.
2. The office will announce the intruder alert. All students and teachers in classrooms will react accordingly by assuming the duck and cover position.
3. Students on the playground hearing four short whistle blasts or hearing the Duck and Cover signal will look for the nearest teacher and follow instructions. Students need to be aware that four short whistle blasts designate a problem. If the intruder has a weapon but is not firing, teachers should exit students as quickly as possible via one of the escape routes in that particular duty area.
4. Teachers will go in the opposite direction of the intruder.
5. If an intruder arrives on the playground and starts firing shots, students and teachers should drop to the ground.
6. Teachers will need to keep an eye on the intruder at all times to determine what to do next. This type of a situation is unpredictable and unfortunately cannot be covered with pre-determined procedures. The main concern is to get as many students as possible off the playground and into a safe building.

## **SECTION 12     HOSTILE VISITOR**

### Domestic or Civil Disturbance

It should be noted that the normal school routine serves to reduce the threat of civil disturbance within the school. The classroom unit keeps students in small groups where each student is more easily known and can be held responsible for his/her actions. Outsiders are generally recognized and the potential for problems can be reduced if the integrity of the individual classroom unit can be maintained.

To reduce the potential for problems, these steps are standard procedure:

1. All teachers are to be at their lines directly after the final recess bell.
2. Teachers are expected to attend assemblies and sit with their classes.
3. Teachers and administrators are available if the need for control should arise before and after school.
4. The administration is aware of substitutes in the building and teachers in adjoining classrooms are available to assist substitutes in controlling students if the need should arise. Each substitute is provided with lesson plans by the teacher who is absent, whether by direct communication, previously prepared plans, or emergency plans on file in the office.
5. Teachers are asked to report the presence of any outsider they see to the administration.

In addition to the above listed procedures, teachers and administrators should be keenly aware of the general morale of the students. An atmosphere in which students feel free to approach teachers and discuss problems is encouraged so that a close working relationship with all the different groups in the school can be achieved.

It is important to be aware of community problems, which could possibly set the stage for civil disturbance. The PTA and School Site Council organizations can be helpful in determining problems and offering assistance. A liaison with law enforcement agencies must also be maintained.

### Procedure to Deal with Civil Disturbances

#### **Violent Person:**

Teachers are to be notified by intercom to close and lock classrooms until the situation is cleared by the administration and/or police. The "duck and cover" drill will be initiated. Students located in the halls shall be moved to the nearest classroom as quickly as possible. While contact is made with law enforcement, one person (determined by the administration) may attempt to establish rapport

with the person, otherwise do not confront this person; contact the office immediately. The office will call 911. Administrators will inform the Superintendent.

If it is a parent with a restraining order planning to take his/her child, allow him/her to do so if it appears that it may be dangerous to intervene. Get a description of the subject, license number, make and model of car and direction of travel. If there are any records on this person in the school office have them ready for law enforcement. See further information under the heading, "Kidnapping/Attempted Kidnapping."

**Mob:**

If the persons involved are from outside the school, the same procedure as used with a violent person should be implemented. If students are involved, the administration will determine the need for police assistance. If advance warning is received, steps will be taken to try to prevent the incident. In the absence of law enforcement, the administration will do whatever it believes necessary to alleviate the problem. The administration will make a written report of the entire incident.

**Unidentified Person(s) Taking Control:**

If an unidentified voice gives orders over the intercom threatening or calling a general assembly or asking for individuals, teachers are to close and lock their classroom doors. If an unidentified person comes to the room, he/she is to be asked for office clearance. Pick up the phone and contact the office if the person refuses to leave.

## **SECTION 13 KIDNAPPING/ATTEMPTED KIDNAPPING**

**Definition:** The physical capture or attempted physical capture of a student or staff member against their will.

1. Principal or designee will contact the Sacramento Sheriff (911).
2. Principal or designee will contact the Superintendent and report the situation.
3. Principal or designee will contact the parent or guardian of the kidnapping victim.
4. Principal or designee will inform the teachers of the situation and give further instructions regarding child safety.
5. Principal or designee will inform secretary on how to respond to phone calls regarding the incident.

## **SECTION 14 MEDICAL EMERGENCY**

Our school shall be prepared to provide basic first aid while summoning necessary emergency assistance. A list of qualified persons who have had First Aid and CPR training should be maintained by the principal. This list must be updated and distributed to the staff annually.

An emergency card will be filed in the office for each student with emergency numbers to call in case of an accident, injury, or illness. Parents will always be notified as soon as possible of any reportable accident, injury, or illness.

Any reportable accident or injury incurred on school property or during a school activity off campus will be reported in writing to the office of the principal no later than 24 hours from the occurrence. Accident forms are kept in office filing cabinet.

The general emergency number 9-1-1 will be explained each year to all school personnel, and this number will be readily visible on all telephones.

A first aid kit shall be maintained in the office and rotated. A Red Cross first aid booklet is provided with each kit. First aid procedures will follow the current American Red Cross First Aid Manual.

Although some staff members are trained in basic first aid and CPR procedures, they are not to be considered medical experts. The first aid kits are to be used only in cases of emergency.

### First Aid Stations

A first aid station is always maintained in the nurse's office. In the event of a large scale emergency that requires an evacuation, a medical station will be set up by the Medical Team in a pre-determined location. If evacuation is not necessary, the nurse's station and/or the multi-purpose room will be used.

### Rescue

With a non-critical or less serious injury, move the victim to the nurse's office.

With a serious or critical injury, do the following:

1. Evaluate the situation. Unless the victim is in further danger, do not move him/her.
2. Be sure the victim is breathing.
3. Control serious breathing.
4. Send a runner to notify the office.
5. Treat for shock.
6. Keep comfortable and try to maintain normal body temperature.

With non-critical illness or injury, do the following:



1. Administer first aid.
2. Notify parents for their information and action. If parents cannot be contacted, notify other adults on the emergency card.
3. If no one can be contacted, lie the student down in the nurse's office or send the student back to class if the injury doesn't warrant the need to keep a close watch on the student.
4. Keep a record of time of injury, what first aid was administered and at what time.

With critical illness or injury, do the following:

1. Administer first aid to the extent possible.
2. Call 9-1-1 if the situation is life threatening or if the child is in need of immediate medical intervention.
3. Notify parents for their action and information.
4. Keep a record of time of injury, what first aid was administered and at what time.
5. Notify the superintendent's office.
6. Complete appropriate injury, illness, or insurance report promptly.
7. Keep a record of which students were sent to the hospital.

#### FIRST AID INSTRUCTIONS

Abdominal Pain	Eyes
Artificial Respiration	Fainting
Bleeding	Fracture
Internal Bleeding	Frostbite
Bone Injuries	Head Injury
Breathing	Heart Attack
Rescue Breathing	Nosebleeds
Burns	Pandemic Flu Plan
Choking (Heimlich Maneuver)	Poisoning
Convulsions or Seizures	Puncture Wounds
Diabetics	Seizure
Dog Bites	Shock
Ears	Sunstroke
Electric Shock	Wounds

#### Abdominal Pain

Abdominal pain may be due to food poisoning, appendicitis, hernia, ulcer, gallstones, or kidney stones. The symptoms are so similar that medical assistance should be obtained if the pains continue for several hours.

#### Artificial Respiration

1. Steps for mouth to mouth artificial respiration:
  - Clear airway

- Tilt head back (unless possible neck injury - use jaw thrust)
  - Pinch nostrils
  - Seal mouth and blow
  - Watch for chest to rise
  - Listen for air to escape from mouth
  - Watch for chest to fall
  - Repeat: 12-16 times per minute in adults; 16-20 times per minute in children.
2. If victim's tongue obstructs airway:
    - Tilt the head
    - Jut the jaw forward
  3. If facial injuries make it impossible to use mouth-to-mouth method then use the manual method.
    - Use mouth-to-nose if airtight seal is impossible over victim's mouth.
    - Small child - cover both mouth and nose.
  4. Continue artificial respiration until victim begins to breathe for him/herself or until help arrives.
  5. Carbon Monoxide Poisoning or Asphyxiation (due to lack of oxygen):  
Check for breathing difficulties and give artificial respiration.

### Bleeding

1. Apply direct pressure on the wound.
2. Elevate the wounded area if an arm or leg is bleeding.
3. Apply pressure on the supplying artery of the arm or leg if steps 1 and 2 do not stop bleeding.
4. Only as a last resort (if they will die without this), apply a tourniquet to stop the bleeding. Once applied, a tourniquet must be loosened or removed only by a doctor.

\*Internal bleeding – Treat for shock

### Bone Injuries

1. Dislocations: fingers, thumb, shoulder  
Keep the part quiet. Immobilize shoulder with arm sling.
2. Fractures:
  - Signs of a closed fracture:
    1. Swelling
    2. Tenderness to touch
    3. Deformity
    4. Discoloration
  - Treatment (closed fracture - no bleeding or broken skin at wound)
    1. Keep broken bone ends from moving
    2. Keep adjacent joints from moving
    3. Treat for shock

- Treatment (open fracture - broken bone and broken skin)
  1. Do not move protruding bone end
  2. If bleeding, control bleeding by direct pressure on wound
  3. Treat the same as closed fracture after bleeding is controlled.
- 3. Sprains (injury to soft tissue around a joint)
  - Always immobilize
  - Elevate joint
  - Apply cold packs during first half hour
  - Treat the same as closed fractures
  - X-ray may be necessary

### Breathing - Unconscious Person

Breathing is the most critical thing we must do to stay alive. A primary cause of death is lack of air!

Be careful approaching an unconscious person. He or she may be in contact with electrical current. If this is the case, turn off the electricity before you touch the victim.

There are hundreds of possible causes of unconsciousness; the first thing you must check for is breathing.

1. Try to awaken the person by firmly tapping him or her on the shoulder and shouting, "Are you all right?"
2. If there is no response, check for signs of breathing.
  - a. Be sure the victim is lying flat on the back. If you have to roll the victim over, move the entire body at one time.
  - b. Loosen tight clothing around neck and chest.
3. Open the airway:
  - a. If there are no signs of head or neck injuries, tilt the head back and lift the chin to move the tongue away from the back of the throat.
  - b. Place your ear close to the victim's mouth; listen and feel for breathing.
  - c. If you can't see, hear, or feel any signs of breathing, you must begin breathing for the victim.
  - d. Begin rescue breathing immediately. Have someone else summon professional help.

### Rescue Breathing:

1. Giving mouth-to-mouth rescue breathing to an adult:
  - a. Put your hand on the victim's forehead, pinching the nose shut with your fingers. Your other hand is lifting the victim's chin to maintain an open airway.
  - b. Place your mouth over the victim's, making a tight seal.
  - c. Breathe slowly and gently into the victim until you see the chest rise. Give 2 breaths, each lasting about 1½ seconds. Pause between breaths

- to let the airflow out. Watch the victim's chest rise each time you give a breath to make sure air is going in.
- d. Check for a pulse after giving these 2 initial, slow breaths. If you feel a pulse but the victim is still not breathing, give one breath about every 5 seconds. After 10 to 12 breaths, re-check pulse to make sure the heart is still beating.
  - e. Repeat the cycle every 5 seconds, 10-12 breaths per minute, rechecking the pulse after each cycle. Continue rescue breathing until one of the following happens:
    - i. The victim begins to breathe without your help
    - ii. The victim has no pulse (begin CPR).
    - iii. Another trained rescuer takes over for you.
    - iv. You are too tired to go on.
2. Giving mouth-to-mouth rescue breathing to infants and small children:
- a. A small child's head should be tilted back gently to avoid injury. With head tilted back, pinch the nose shut. Lift the chin and check for breathing as you would for an adult. Give 2 slow breaths until the chest rises.
  - b. Check for a pulse.
  - c. Give 1 slow breath about every 3 seconds. Do this for approximately 1 minute, or 20 breaths.
  - d. Recheck the pulse and for breathing.
  - e. Call 911 if you have not already done so. Continue rescue breathing as long as a pulse is present and the child is not breathing.
  - f. Continue rescue breathing until one of the following occurs:
    - i. The child begins to breathe on his/her own.
    - ii. The child has no pulse (begin CPR).
    - iii. Another trained rescuer takes over for you.
    - iv. You are too tired to go on.

## Burns

1. Degrees:
  - Skin red (1st degree)
  - Blisters develop (2nd degree). Never break open blisters.
  - Deep tissue damage (3rd degree)
2. First Aid for thermal burns (1st and 2nd degree burns) to exclude air:
  - Submerge in cold water
  - Apply a cold pack
  - Cover with a thick dressing or plastic. (Do not use plastic on face.)
  - After using cold water or ice pack, cover burned area with a thick, dry, sterile dressing and bandage firmly to exclude air.
3. First Aid for 3rd degree burns:
  - Apply a thick, dry sterile dressing and bandage to keep out air.
  - If large area, wrap with a clean sheet or towel.

- Keep burned hands and feet elevated and get medical help immediately.
  - Treat the same as shock victim, giving fluids as indicated; warmth necessary.
4. First Aid for chemical burns
- Wash chemical away with water.
5. Acid burn to the eye (also alkali burns)
- Wash eye thoroughly with a solution of baking soda (1 teaspoon per 8-ounce glass of water) or plain water for 5 minutes.
  - If victim is lying down, turn head to side. Hold the lid open and pour from inner corner outward. Make sure chemical isn't washed out onto the skin.
  - Have victim close the eye, place eye pad over lid, bandage and get medical help.

### Choking (Heimlich Maneuver)

If the air passage is blocked by food or other foreign material, remove it with your finger if possible. Be careful not to force it deeper into the throat. If the person is coughing, he is getting some air. But if the passage is completely blocked, he can't breathe or speak; immediately do the following:

- Stand behind a slumped-over victim; wrap your arms around his waist below the diaphragm.
- Grasp your wrist with your other hand.
- Place your fist against the victim's abdomen, slightly above the navel and below the rib cage.
- Press your fist strongly and quickly in and slightly up into his abdomen.

If the victim is on his back:

- Kneel, facing him, astride his hips.
- With one of your hands on top of the other, place the heel of the bottom hand on the victim's abdomen slightly above the navel and below the rib cage.
- Press the heel of your hand forcefully into the abdomen with a quick, upward thrust. If necessary, repeat several times.

### Convulsions or Seizures

#### 1. Symptoms

- Jerking movements
- Muscular rigidity
- Blue about the lips
- May drool
- High fever

These seizures are seldom dangerous, but they are frightening.

#### 2. Causes

- Head injuries

- Severe infections
  - Epilepsy
3. Treatment
- Prevent patient from hurting himself
  - Loosen tight clothing
  - Do not restrain
  - If breathing stops, apply mouth to mouth resuscitation
  - Do not give liquids nor put patient in warm water
  - When the seizure is over, treat as for shock keeping patient warm

Prompt medical help is needed if the patient does not have a history of convulsive disorders.

### Diabetics

Diabetics may lose consciousness when they have too little or too much insulin. Unless you are thoroughly familiar with his treatment, it is better to seek medical help rather than to attempt first aid. These people often wear some type of medical identification.

### Dog/Animal Bites

1. It is extremely important that the dog/animal be identified if the person bitten is to avoid rabies shots. Secure the animal, if possible without danger to yourself, with a leash, rope or in an enclosed area. If the animal cannot be contained, attempt to remember as much as possible about the animal's description so that animal control can make a thorough search of the area.
2. Attend to the wound by washing the area with water and soap for five minutes and bandage if possible. Inform parents and refer to the family physician.
3. Notify animal control center. Give description of the animal and name and address of the victim.
4. Complete the Report of Student Accident Form.
5. Notify school nurse so that information can be recorded in the pupil's health folder.

### Ears

Foreign objects usually require medical assistance. Insects may be removed by using warm mineral or olive oil. When the head is tilted, the insect and oil usually drain out.

### Electric Shock

1. Do not touch the victim if he is still in contact with the electricity.
2. Turn off the main switch or pull plug.
3. Be aware of the possibility of breathing emergency.

### Eyes

Contact a physician immediately if the foreign substance is metallic or abrasive. Particles can often be washed out with water or removed with the corner of a clean handkerchief.

### Fainting

1. Fainting is due to a temporary decrease of blood and oxygen to the brain. It may be preceded by paleness, sweating, dizziness, disturbance of vision and nausea.
2. Place the victim in a reclining position and treat as for shock. If a victim feels faint, have him sit and place his head between his knees.

### Fracture

Bone Fracture (unless in imminent danger, do not move the individual)

Closed Fracture: The signs of a closed fracture are swelling, tenderness, deformity, and discoloration. When there is a fracture (or suspected fracture):

1. Keep the injured person calm
2. Do not permit the victim to walk about.
3. Notify parent.
4. Splint fractures to prevent further injury if the victim must be transported by someone other than emergency medical personnel.
5. Call for emergency help for leg, back, neck, or hip injuries, or if parent is unable to take child for medical care.

Compound Fracture: Your objectives are to prevent shock, further injury, or infection in compound fractures (where skin has been broken).

1. Keep the injured person calm and cover him only enough to keep him from losing body heat.
2. Do not try to push the broken bone back into place if it is sticking out of the skin.
3. Do not try to straighten out a fracture or put it back into place.
4. Do not permit the victim to walk about.
5. Notify parent.
6. Splint fractures to prevent further injury if the victim must be transported by someone other than emergency medical personnel.
7. Call for emergency help for legs, back, neck, severe bleeding, hip injuries, or if parent is unable to take the child for medical care.

### Frostbite

1. The frostbitten area will be slightly reddened with a tingling sensation of pain. The skin becomes grayish-yellow, glossy and feels numb. Blisters eventually appear.

2. Re-warm the area by quickly submerging it in warm water (start with 98 degrees and gradually warm to 102-103 degrees). Don't rub the area nor break the blisters.

### Head Injury

#### 1. Symptoms

- May or may not be unconscious
- Unconsciousness may be delayed one-half hour or more
- Bleeding from mouth, nose or ear
- Paralysis of one or more extremities
- Difference in size of pupils of the eyes

#### 2. First Aid for Head Injuries:

- No stimulants or fluids
- Don't raise his feet; keep the victim FLAT
- Observe carefully for stopped breathing or blocked airway
- Get medical help immediately
- When transported, gently lay flat
- Position head to side so secretions may drool from corner of mouth
- Loosen clothing at neck

### Heart Attack

A heart attack may be identified by severe chest pains, shortness of breath, paleness and perspiration. Extreme exhaustion may also accompany the attack. The patient may breathe easier if he is propped up. Mouth-to-mouth resuscitation may be needed. Medical help with oxygen may be required.

### Nosebleeds

Nosebleeds can be controlled by grasping the nose firmly between the fingers and holding it for 5-10 minutes. Ice packs will also help control bleeding. Nosebleeds are usually minor, but if bleeding can't be controlled, medical help is needed. Maintain pressure on nose until a doctor is present.

### Pandemic Flu Plan

#### Seasonal Flu:

- Caused by influenza viruses that are closely related to viruses that have previously circulated; most people will have some immunity to it.
- Symptoms include fever, cough, runny nose and muscle pain.
- Complications such as pneumonia are most common in the very young and very old and may result in death.
- Vaccine is produced each season to protect people from the three influenza strains predicted to be most likely to cause illness.

#### Mild to Moderate Pandemic:

- Caused by new influenza virus that has not previously circulated and can be easily spread.



- It is likely most people will have no immunity to the new virus; it will likely cause illness in high numbers of people and more severe illness and deaths than seasonal influenza.
- Symptoms are similar to seasonal flu, but may be more severe and have more serious complications.
- Healthy adults may be at increased risk for serious complications.

#### Severe Pandemic:

- A severe strain causes more severe illness, results in a greater loss of life and has a greater impact on society.
- Workplace absenteeism could reach up to 40% due to people being ill themselves or caring for family members.

#### Measures to limit the spread of flu:

- Promote hand-washing/use of antibacterial wipes, cough hygiene via modeling by school staff.
- Cover nose and mouth with a tissue or upper arm if a tissue is not available
- Dispose of used tissue in a waste basket and wash hands after coughing, sneezing or blowing nose.
- Use warm water and soap or alcohol-based sanitizers to clean hands.
- Wash hands before eating or touching eyes, nose or mouth.

Encourage vaccination of staff and students for whom the flu vaccine is recommended.

Persons developing symptoms at school should be sent home as soon as possible and instructed not to return until well.

#### Social distancing:

In a pandemic, the risk of getting the flu is greatest when one has close contact with an infected person. Social distancing measures may include standing three feet apart when communicating, canceling outdoor recess, and monitoring hand washing after bathroom use and after sneezing/coughing/blowing nose. Wipe phones with antibacterial wipes after each use. Limit use of headphones, keyboards and any other shared items in the classroom – wipe with antibacterial wipes after each use.

Use a bacterial spray (such as Lysol) in the classroom twice daily.

Open windows if weather permits while room is occupied or when students leave the room for lunch. Consider possible school closure for a short amount of time early in the course of a community outbreak.

Consult [www.pandemicflu.gov](http://www.pandemicflu.gov) for new and updated information.

#### Poisoning

1. In all oral poisoning, give liquids to dilute the poison.

2. Procedures for handling specific oral poisoning cases should be reviewed by teachers of classes in areas where poisoning may take place.

### Puncture Wounds (knife and gunshot)

A puncture wound may be caused by a pointed object such as a nail, piece of glass, or knife that pierces the skin. Gunshot wounds are also considered to be puncture wounds. Generally, puncture wounds do not bleed a lot and are therefore susceptible to infection. Severe bleeding can result if the penetrating object damages internal organs or major blood vessels.

If an object is impaled in a wound, DO NOT REMOVE IT.

- Place several dressings around the object to keep it from moving.
- Bandage the dressings in place around the wound.
- Call 911 and contact parents.

A puncture wound to the chest can range from minor to life threatening. A sucking chest wound is one in which the rib cage has been penetrated and you can hear a sucking sound every time the victim takes a breath.

- Without proper care, the victim's condition will quickly worsen.
- Cover the wound with a dressing that does not allow air to pass through it.
- A plastic bag, latex glove, or plastic wrap taped over the wound will help keep air circulating through the lungs.
- Give additional care as needed. Watch for shock.
- Call 911 and contact parents.

### Seizure

An alarming sight, a person experiencing a seizure may exhibit limbs jerking violently, eyes that roll upward, and breath that becomes heavy with dribbling or even frothing at the mouth. Breathing may stop in some seizures, or the victim may bite his or her tongue so severely that it blocks the airway. Do not attempt to force anything into the victim's mouth. You may cause injury to the victim or yourself.

1. During a seizure:
  - a. There is little you can do to stop a seizure.
  - b. Call for help.
  - c. Let the seizure run its course.
  - d. Help the victim to lie down and keep from falling to avoid injury.
  - e. Do not use force.
  - f. Loosen restrictive clothing.
  - g. Do not try to restrain a seizure victim.
  - h. Cushion the victim's head using folded clothing or a small pillow.
  - i. If a seizure lasts 10 minutes in a known epileptic, or 5 minutes in a person with no seizure history, call 911.

2. After a seizure:
  - a. Check to see if the victim is breathing. If not, immediately begin rescue breathing.
  - b. Check to see if the victim is wearing a MEDIC ALERT or similar bracelet. It describes emergency medical requirements.
  - c. Check to see if the victim has any burns around the mouth. This would indicate poison.
3. The victim of a seizure may be conscious but confused and not talking when the intense movement stops. Stay with the victim and be certain that breathing continues. When the victim is able to move, get medical attention.

After the seizure is over, the pupil can be taken to the office to lie down until the dazed phase is over and parents are notified. The student should be attended to continuously until fully recovered.

Very rarely a condition called "status epilepticus" occurs in which one seizure follows another for a long period of time. This is a medical emergency; call 911.

### Shock

1. Shock is likely to develop in any serious injury or illness. Shock may be serious enough to cause death even though the injury itself may not be fatal. Four important symptoms of shock are:
  - Pale, cold, moist skin
  - Weak and/or rapid pulse
  - Rapid breathing
  - Altered consciousness
2. The symptoms of shock may appear immediately or may be delayed for an hour or more. Give shock care to all seriously injured persons:
  - Have the victim lie down.
  - Control any external bleeding.
  - Help the victim maintain body temperature, cover to avoid chilling.
  - Reassure the victim.
  - Elevate legs about 12 inches unless you suspect head, neck, or back injuries or broken bones involving hips or legs.
  - Do not provide anything to eat or drink.
  - Call 911.
  - Call parents.

### Sunstroke

1. A person with sunstroke will have nausea, weakness, headache, cramps, pounding pulse, high blood pressure and high temperatures (up to 106

degrees.) The armpits are dry; skin flushed initially but later turns ashen or purplish. Delirium or coma is common.

2. Medical help is crucial. While waiting for medical aid, reduce temperature with a cold bath, sponging with alcohol or water, until the temperature is down. Hospitalization should be immediate.

### Wounds

An abrasion is a wound caused by scraping off the outer layer of skin. An abrasion is usually superficial with little bleeding but infection can occur unless the wound is cleaned with soap and water. Wash away from the wound.

An incision is a cut caused by a sharp object such as a knife, razor blade, or piece of glass. Bleeding is a serious problem. Medical help is often necessary in case the wound must be sewn.

A laceration is a tear or jagged, irregular wound caused by a hard object such as a rock, machine tool, bicycle or automobile. Animal bites are also lacerations. Surrounding tissue is damaged and bleeding may be profuse. A minor laceration can be cleaned with soap and water, but if the bleeding is severe, a pressure dressing may be needed. If the laceration is caused by an animal, medical help is required for testing and treatment of the animal.

A puncture wound is caused by deep penetration of a sharp object such as a pencil, nail, ice pick, bullet, spear or arrow. There may be little surface bleeding, but severe internal bleeding can result. A puncture wound is difficult to cleanse and may require a tetanus shot to guard against infection.

## **SECTION 15 MISSING STUDENT**

Maintaining strict visitor control procedures and enforcing the requirement for employees to wear identification badges will help control unwanted and dangerous access to the school. Penal Code section 626 will help control access by outsiders to the school.

### Access into Building

- All doors are to be locked during the school day, with the exception of the main entrance.
- Signs must be posted on all doors directing visitors to report to the main office.

### Student Accountability

- Elementary and middle school students shall not be left alone unsupervised anywhere in the building or on school grounds during the school day.

### Photo Identification Badges

- All personnel who work in or regularly visit schools in the course of business are required to wear an assigned identification badge. This regulation includes full and part-time staff, food services personnel, and bus drivers/attendants.
- Badges must be worn in a manner that makes them readily visible.

### Visitor Badges and Log

- Schools must issue numbered visitor badges that include the name of the school and the current school year.
- School staff must be aware of visitor badge procedures and their responsibility in reporting violations.

In a missing child incident, assign a member of the Incident Command Team to organize a search of the school. Call 911. Record the name and contact number of person reporting the child missing. If the case involves abduction, begin gathering witness information for the sheriff. Confirm child attended school that day. Assign staff member to begin checking last known location of the child. Use Principal's check off list located in the principal's office.

1. Begin gathering information on the child, including:
  - Description, including height, weight, skin color, eye color, clothing, backpack, etc.
  - Obtain photo, if available.
  - Home address, phone number, parents' contact numbers
  - Class schedule, special activities
  - Bus or walking route information
2. Contact custodial parents.
3. Convene crisis management team.

4. Begin recording events.
5. If incident is happening during the school day, consider holding the bells until the matter is either resolved or school has been completely searched for the student.
6. Notify the Center Joint Unified District Office.
7. Obtain information on possible witnesses, friends, and last person to see student.
8. If incident occurred while student was on the way home, contact bus driver, safety patrol, crossing guard.
9. Double check circumstances. Could child have ridden the wrong bus or walked home? Did someone pick-up the child? Is the child at another activity?
10. Assist the sheriff's department with investigation.
11. Arrange for counseling of students as needed.

At any point during these steps, if the child is found, inform everyone who has been notified of the incident that the child is no longer missing.

## **SECTION 16 PUBLIC DEMONSTRATION**

Most groups will give advance warning of a planned protest. When the warning comes:

- Identify a spokesperson for the group.
- Obtain information on when, why, how many.
- Contact the Center Joint Unified District Office. The District Office should contact the sheriff and advise them of the situation.
- Notify faculty of the planned demonstration.
- Develop an information letter to parents.
- Continually work with the Office of Community Relations on any statements or contact with the demonstrating group.
- If demonstration occurs, curtail class changes to limit confusion.
- Do not allow students to be interviewed by media or join in demonstration.
- Assign CMT members to act as liaison with police, media, and the demonstrating group.
- Direct one staff member to handle all incoming calls.
- Prepare to establish areas where demonstrators can set up without affecting the operation of the school.
- Notify transportation of demonstration and any possible impact buses may encounter arriving at or departing from the school.

## **SECTION 17 SEVERE WEATHER**

If severe weather conditions develop or occur during the night or at a time when school is not in session, a decision on closing the school will be made before 7:00 a.m. If a decision is made to close school, news media will be notified and asked to announce the closure prior to 9:00 a.m. The emergency phone tree will be used to notify staff members.

If severe weather conditions develop while school is in session, the Emergency Coordinator will monitor the latest developments via radio and keep in contact with the principal. The principal will keep in contact with the superintendent's office.

If it is decided to close school, the following action will be taken:

1. The superintendent will notify radio stations and ask that a closure announcement be made which would specify the time students are to be released.
2. The principal will announce the closure to the faculty and students.
3. Staff members will be used to expeditiously evacuate the building.
4. Procedures outlined in the "Early Dismissal" plan will be followed.



## **SECTION 18 SHOOTING/STABBING**

Assess the situation

- Is the suspect in the school?
- Has weapon been found and/or secured?
- Has suspect been identified?

In most cases, initiate lockdown procedures to isolate students from danger or send students to a secure area.

Provide information in announcement about incident and outline expectations of the teachers and staff.

Disable the bell system, if possible.

Once situation has been assessed:

- Provide first aid to the injured.
- Call 911 requesting police and medical aid to injured parties.
- Notify the Center Unified District Office.
- Provide full information about what has occurred and what is known at this time.
  - If the suspect is still in the school, attempt to identify his or her location and begin planning for evacuation once police arrive.
  - If suspect has left, secure all exterior doors to prevent re-entry.
- Explain what steps the school has taken (lockdown).
- Identify command post for police to respond.
- Isolate and separate any witnesses. Instruct witnesses to write statement of events while awaiting police.
- Gather crisis management team in command post.
- Initiate the Incident Command System.
- Gather information and emergency cards on anyone involved in the incident.
- Organize evacuation to an off-site location, if necessary, or prepare to continue with classes. Keep crime scene secure.
- Prepare written statements for telephone callers and media in cooperation with the sheriff and the District Office.
- Prepare letter for students to take home in cooperation with sheriff and the Office of Community Relations.
- Arrange for crisis counseling immediately and during subsequent days.
- Provide liaison for family members of any injured students.
- Continue to provide informational updates to students, family, and faculty during next few days to squelch rumors.

## **SECTION 19 SCHOOL SITE AS MASS CARE AND WELFARE SHELTER**

The American National Red Cross ("Red Cross"), a not-for-profit corporation chartered by the United States Congress, provides services to individuals, families and communities when disaster strikes. The disaster relief activities of the Red Cross are made possible by the American public, as the organization is supported by private donations and facility owners who permit their buildings to be used as a temporary refuge for disaster victims.

The governing board of any school district shall grant the use of school buildings, grounds and equipment to public agencies, including the American Red Cross, for mass care and welfare shelters during disasters or other emergencies affecting the public health and welfare.

1. Use of Facility: Upon request and if feasible, the Center Joint Unified School District (CJUSD) will permit the Red Cross to use the Facility on a temporary basis as an emergency public shelter.
2. Shelter Management: The Red Cross will have primary responsibility for the operation of the shelter and will designate a Red Cross official, the Shelter Manager, to manage the sheltering activities. CJUSD will designate a Facility Coordinator to coordinate with the Shelter Manager regarding the use of the Facility by the Red Cross.
3. Condition of Facility: The Facility Coordinator and Shelter Manager (or designee) will jointly conduct a pre-occupancy survey of the Facility before it is turned over to the Red Cross. They will record any existing damage or conditions. The Facility Coordinator will identify and secure all equipment that the Red Cross should not use while sheltering in the Facility. The Red Cross will exercise reasonable care while using the Facility as a shelter and will make no modifications to the Facility without the express written approval of CJUSD.
4. Food Services: Upon request by the Red Cross, and if such resources exist and are available, CJUSD will make the food service resources of the Facility, including food, supplies, equipment and food service workers, available to feed the shelter occupants. The Facility Coordinator will designate a Food Service Manager to coordinate the provision of meals at the direction of and in cooperation with the Shelter Manager. The Food Service Manager will establish a feeding schedule, determine food service inventory and needs, and supervise meal planning and preparation. The Food Service Manager and Shelter Manager will jointly conduct a pre-occupancy inventory of the food and food service supplies in the Facility before it is turned over to the Red Cross.

5. Custodial Services: Upon request by the Red Cross and if such resources exist and are available, CJUSD will make its custodial resources, including supplies and custodial workers, available to provide cleaning and sanitation services at the shelter. The Facility Coordinator will designate a Facility Custodian to coordinate the provision of cleaning and sanitation services at the direction of and in cooperation with the Shelter Manager.

6. Security: In coordination with the Facility Coordinator; the Shelter Manager, as he or she deems necessary and appropriate, will coordinate with law enforcement regarding any public safety issues at the Shelter.

7. Signage and Publicity: The Red Cross may post signs identifying the shelter as a Red Cross shelter in locations approved by the Facility Coordinator and will remove such signs when the shelter is closed. CJUSD will not issue press releases or other publicity concerning the shelter without the express written consent of the Shelter Manager. CJUSD will refer all media questions about the shelter to the Shelter Manager.

8. Closing the Shelter: The Red Cross will notify the CJUSD or Facility Coordinator of the closing date for the shelter. Before the Red Cross vacates the Facility, the Shelter Manager and Facility Coordinator will jointly conduct a post-occupancy survey to record any damage or conditions. The Shelter Manager and Facility Coordinator or Food Service Manager will conduct a post-occupancy inventory of the food and supplies used during the shelter operation.

9. Reimbursement: The Red Cross will reimburse the Owner for the following:

- a. *Damage to the Facility or other property of Owner*, reasonable wear and tear excepted, resulting from the operations of the Red Cross. The Red Cross is not responsible for storm damage or other damage caused by the disaster.
- b. *Reasonable costs associated with custodial and food service personnel* which would not have been incurred but for the Red Cross's use of the Facility for sheltering.
- c. *Reasonable, actual, out-of-pocket operational costs* to the extent that such costs would not have been incurred but for the Red Cross's use of the Premises.

## **PART 3 SITE ACTION PLAN**

### **SECTION 1 DISTRICT AND SITE MISSION STATEMENTS**

#### Center Joint Unified School District Mission Statement

Students will realize their dreams by developing communication skills, reasoning, integrity, and motivation through academic excellence, a well rounded education, and being active citizens of our diverse community.

#### School Mission Statement

The mission of Center High School is to guide and encourage each student to reach his/her unique potential as a productive, respectful and responsible member of a multi-ethnic community.

**SECTION 2      People and Programs:**  
**Create a "caring and connected" school climate.**

**DESCRIPTION OF SCHOOL CLIMATE**

Center High School is located in the northern region of Antelope and serves students in grades nine through twelve following a traditional calendar. At the end of month one of the 2016-2017 school year, 1339 students were enrolled at Center High School. Parents are encouraged to get involved in their child's learning environment either by participating in a decision-making group, school boosters program (which supports entire school) or simply attending school events. Parents stay informed on upcoming events and school activities through School Messenger (automated telephone message delivery system), Center High School Aptitude app, email, flyers, letters, parent conferences, progress reports, the school marquee, school newsletters, Facebook, the school website, daily bulletins, and the "Blue and Gold" newspaper.

## **SECTION 3 SCHOOL CLIMATE GOALS**

### The School Climate

An action plan for people and programs reflecting the school's social environment.  
*The following objectives were developed as the result of feedback from students and staff on our Safe School Survey for the 2016-2017 school year.*

- Objective #1:

Expectations

Supporting Data:

- Student Survey Q5: At Center High School, there is a culture of high expectations for everyone.
  - Response- "Strongly Agree" 24.6%
  - Response- "Agree" 48.1%

As a result of the following policies and procedures, parents, teachers, and community members will feel encouraged to participate in school activities.

- Related Activities

- Continued addition of new AP courses and electives.
- Addition of A/B day allows students to take up to a combined 8 core and elective courses a semester, 4 classes per day at 90 minutes per day.
- Addition of College & Career center provides a variety of career exploration materials, activities, and services.
- Project Lead the Way (PLTW) Bio-Medical and Engineering programs continue to grow using 21<sup>st</sup> century technology such as a 3-D printer.
- The Media & Communications Academy (MCA) continues to be successful and was named a 2017 California Partnership Academies Distinguished Academy. This honor is bestowed on less than 2% of the California Partnership Academies statewide.
- Geometry and Construction added in the 2015-2016 school year, continues to be funded by the Crane Grant.
- Intervention math lab courses continue to support all students (general education & Special Education) enrolled in general education Intro/Integrated HS Math I courses.
- Wi-fi has been added across the campus to allow all offices and classrooms access to the internet at a higher and faster rate.
- Utilization of online course selection through Aeries HomeLink continues to be successful.
- CHS Home and Athletic website has been remodeled for easier use by all stakeholders, including the sportsnet online athletic management system.

- CHS continues to encourage students to participate in extra-curricular activities, clubs, drama, band, and athletics. Currently 926 students participate in these activities which equates approximately to 70% of the school enrollment.
  - CHS maintains a schedule which accommodates almost weekly collaboration and professional development.
  - Assistant Principals' utilize an electronic referral system with information available to be viewed by all staff.
- 
- Objective #2:  
Promoting Positive Behaviors  
Supporting Data:
    - Student Survey Q5: I feel I belong in this school.
      - Response- "Strongly Agree" 16.7%
      - Response- "Agree" 39.6%

During the 2016-2017 school year CHS has partnered with the nationally recognized Safe School Ambassadors Program which is an "inside-out" approach to improving school climate, one that relies on social norms change and the power of students to help stop bullying and violence. CHS in conjunction with CJUSD is also exploring the addition of Positive Behavior Intervention and Supports, which is a schoolwide process emphasizing the creation of systems that support the adoption and durable implementation of evidence-based practices and procedures, and fit within on-going school reforms.

## **SECTION 4 Place**

**Create a physical environment that communicates respect for learning and for individuals!**

### **DESCRIPTION OF PHYSICAL ENVIRONMENT**

Center High School is located at 3111 Center Court Lane in Antelope at the north end of Sacramento County. The campus experiences mild vandalism during evening hours, however, the school site and the district are committed to eradicating graffiti as soon as possible and preferably before students come back to campus. The immediate area around the school includes single family dwellings, duplexes and apartments as well as some retail outlets and restaurants.

It shall be the practice of Center High School and Center Joint Unified to remove all graffiti from school property before pupils arrive to begin their school day. Other acts of vandalism are promptly addressed.

The school site encompasses 10 acres. The school has 75 classrooms, as well as a theater, gymnasium, music building, wood shop, library, multi-purpose room, multiple athletic fields and courts, and in 2009 a renovated stadium including an all-weather track.

The majority of the campus is surrounded by permanent fencing. All gates are locked during the school day. During the school day, staff members including two full-time campus monitors and three administrators provide campus supervision. A Safe School Officer is assigned to Center High School but is available to support other schools in the district as well.

### **Maintenance of School Buildings/Classrooms**

The school's physical facility is well maintained and generally looks neat and clean. District personnel periodically examine the school's physical facility and help eliminate obstacles to school safety. Additionally, health and fire department inspectors contribute to school safety. The grounds are monitored for safety and appearance by the administration, campus monitors, custodians and individual classroom teachers. The students take pride in the appearance of the school.

### **Internal Security Procedures**

Center High School has established procedures in the following areas: Emergency preparedness, suspension, school discipline rules and procedures, and an adopted school-wide dress code. Pupils may be suspended or recommended for expulsion for certain acts. For specific student violations, a mandatory expulsion recommendation shall be submitted by the administration of Center High School. Site administrators contribute to a positive school climate, promote positive pupil



behavior and help reduce inappropriate conduct. The principal/designee uses available district and other appropriate records to inform teachers of each pupil identified under E.C. 49079. Law enforcement is contacted and consulted to help maintain and to promote a safe and orderly school environment. Center High School employees comply with all legal mandates, regulations and reporting requirements for all instances of suspected child abuse. If appropriate, additional internal security procedures affecting the integrity of the school facility include classroom intercoms and an emergency bell system. Community involvement is encouraged to help increase school safety using the WE TIP hotline to report suspected vandalism, drug use or other illegal activity. An outdoor surveillance system consisting of multiple cameras has been installed to deter vandalism and/or apprehend vandals.

## **SECTION 5 PHYSICAL ENVIRONMENT GOALS**

### The Physical Environment

An action plan for places reflecting the school's physical environment including crisis response procedures and policies relating to student safety

*The following objectives were developed as the result of feedback from students and staff on our Safe School Survey for the 2014-2015 school year.*

### Objective #1:

### The Physical Environment

An action plan for places reflecting the school's physical environment including crisis response procedures and policies relating to student safety.

### Objective #1:

#### Supporting Data:

2016-2017 Academic Year 8/3/16-2/28/17: approx. 71.0% of yr. completed

- 393 Referrals to the office
- 40 At Home Suspensions
- 2 Expulsions

2015-16 Academic Year

- 998 Referrals to the office
- 98 At Home Suspensions
- 7 Expulsions

#### ○ Related Activities

- Build and strengthen relationships with students by following the school wide expectations for the staff.
- Continue to utilize the school's Student Guidance Team to identify "at-risk" students and develop strategies to support their success. This can be done by holding Student Study Team meetings to evaluate the need for psychological, academic, emotional and/or physical evaluation.
- Continue the use of a digital referral system, which minimizes paper consumption, and most importantly provides for the opportunity to gather and evaluate data related to behavior issues.
- Utilize team collaboration meetings to identify at risk students and share accommodations that have been tried in the classroom and how successful were they.
- Reward students for making positive choices as outlined above.

## Objective #2:

### Student Safety Survey

#### Supporting Data:

- Student Survey Q19: At Center High School students feel safe.
  - Response- "Strongly Agree" 18.8%
  - Response- "Agree" 47.0%
  - Response- "Neutral" 28.7%

As a result of the following policies and procedures, the safety of all students and staff is of utmost importance and shall receive an approval rating of 75% or higher on student and staff surveys on questions regarding students and staff feeling safe at school.

- Related Activities
  - Practice drills for fire and intruder on campus are held monthly
  - Specific emergency procedures are listed in this handbook and are distributed to all staff members with copies in the office available to parents and law enforcement.
    - The plan is updated yearly and approved by Boosters and The Board of Trustees.
    - The plan is reviewed by the staff at least once a year.
  - Safety information is included in the parent handbook which is posted on Center High School's website.
  - The staff is instructed to implement a lock down if there is any doubt regarding a stranger on campus.
  - All visitors must register in the office and wear an identification badge before going to classrooms or any other building or outdoor area on campus.
  - Posters are prominently displayed in windows with a warning that parents and neighbors have been given the number to the WE TIP Hotline to report suspicious activity or vandalism.
  - Graffiti, broken windows and any other damage found in the morning is reported immediately to the school office & then the district's maintenance office.
  - It is taught and reinforced that students are to report any dangerous object including broken glass, a weapon, lighters, matches, etc. to an adult immediately and not to touch that object.
  - The District's Volunteer Policy requires fingerprint clearance, TB test and Megan's Law database check.
  - The District shares a partnership with Twin Rivers Police Department. There is an officer assigned to Center High School.
  - School staff will have a more visible presence as they are monitoring students passing from their doorways during passing

periods and have assigned duty stations for before and after school supervision.



- Coordinate with the district transportation department to monitor and supervise the bus drop off and pick-up location at the south parking lot to facilitate safer traffic patterns for the buses.
- Cooperate with the district transportation department to address behavioral and safety issues with students who ride the district buses.
- A Safe School Officer from the Twin Rivers Police Department will drive in his/her marked car along the roads neighboring the campus during dismissal each day.
- Personnel from the Twin Rivers Police Department will be invited to attend our major parent night events throughout the year (BTSN, Electives Fair, sporting events, dances, etc.).

## SECTION 6 SIGNATURE SHEET

\_\_\_\_CENTER HIGH SCHOOL\_\_\_\_\_ School's Safe School Plan was developed in accordance with SB 187 and Safe Schools, A Planning Guide for Action, published by the Department of Education. Student, parent and teacher surveys were taken into account to determine areas of greatest need. The document includes the school's personal, physical, social and cultural environment, which serves as an effective prevention plan based on parent and student surveys. Also taken into consideration are temporary restraining orders, school-generated child abuse reports, custody orders prohibiting parents from contact with a child at school, harassment complaints filed by students and staff, suspension logs and accident reports. Additionally, the District's discrimination and harassment policy, hate crime reporting procedures and the Uniform Complaint Policy are included.

A detailed crisis response plan based on the California Standardized Emergency Management System (SEMS) is included. This model was designed to centralize, organize, and coordinate emergency response among district organizations and public agencies. Specific first aid treatment is categorized in alphabetical order.

The following committee members revised and approved this comprehensive school plan:

Member	Title	Signature
<u>Rebecca Harrison</u>	Principal	
<u>Treasurer</u>	Boosters Member	
Mike Jordan	Principal	

## Appendix A

### FACULTY AND STAFF 2016-2017

Mike Jordan, Principal  
Chuck Chauvin, Assistant Principal  
Shirley McNichols, Assistant Principal

Abdelmalek, Nadia  
Alexander, Erica  
Allain, Christine  
Anderson, Walt  
Angeles, Terecita  
Asbury, Jeff  
Ash, Kevin  
Babikova, Inna  
Beentjes, Tonia  
Bennett, Janet  
Berry, Melinda  
Biancalana, Kim  
Bisho, Vernon  
Brannon, Kevin  
Caldwell, Lisa  
Carretero, Joe  
Chamberlain, Matt  
Chaney, Amy  
Chaney, Deanna  
Chhang, Vanrith  
Clark, Erica  
Clements, Kristen  
Clopton, Angela  
Collins, Keith  
Cowan, Anne  
Crosier, Sonja  
Cummings, Cathy  
Davenport, Larry  
Diaz-Romero, Daniel  
Duong, Linh (cafeteria)  
Edgar, Sherry  
Eischens, Deborah (cafeteria)  
Espinoza, Mark  
Frazé, Deanna  
Gagnon, Ray  
Gallagher, John  
Galloway, Kristen

Garcia, Rebekah  
Geivett, Irene  
Golik, Marcelina (cafeteria)  
Gonsolin, Vivian  
Green, Keri  
Griffin, Marcus  
Hammer, Jennifer (cafeteria)  
Harmon, Elizabeth  
Haro, Esther  
Hayes, Shirley  
Heslin, Larry  
Hunter, Curtis  
J'Beily, Digol  
Johnson, Katie  
Jones, Heather  
Jope, Brina  
Klatt, Ben  
Kloczko, Samuel  
Lee, Jin  
Leger, Sylvia  
Leino, Jeff  
Leontieff, Yelena  
Loftus, Mark  
Luna-Martinez, Dartagnan  
Luppino, Roxanne  
Marquez, Pedro  
Maydanovich, Alex  
McInnes, Rob  
Mendoza, Rose  
Miller, Tom  
Miranda, Paul  
Moe, Tracy  
Morgan Deanna  
Muldoon, Carrie  
Mullen, Julie (cafeteria)  
Munn, Joseph (Reed)  
Oppici, Renate  
Ortiz Amber (cafeteria)  
Pacheco, Shawna

Palmer, Michael  
Perez, Alex  
Pérez, Ana  
Petrovskaya, Olga  
Pitman, Emma  
Pollard-Hjelden, Janet  
Poor, Bernadette  
Purdy, Jane  
Radi-Blatnick, Susan  
Ramirez, Dulce  
Ramirez, Soledad  
Ratliff, Mike  
Rub, Anatoliy  
Santuangco Jocelyn (cafeteria)  
Schiro, Bonnie  
Sedykh, Irina  
Seele, Tina  
Shaffer, Jennifer  
Simental, Edmund  
Slater Raeann (cafeteria)  
Smirnov, Febor  
Officer Jason Smith  
Stamm, Ryan  
Stout, Danielle  
Summers, Kathy  
Sumner, Sheryl  
Tongol, Joaquin  
Torres, Manuel  
Towner, Jennifer  
Tracy, Spencer  
Tree, Guylene  
Votaw-Brady, Ashley  
Weaver, Sandy  
Westbrook, Steven  
Whalen, Joe  
Wilson, Jennifer  
Winborne, Jennifer  
Woods, Heather  
Wright, Michael  
Zeissler, Adam

# Staff's Classroom Telephone Numbers

Room	Teacher	Phone #
101	Stout	
102	Jones	
103	Allain	
104	Sumner - 1/2/6/8	
105	Woods	
106	Frazer - 3/5/6/7	
107	Wilson	
108	Alexander	
110	Ramirez	
111	Kloczko	
112	Ridge	
113	Munn	
114	Beentjes	
115	Radl - P 2/3	
116	Loftus	
117	Heslin	
118	Muldoon	
200	Wright	
201	Westbrook	
202	Miller - P 1/6	
203	Science Lab	
204	Stamm	
205	Clark - P 5 (Chemistry)	
205	Miller - P 3/4/7/8 (Chemistry)	
206	Clark - P 1/3/4/6/8	
207	Galloway	
208	Gelvet	
209	Marquez	
210	Clements	
211	Chaney	
212	Cowan	
300	Bennett - P 1	
300	Klatt - P 2/3/4/5	
301	Chamberlain	
302	Caldwell	
305	Jope	
400	Bennett - P 2/4/5	

402	Chiang
403	McLeod
404	Gagnon
405	Schaffer
406	Collins
407	Diaz-Romero
500	Cummings
501	Haro - P 2/5/6
502	Trowner
503	Davenport
504	Anderson
600	Zeissler
601	Babikova
604	Asbury
700	Pacheco/Brady/Johnson (Workability)
701	Leino - P 2/3/5
701	Radi - P 7
701	Sumner - P 4
701	Froese-P1, Leino-P 2/3/5, Sumner-P 4, Beentjes-P 6, Radi-P7, Gelvelt-P8
800	Vacant
802	P.F.
803	Vacant - PE Storage
804	Seela - P 2/3/6/7/8
805	Hunter
806	Speech Therapist (Thursdays) - Ann Lyons (Wed/Fri)
900	Vacant - Old Student Cum Filed
901	Vacant - Furniture
902	Vacant
903	Americorp (Tues/Thurs) - Special Ed. (Friday)
903	Speech Therapist (Fridays)
904	In-House
905	Computer Lab
905	Tope
906	Computer Lab
907	Leino - P 4/8
303/304	McInnes
305/306	Bishe
602/603	Winborne
Cafeteria	Cafeteria
College & Career Ctr	College & Career Center
Dance Room	Edgar - P 2/4/6
Dance Room	Weaver - P 1



Geo/Const Shop	Bennett - P 7/8	
Geo/Const Shop	Klatt - P 7/8	
Library	Career Center	
Library	Leger	
Library	Library	
Locker Room (Boys)	Gallagher	38-6368
Locker Room (Boys)	J-Belly	
Locker Room (Boys)	Perez	38-6368
Locker Room (Boys)	Ratliff	
Locker Room (Girls)	Edgar	38-6368
Locker Room (Girls)	Seele - P 1	
Locker Room (Girls)	Weaver - P 2/3/5/7/8	
Music (Classroom)	Tree	
Staff Lounge	Staff Lounge	
Theater (Classroom)	Purdy	
Weight Room	Gallagher - P 1/2/3/5/6	
Weight Room	J-Belly - P 8	
Weight Room	Perez - P 4	
Weight Room	Weaver - P 7	
Wood Shop	Vacant	

## **Appendix B**

### **Utility Shut-off Map**

## **Appendix C**

### **Evacuation Option #1 (Stadium) & #2 (3-way)**

## Appendix D

### Student & Staff Accountability Form

DATE: \_\_\_\_\_

TEACHER: \_\_\_\_\_

ROOM #: \_\_\_\_\_

FORM COMPLETED BY: \_\_\_\_\_

# of students enrolled in this class: \_\_\_\_\_

# of students marked absent in this class: \_\_\_\_\_

Please list students marked absent by name: \_\_\_\_\_

# of students unaccounted for\* in this class: \_\_\_\_\_

\*You didn't mark them absent and they are not with your class at this time

Please list students unaccounted for by name: \_\_\_\_\_

Are there any adult staff from this room unaccounted for? \_\_\_\_\_

If so, please list by name: (Include staff staying behind with injured)

# of students with you but not on roster: \_\_\_\_\_

Please list these students by name: \_\_\_\_\_

# of extra adults in room: \_\_\_\_\_

Please list extra adults by name: \_\_\_\_\_

For Command Staff:

\_\_\_\_\_ Missing students/adults recorded

### EOC Message Form Data

Tally and insert into the grid below

Category	Description	Number
<b>A</b>	<b>Fatalities</b>	_____
<b>B</b>	<b>Minor Injuries (First aid only)</b>	_____
<b>C</b>	<b>Injuries - Ambulance (Major + Moderate)</b>	_____
	<b>Major (Immediate):</b> Unable to treat on site, i.e. airway and breathing difficulties, cardiac arrest, uncontrolled or suspected severe bleeding, severe head injuries, severe medical problems, open chest or abdominal wounds, severe shock.	_____
	<b>Moderate (Delayed):</b> Burns, major multiple fractures, back injuries with or without spinal cord damage.	_____
<b>D</b>	<b>Property Damages</b>	<b>Circle One</b>
	<b>Major damage:</b> Building collapse, building leaning, major ground movement causing large cracks in ground.	<b>Major</b>
	<b>Moderate damage:</b> Falling hazards present, hazard present (toxic chemical spill, broken gas line, fallen power lines).	<b>Moderate</b>
	<b>Minor damage:</b> Dislodged overhead air duct terminals, light fixtures, suspended ceiling grid, overhead mechanical systems and broken windows	<b>Minor</b>

\_\_\_\_\_ Triage recorded

## Appendix F

# California Child Abuse and Neglect Reporting Law

The first child abuse reporting law in California was enacted in 1963. That early law mandated only physicians to report physical abuse.

Over the years, numerous amendments have expanded the definition of reportable child abuse and the persons required to report it.

It is important for mandated reporters to keep updated on periodic amendments to the law. Your local Child Abuse Prevention Council or county welfare department has current reporting law information. Also visit [www.leginfo.ca.gov](http://www.leginfo.ca.gov) for updated information on the law and any other code section referenced in this material.

The California Child Abuse and Neglect Reporting Law is currently found in Penal Code (P.C.) Sections 11164 - 11174.3. The following is only a partial description of the law. Mandated reporters should become familiar with the detailed requirements as they are set forth in the Penal Code.

### Who Are Mandated Reporters?

P.C. 11165.7 defines “mandated reporters” as any of the following:

- 1) A teacher.
- 2) An instructional aide.
- 3) A teacher’s aide or a teacher’s assistant employed by any public or private school.
- 4) A classified employee of any public school.
- 5) An administrative officer or supervisor of child welfare and attendance, or a certificated pupil personnel employee of any public or private school.

- 6) An administrator of a public or private day camp.
- 7) An administrator or employee of a public or private youth center, youth recreation program, or youth organization.
- 8) An administrator or employee of a public or private organization whose duties require direct contact and supervision of children.
- 9) Any employee of a county office of education or the California Department of Education, whose duties bring the employee into contact with children on a regular basis.
- 10) A licensee, an administrator, or an employee of a licensed community care or child day care facility.
- 11) A Head Start program teacher.
- 12) A licensing worker or licensing evaluator employed by a licensing agency as defined in P.C. 11165.11.
- 13) A public assistance worker.
- 14) An employee of a child care institution including, but not limited to, foster parents, group home personnel, and personnel of residential care facilities.
- 15) A social worker, probation officer, or parole officer.
- 16) An employee of a school district police or security department.
- 17) Any person who is an administrator or presenter of, or a counselor in, a child abuse prevention program in any public or private school.
- 18) A district attorney investigator, inspector, or local child support agency caseworker unless the investigator, inspector, or

caseworker is working with an attorney appointed pursuant to Section 317 of the Welfare and Institutions Code to represent a minor.

- 19) A peace officer, as defined in Chapter 4.5 (commencing with Section 830) of Title 3 of Part 2 of the Penal Code, who is not otherwise described in P.C. 11165.7.
- 20) A firefighter, *except for volunteer firefighters*.
- 21) A physician, surgeon, psychiatrist, psychologist, dentist, resident, intern, podiatrist, chiropractor, licensed nurse, dental hygienist, optometrist, marriage, family and child counselor, clinical social worker, or any other person who is currently licensed under Division 2 (commencing with Section 500) of the Business and Professions Code.
- 22) Any emergency medical technician I or II, paramedic, or other person certified pursuant to Division 2.5 (commencing with Section 1797) of the Health and Safety Code.
- 23) A psychological assistant registered pursuant to Section 2913 of the Business and Professions Code.
- 24) A marriage, family and child therapist trainee, as defined in subdivision (c) of Section 4980.03 of the Business and Professions Code.
- 25) An unlicensed marriage, family, and child therapist intern registered under Section 4980.44 of the Business and Professions Code.
- 26) A state or county public health employee who treats a minor for venereal disease or any other condition.
- 27) A coroner.
- 28) A medical examiner, or any other person who performs autopsies.
- 29) A commercial film and photographic print processor, as specified in subdivision (e) of P.C. 11166. For purposes of the California Child Abuse Reporting Law, "commercial film and photographic print processor" means any person who develops exposed photographic film into negatives, slides, or prints, or who makes prints from negatives or slides, for compensation. The term includes any employee of such a person; it does not include a person who develops film or makes prints for a public agency.
- 30) A child visitation monitor. For purposes of the California Child Abuse Reporting Law, "child visitation monitor" means any person who, for financial compensation, acts as monitor of a visit between a child and any other person when the monitoring of that visit has been ordered by a court of law.
- 31) An animal control officer or humane society officer. For purposes of the California Child Abuse Reporting Law, the following terms have the following meanings: (A) "Animal control officer" means any person employed by a city, county, or city and county for the purpose of enforcing animal control laws and regulations. (B) "Humane society officer" means any person appointed or employed by a public or private entity as a humane officer who is qualified pursuant to Section 14502 or 14503 of the Corporations Code.
- 32) A clergy member, as specified in subdivision (d) of P.C. 11166. For purposes of the California Child Abuse Reporting Law, "clergy member" means a priest, minister, rabbi, religious practitioner, or similar functionary of a church, temple, or recognized denomination or organization.
- 33) Any custodian of records of a clergy member, as specified in P.C. 11165.7 and subdivision (d) of Section 11166.
- 34) Any employee of any police department, county sheriff's department, county probation department, or county welfare department.
- 35) An employee or volunteer of a Court Appointed Special Advocate program, as defined in Rule 1424 of the Rules of the Court.
- 36) A custodial officer as defined in Section 831.5 of the Penal Code.
- 37) Any person providing services to a minor child under Section 12300 or 12300.1 of the Welfare and Institutions Code.

Note: Unless otherwise stated, **volunteers are not mandated reporters.**

## Why Must You Report?

The primary intent of the reporting law is to protect an abused child from further abuse. Protecting the identified child may also provide the opportunity to protect other children. It is equally important to provide help for the parents. Parents may be unable to ask for help directly, and child abuse may be their way of calling attention to family problems. The report of abuse may be a catalyst for bringing about change in the home environment, which in turn may help to lower the risk of abuse in the home.

## What Do You Have To Report?

Under the law, when the victim is a child (a person under the age of 18) and the perpetrator is any person (including a child), the following types of abuse must be reported by all legally mandated reporters:

- a. A physical injury inflicted by other than accidental means upon a child. (P.C. 11165.6)  
Note that child abuse *does not* include a “mutual affray” between minors. It also *does not* include an injury caused by “reasonable and necessary force used by a peace officer acting within the course and scope of his or her employment.” (P.C. 11165.6)
- b. Sexual abuse of a child, including both sexual assault and sexual exploitation.  
“Sexual assault” includes sex acts with a child, lewd or lascivious acts with a child, and intentional masturbation in the presence of a child. “Sexual exploitation” includes preparing, selling, or distributing pornographic materials involving children; employing a minor to perform in pornography; and employing or coercing a child to engage in prostitution. (P.C. 11165.1)
- c. Willful harming or injuring of a child or the endangering of the person or health of a child, including inflicting or permitting unjustifiable physical pain or mental suffering. (P.C. 11165.3)

Note: Any mandated reporter may report any child who is suffering serious emotional damage or is at substantial risk of suffering serious emotional damage. (P.C. 11166.05)

- d. Willful infliction of cruel or inhuman corporal punishment or injury resulting in a traumatic condition. (P.C. 11165.4)
- e. Neglect of a child, whether “severe” or “general,” by a person responsible for the child’s welfare. The term “neglect” includes both acts or omissions harming or threatening to harm the child’s health or welfare. (P.C. 11165.2)

## When Do You Have To Report?

Child abuse must be reported when a mandated reporter, “in his or her professional capacity or within the scope of his or her employment, has knowledge of or observes a child whom the mandated reporter knows or reasonably suspects has been the victim of child abuse or neglect.” (P.C. 11166 (a))

“Reasonable suspicion” occurs when “it is objectively reasonable for a person to entertain a suspicion, based upon facts that could cause a reasonable person in a like position, drawing, when appropriate, on his or her training and experience, to suspect child abuse or neglect.” (P.C. 11166 (a)(1)) Although wordy, the intent of this definition is clear: if you suspect that abuse has occurred, make a report.

You must make a report immediately (or as soon as practicably possible) by telephone and you must prepare and send, fax or electronically transmit a written report within 36 hours of receiving the information regarding the incident. (P.C. 11166 (a)) Written reports must be submitted on Department of Justice form (SS 8572), which can be downloaded from the California Attorney General’s Web site at [www.ag.ca.gov](http://www.ag.ca.gov) (click on Child Protection Program; click on forms; click on SS 8572). The mandated reporter may include with the report any nonprivileged documentary evidence he or she possesses related to the incident.



## **To Whom Must You Report?**

The report must be made to any police department or sheriff's department (not including a school district police or security department), county probation department, if designated by the county to receive mandated reports, or county welfare department. (P.C. 11165.9)

Any mandated reporter who knows or reasonably suspects that the home or institution in which the child resides is unsuitable for the child because of abuse or neglect shall inform the agency about the unsuitability of the home at the same time he or she reports the abuse or neglect. (P.C. 11166 (f))

When two or more persons who are required to report jointly have knowledge of a known or suspected instance of child abuse or neglect, and when there is agreement among them, a single person from the group may make the report. Any group member who knows that the report was not made, however, shall make the report. (P.C. 11166 (h))

## **Immunity**

Mandated reporters have immunity from criminal and civil liability for any report required or authorized under the Child Abuse Reporting Law. This immunity applies even though the knowledge or reasonable suspicion of abuse was acquired outside his or her professional capacity or outside the scope of his or her employment. (P.C. 11172 (a)) And if a mandated reporter is sued for making a report, he or she may be able to receive compensation for legal fees incurred in defending against the action. (P.C. 11172 (c))

Any person who makes a report of child abuse, even though he or she is not a mandated reporter, has immunity unless the report is proven to be false and it is proven that the person either knew the report was false or made it with reckless disregard of its truth or falsity. (P.C. 11172 (a))

## **Additional Safeguards for Mandated Reporters**

No supervisor or administrator may impede or

inhibit a mandated reporter's reporting duties or subject the reporting person to any sanction for making a report. (P.C. 11166 (i)(1))

Any supervisor or administrator who violates the above cited code section is guilty of a misdemeanor punishable by a fine not to exceed one thousand dollars (\$1,000), by not more than six months in a county jail, or by both a fine and imprisonment. (P.C. 11166.01(a)) If however, death or great bodily injury happens to the child as a result of the abuse, the supervisor or administrator who impeded or inhibited the report is guilty of a misdemeanor punishable by not more than one year in a county jail, by a fine not to exceed five thousand dollars (\$5,000), or by both. (P.C. 11166.01(b))

The mandated reporter's identity is confidential and may only be disclosed to specified persons and agencies. (P.C. 11167 (d)(1))

Mandated reporters and others acting at their direction are not liable civilly or criminally for photographing the victim and including the photograph with their report. (P.C. 11172 (a))

A clergy member who acquires knowledge or a reasonable suspicion of child abuse during a penitential communication is not mandated to report the abuse. For purposes of the Child Abuse Reporting Law, "penitential communication" means communication, intended to be in confidence, including, but not limited to, a sacramental confession made to a clergy member. (P.C. 11166 (d)(1))

## **Liability for Failure to Make A Required Report**

A mandated reporter who fails to make a required report of child abuse is guilty of a misdemeanor punishable by up to six months in jail or by a \$1,000 fine or by both a fine and imprisonment. (P.C. 11166 (c)) If however, death or great bodily injury happens to the child as a result of the abuse, the mandated reporter is guilty of a misdemeanor punishable by not more than one year in a county jail, by a fine

not to exceed five thousand dollars (\$5,000), or by both. (P.C. 11166.01 (b)) He or she may also be found civilly liable for damages, especially if the child-victim or another child is further victimized because of the failure to report. (*Landeros v. Flood* (1976) 17 Cal.3d 399.)

If a mandated reporter conceals his or her failure to report abuse or "severe" neglect, the failure to report is a continuing offense until the failure is discovered by an agency specified in Section 11165.9. (P.C. 11166 (c)) Because it is a continuing offense, the statute of limitations does not start to run until the failure to report is discovered.

## **Responsibilities of Agencies Employing Mandated Reporters**

On and after January 1, 1985, persons entering employment which makes them mandated reporters must sign statements, provided and retained by their employers, informing them that they are mandated reporters and advising them of their reporting responsibilities and of their confidentiality rights. (P.C. 11166.5 (a))

On and after January 1, 1993, any person who acts as a child visitation monitor, prior to engaging in monitoring the first visit in a case, shall sign a statement provided and retained by the court which ordered the monitor's presence to the effect that he or she has knowledge of the provisions of the Child Abuse Reporting Law and will comply with them. (P.C. 11166.5 (a))

Employers are strongly encouraged to provide their employees who are mandated reporters with training in the duties imposed by the Child Abuse Reporting Law. Training in the duties imposed by the reporting law shall include training in child abuse identification and reporting. Whether or not employers provide their employees with training, they shall provide their employees who are mandated reporters with the statement required in subdivision (a) of Section 11166.5. (P.C. 11165.7 (c)) The absence

of training shall not excuse a mandated reporter from the duties imposed by the reporting law. (P.C. 11165.7 (e))

**EXCEPTION:** Any person providing services to a minor child under Section 12300 or 12300.1 of the Welfare and Institution Code shall not be required to make a child abuse report unless that person has received training, or instructional material in the appropriate language, on the duties imposed by the Child Abuse Reporting Law, including identifying and reporting abuse and neglect. (P.C. 11166.5 (e))

## **Feedback to Mandated Reporters**

After the investigation is completed or the matter reaches a final disposition, the investigating agency is obligated to inform the mandated reporter of the results of the investigation and any action the agency is taking with regards to the child or family. (P.C. 11170 (b)(2))

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Changes in the law for 2007 are underlined. Please note that the California Child Abuse Reporting Law may have changed since the printing of this material. This material has been reprinted to assist mandated reporters in determining their reporting responsibilities. It is not intended to be and should not be considered legal advice. In the event there are questions about reporting responsibilities in a specific case, the advice of legal counsel should be sought.

A special thank you to Delta Dental of California for their work in developing the original material.

For additional information on child abuse prevention, you may contact:

Crime and Violence Prevention Center  
California Attorney General's Office  
1300 I St., Suite 1120  
(916) 324-7863  
[www.safestate.org](http://www.safestate.org)

# Appendix G Child Abuse Reporting Form

Print

## SUSPECTED CHILD ABUSE REPORT

Reset Form

To Be Completed by Mandated Child Abuse Reporters  
Pursuant to Penal Code Section 11166

CASE NAME: \_\_\_\_\_

PLEASE PRINT OR TYPE

CASE NUMBER: \_\_\_\_\_

<b>A. REPORTING PARTY</b>	NAME OF REPORTER (PRINT)		TITLE		MANDATED REPORTER CATEGORY	
	REPORTER'S BUSINESS/CONTACT NAME AND ADDRESS Street City St		REPORTER'S TELEPHONE (PRINT) ( )		DATE OF REPORT (MONTH DAY YEAR)	
	REPORTER'S SIGNATURE		DATE		REPORTER'S ADDRESS	
<b>B. REPORT INFORMATION</b>	<input type="checkbox"/> LAW ENFORCEMENT <input type="checkbox"/> COUNTY PROSECUTOR <input type="checkbox"/> COUNTY WELFARE CPS (Child Protective Services)		ADDRESS		SIGNATURE OF PHONE CALL	
	ADDRESS		CITY		STATE	
	OFFICE CONTACTED, TITLE		TELEPHONE ( )		FAX	
<b>C. VICTIM</b> On-going victim	NAME (LAST, FIRST, MIDDLE)		DATE OF BIRTH OR APPROX. AGE		SEX	ETHNICITY
	ADDRESS		CITY		STATE	
	PRESENT LOCATION OF VICTIM		SCHOOL		GRADE	
	PHYSICALLY ABUSED? <input type="checkbox"/> YES <input type="checkbox"/> NO	SEXUALLY ABUSED? <input type="checkbox"/> YES <input type="checkbox"/> NO	OTHER ABUSE (SPECIFY)		PRESENT LANGUAGE SPOKEN IN HOME	
	ON PORTER CARE? <input type="checkbox"/> YES <input type="checkbox"/> NO	<input type="checkbox"/> VICTIM LIVES IN EXT. OF HOME CARE AT TIME OF INCIDENT <input type="checkbox"/> TYPE OF CARE: <input type="checkbox"/> DAY CARE <input type="checkbox"/> CHILD CARE CENTER <input type="checkbox"/> FOSTER FAMILY HOME <input type="checkbox"/> FAMILY FRIEND <input type="checkbox"/> GROUP HOME OR INSTITUTION <input type="checkbox"/> RELATIVE HOME		TYPE OF ABUSE (CHOOSE ONE OR MORE) <input type="checkbox"/> PHYSICAL <input type="checkbox"/> SEXUAL <input type="checkbox"/> SEXUAL <input type="checkbox"/> PSYCHOLOGICAL <input type="checkbox"/> OTHER (SPECIFY)		
	RELATIONSHIP TO SUSPECT		PHYSICAL ABUSE <input type="checkbox"/> YES <input type="checkbox"/> NO		DID THIS INCIDENT RESULT IN THIS VICTIM'S DEATH? <input type="checkbox"/> YES <input type="checkbox"/> NO <input type="checkbox"/> UNKNOWN	
<b>D. INVOLVED PARTIES</b> VICTIM'S RELATIVES VICTIM'S FRIENDS RAPE VICTIM'S RELATIVES SUSPECT	1. NAME		DATE OF BIRTH	SEX	ETHNICITY	RELATIONSHIP TO VICTIM
	2. NAME		DATE OF BIRTH	SEX	ETHNICITY	RELATIONSHIP TO VICTIM
	NAME (LAST, FIRST, MIDDLE)		DATE OF BIRTH OR APPROX. AGE		SEX	ETHNICITY
	ADDRESS		CITY		STATE	
	NAME (LAST, FIRST, MIDDLE)		DATE OF BIRTH OR APPROX. AGE		SEX	ETHNICITY
	ADDRESS		CITY		STATE	
	SUSPECT'S NAME (LAST, FIRST, MIDDLE)		DATE OF BIRTH OR APPROX. AGE		SEX	ETHNICITY
	ADDRESS		CITY		STATE	
	TELEPHONE		CITY		STATE	
	OTHER PERTINENT INFORMATION					
<b>E. INCIDENT INFORMATION</b>	<input type="checkbox"/> IF NECESSARY, ATTACH EXTRA SHEETS <input type="checkbox"/> OR OTHER FORMS AND CHECK THE BOX <input type="checkbox"/> IF MULTIPLE VICTIMS, INDICATE AS APPROPRIATE					
	DATE/TIME OF INCIDENT		PLACE OF INCIDENT			
	NARRATIVE DESCRIPTION (What victim(s) contacted the mandated reporter about/what person(s) accompanying the victim(s) contacted the victim(s) or caregiver(s))					

### DEFINITIONS AND INSTRUCTIONS ON REVERSE

SS 1597 (Rev. 12/01)

DDHDC submit a copy of this form to the Department of Justice (DOJ). The investigating agency is required under Penal Code Section 11166 to submit to DOJ a Child Abuse Investigation Report Form SS 1597 if (1) an active investigation was conducted and (2) the incident was determined not to be unfounded.

WHITE COPY - Police or Sheriff's Department; BLUE COPY - County Probation or Prison Department; GREEN COPY - Local Agency's Office; YELLOW COPY - Reporting Party

## **Appendix H**

### **Williams Uniform Complaint Procedure**

#### **NOTICE TO PARENTS/GUARDIANS, PUPILS, AND TEACHERS: COMPLAINT RIGHTS**

**Parents/Guardians, Pupils, and Teachers:**

Pursuant to Education Code 35186, you are hereby notified that:

1. There should be sufficient textbooks and instructional materials. For there to be sufficient textbooks and instructional materials, each pupil, including English learners, must have a textbook or instructional material, or both, to use in class and to take home.
2. School facilities must be clean, safe, and maintained in good repair.
3. There should be no teacher vacancies or misassignments. There should be a teacher assigned to each class and not a series of substitutes or other temporary teachers. The teacher should have the proper credential to teach the class, including the certification required to teach English learners, if present.

Teacher vacancy means a position to which a single designated certificated employee has not been assigned at the beginning of the year for an entire year or, if the position is for a one-semester course, a position to which a single designated certificated employee has not been assigned at the beginning of a semester for an entire semester.

Misassignment means the placement of a certificated employee in a teaching or services position for which the employee does not hold a legally recognized certificate or credential or the placement of a certificated employee in a teaching or services position that the employee is not otherwise authorized by statute to hold.

4. Pupils, including English learners, who have not passed one or both parts of the exit examination by the end of grade 12 are to be provided the opportunity to receive intensive instruction and services for up to two consecutive academic years after the completion of grade 12.
5. A complaint form can be obtained at the school office, district office, or downloaded from the school or district web site. You may also download a copy of the California Department of Education complaint form from the following web site:  
<http://www.cde.ca.gov/re/cp/uc>.

(8/05 11/05) 11/07

**COMPLAINT FORM: WILLIAMS UNIFORM COMPLAINT PROCEDURES**

Education Code 35186 creates a procedure for the filing of complaints concerning deficiencies related to instructional materials, conditions of facilities that are not maintained in a clean or safe manner or in good repair, teacher vacancy or misassignment, or the provision of intensive instruction and services to pupils who did not pass one or both parts of the high school exit examination by the end of grade 12. The complaint and response are public documents as provided by law. Complaints may be filed anonymously. However, if you wish to receive a response to your complaint, you must provide the contact information below.

Response requested? \_\_\_\_\_ Yes \_\_\_\_\_ No

Contact Information: \_\_\_\_\_

Name: \_\_\_\_\_

Address: \_\_\_\_\_

Phone Number: Day: \_\_\_\_\_ Evening: \_\_\_\_\_

E-mail address, if any: \_\_\_\_\_

Location of the problem that is the subject of this complaint:

School: \_\_\_\_\_

Course title/grade level and teacher name: \_\_\_\_\_

Room number/name of room/location of facility: \_\_\_\_\_

Date problem was observed: \_\_\_\_\_

Only the following issues may be the subject of this complaint process. If you wish to complain about an issue not specified below, please use the appropriate district complaint procedure.

Specific issue(s) of the complaint: (Please check all that apply. A complaint may contain more than one allegation.)

## Appendix I

### Center Joint Unified School District Discipline Policies

Grounds for Suspension or Expulsion; Legislative Intent: California Education Code 48900 and Center Unified School District Board Policy 5144 (a) allow the superintendent or site administrator to suspend or recommend for expulsion a student for any violation of the following rules while on school grounds, going to or coming from school, during the lunch period whether on or off the campus, or during, or while going to, or coming from a school sponsored activity. Suspension of up to 5 days or a recommendation for expulsion may occur when the conduct is of an extreme nature.

- 1           \*48900(a-1): Caused, Attempted, or Threatened Physical Injury (S)
- 2           \*48900(a-2): Use of Force or Violence (S)
- 3           \*48900(b): Weapons (S)
- 4           \*48900(c): Drugs or Alcohol, Possession/Use of (S)
- 5           \*48900(d): Drugs or Alcohol, Sale of (S)
- 6           \*48900(e): Robbery/Extortion (S)
- 7           \*48900(f): School Property Damage (S)
- 8           \*48900(g): Property Theft (S)
- 9           \*48900(h): Tobacco, Possession/Use(S)
- 10          \*48900(i): Language, Obscene/Profanity (S)
- 11          \*48900(j): Drugs, Paraphernalia (S)
- 12          \*48900(k): Disrupted School Activities / Defiance of Authority(S)
- 13          \*48900(l): Stolen Property, Possession of (S)
- 14          \*48900(m): Firearm, Imitation (S)
- 15          \*48900(n): Sexual Assault (S)
- 16          \*48900(o): Harassment, Witness (S)
- 17          \*48900(p): Soma, Selling of (S)
- 18          \*48900(q): Hazing (S)
- 19          \*48900(r): Bullying/Harassment (S)
- 20          \*48900(t): Aids or Abets Physical Injury(S)
- 21          \*48900.2: Sexual Harassment (S)(E)
- 22          \*48900.3: Hate Violence (S)(E)
- 23          \*48900.4: Harassment, threats, intimidation (S)(E)
- 24          \*48900.7(a): Terroristic threats against school officials or property (S)(E)
- 25          \*48900.7(b): Terroristic Threat (S)(E)
- 50          \*48915(a-1): Caused Serious Physical injury (S)(E)
- 51          \*48915(a-2): Possession of Knife or other Dangerous Object (S)(E)
- 52          \*48915(a-3): Possession of any Controlled Substance (S)(E)
- 53          \*48915(a-4): Robbery/Extortion (S)(E)
- 54          \*48915(a-5): Assault or Battery on a School Employee (S)(E)
- 55          \*48915(c-1): Firearm; Possessing, Selling or Furnishing (E)\*\*
- 56          \*48915(c-2): Brandishing a Knife (E)\*\*
- 57          \*48915(c-3): Sales of Controlled Substance (E)\*\*
- 58          \*48915(c-4a): Sexual Assault(E)\*\*
- 59          \*48915(c-4b): Sexual Battery (E)\*\*
- 60          \*48915(c-5): Possession of an Explosive (E)\*\*

## **Appendix J**

### **Center Joint Unified School District Previous Suspension/Expulsion Notification**

Dated: \_\_\_\_\_

To: \_\_\_\_\_  
Teacher's Name

From: \_\_\_\_\_

Re: \_\_\_\_\_  
Student Name

Pursuant to Legislative Bill AB 29 and ED Code 49079, this notice is to inform you that our office has received a copy of the above named student's cumulative file. The cumulative file includes previous suspension or expulsion information during the previous three school years.

You have a right to view this information. You may check out the cumulative file from the office at your convenience. Please sign this notice indicating that you have been made aware of the prior suspensions/expulsions and of your right to view the cumulative folder. Then, return the form to my office as soon as possible.

Signature: \_\_\_\_\_

Date: \_\_\_\_\_

## **Appendix K**

### **Hate Motivated Behavior**

As California's population becomes more diverse, it is important that school districts provide a safe and harmonious learning environment for all students. Pursuant to Education Code 201, schools have an affirmative obligation to combat racism, sexism, and other forms of bias, as well as a responsibility to provide equal educational opportunity. Developing policy to address hate-motivated behavior is one way districts can help teach students respect and understanding of diversity.\*\*\*

In its publication entitled "Hate-Motivated Behavior in Schools", the California Department of Education defines hate-motivated behavior as an act, or attempted act, motivated by hostility towards a victim's real or perceived ethnicity, national origin, immigrant status, gender, sexual orientation, religious belief, age, disability, or any other physical or cultural characteristic. Some hate-motivated behavior may also be a crime as defined in state or federal law. These crimes include, but are not limited to: bomb threats, cross burnings, destruction or defacement of property, and certain types of vandalism and assaults.\*\*\*

The following optional policy is for use by districts in the implementation of a prevention strategy for hate-motivated incidents and should be modified to reflect district practice. Elements of this policy should also be integrated into existing school plans, such as the school safety and staff development plan, as well as any policies developed by the district regarding Positive School Climate and Multicultural Education; see BP 5137 and BP 6141.6, respectively.\*\*\*

The Governing Board affirms the right of every student to be protected from hate-motivated behavior. It is the intent of the Board to promote harmonious relationships that enable students to gain a true understanding of the civil rights and social responsibilities of people in our society. Behavior or statements that degrade an individual on the basis of his/her race, ethnicity, culture, heritage, gender, sexual orientation, physical/mental attributes, religious beliefs or practices shall not be tolerated.

(cf. 0410 – Nondiscrimination in District Programs and Activities)



## **Appendix L**

### **Nondiscrimination/Harassment**

District programs and activities shall be free from discrimination, including harassment, with respect to a student's actual or perceived sex, gender, ethnic group identification, race, national origin, religion, color, physical or mental disability, age or sexual orientation.

The Governing Board shall ensure equal opportunities for all students in admission and access to the educational program, guidance and counseling programs, athletic programs, testing procedures, and other activities. School staff and volunteers shall carefully guard against segregation, bias and stereotyping in instruction, guidance and supervision. The district may provide male and female students with separate shower rooms and sexual health and HIV/AIDS prevention classes in order to protect student modesty.

The Board prohibits intimidation or harassment of any student by any employee, student or other person in the district. Staff shall be alert and immediately responsive to student conduct which may interfere with another student's ability to participate in or benefit from school services, activities or privileges.

Students who harass other students shall be subject to appropriate discipline, up to and including counseling, suspension and/or expulsion. An employee who permits or engages in harassment may be subject to disciplinary action, up to and including dismissal.

The Board hereby designates the following position as Coordinator for Nondiscrimination to handle complaints regarding discrimination and inquiries regarding the district's nondiscrimination policies:

Director of Personnel  
8408 Watt Avenue  
Antelope, California 95843  
(916) 338-6419

Any student who feels that he/she is being harassed should immediately contact the Coordinator for Nondiscrimination, the principal or any other staff member. Any student who observes an incident of harassment should report the harassment to a school employee, whether or not the victim files a complaint.

Employees who become aware of an act of harassment shall immediately report the incident to the Coordinator for Nondiscrimination. Upon receiving a complaint of discrimination or harassment, the Coordinator shall immediately investigate the complaint in accordance with site-level grievance procedures specified in AR 5145.7 - Sexual Harassment. Where the Coordinator finds that harassment has occurred, he/she shall take prompt, appropriate action to end the harassment and address its effects on the victim.

The Coordinator shall also advise the victim of any other remedies that may be available. The Coordinator shall file a report with the Superintendent or designee and refer the matter to law enforcement where required.

## **Appendix M**

### **STUDENT APPEARANCE / DRESS CODE**

The following guidelines are intended to define “appropriate student attire” and personal grooming. The purpose is to prevent disruption of the classroom atmosphere, enhance classroom decorum, eliminate disturbances among other students, and minimize distraction so as not to interfere with the educational process. It is also intended to help protect the health and welfare of the individual student. At all times, all students are expected to abide by the following guidelines:

- a. Clothing, jewelry, personal items (gym bags, backpacks, water bottles, notebooks/binders, etc.) and tattoos with language or images that are vulgar, sexually suggestive, discriminatory, promoting prejudice, obscene, libelous, or that promote illegal or violent content, such as weapons, drugs, alcohol, tobacco, drug paraphernalia, or that contains threats, is prohibited.
- b. Garments shall be sufficient to conceal undergarments at all times.
- c. Shorts, skirts, and dresses must cover the upper-thigh area.
- d. Shirts and tops must cover the entire torso, including chest, back and midriff. Tube tops, halter-tops, backless tops, scoop-neck tops, low V-neck tops, half shirts, spaghetti straps, off the shoulder tops, and muscle shirts are not appropriate. Sheer/mesh tops must have appropriate clothing underneath.
- e. Pants, shorts and skirts must be worn at or above the hipbone.
- f. No pajamas or blankets.
- g. Hats, beanies, hoodies, bandanas, etc. (except those being worn for cultural or religious purposes) must be removed prior to entering a school building.
- h. Footwear must be worn at all times. No bedroom slippers.
- i. No sunglasses may be worn in buildings.
- j. Any clothing or accessories related to gangs are not acceptable.

Students violating any part of this dress code will be sent to the office for replacement shirts or sweat pants.

NOTE: Coaches and teachers in classes, such as shop, may impose more stringent requirements than the above consistent with the needs of the particular sport and/or class.

**\*\*This list is not all-inclusive. The administration reserves the right to use their own discretion in deciding what is disruptive to the educational environment.**

# 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: March 15, 2017	# Attached Pages <u>4</u>
From: Craig Deason, Assist. Supt.	
Assist. Supt. Initials: <u>CD</u>	

<b>SUBJECT:</b>	PSA for Hugh R. Davison
<b>CONSULTANT'S NAME:</b>	Hugh R. Davison
<b>COMPANY NAME (if applicable):</b>	
<b>SERVICES TO BE RENDERED:</b>	Disking of Rex Fortune Property
<b>DATES OF SERVICE:</b>	March 15, 2017 - June 30, 2017
<b>PAYMENT PER DAY:</b>	\$1,000
<b>TOTAL AMOUNT OF CONTRACT:</b>	Not to Exceed \$1,000.00
<b>FUNDING SOURCE:</b>	01-8150-0-5800-106-0000-8110-007-000
<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: Hugh R DRAVISON

Address: Box 427

Phone: (916) 765-4600

Taxpayer ID # [REDACTED]

Full description of services to be provided:

Weed abatement

Payment \$ 990.00 per LOT. 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: 4/15/17

Frequency of Service: once a year

Ending Date of Service: 7/15/17

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 \$ 990.00

Budget # 01-0150-0-5800-106-0000

Reason service cannot be provided by a District employee:

8110-007-000

Signature of CONTRACTOR: Hugh R Dravison

Date: 3-2-2017

Signature of District employee requesting service: Graig Deason

Date: 3/2/17

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 \*\*\*

# 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?		✓
Is the individual retired, returning to substitute, or train, etc.?		✓
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? 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.		✓
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? Consider whether or not the individual may designate someone else to do the work without the district's knowledge or approval		✓
9. Does the district have a continuing relationship with this individual? 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.	✓	
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>	Job ✓	
<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.

# 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 <b>Hugh R DAVISON</b>
Business name, if different from above <b>Tractorbub Tractor Service</b>
Check appropriate box: <input checked="" type="checkbox"/> Individual/ Sole proprietor <input type="checkbox"/> Corporation <input type="checkbox"/> Partnership <input type="checkbox"/> Other <input type="checkbox"/> Exempt
Address (number, street, and apt. or suite no.) <b>1710 ELVERTA Rd</b>
City, state, and ZIP code <b>ELVERTA, CA 95624</b>
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. For individuals, this is your social security number (SSN). However, for a resident alien, sole proprietor, or disregarded entity, see the Part I Instructions on page 2. For other entities, it is your employer identification number (EIN). If you do not have a number, see How to get a TIN on page 2.

Note: If the account is in more than one name, see the chart on page 2 for guidelines on whose number to enter.

Social security number  
[Redacted]

or  
Employer identification number  
[Redacted]

## 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. person (including a U.S. resident alien).

**Certification Instructions.** You must cross out item 2 above if you have been notified by the IRS that you are currently subject to backup withholding because you have failed to report all interest and dividends on your tax return. For real estate transactions, item 2 does not apply. For mortgage interest paid, acquisition or abandonment of secured property, cancellation of debt, contributions to an individual retirement arrangement (IRA), and generally, payments other than interest and dividends, you are not required to sign the Certification, but you must provide your correct TIN. (See the Instructions on page 2.)

Sign Here Signature of U.S. person **Hugh R Davison**

Date **3-2-2017**

## Purpose of Form

A person who is required to file an information return with the IRS must get your correct taxpayer identification number (TIN) to report, for example, income paid to you, real estate transactions, mortgage interest you paid, acquisition or abandonment of secured property, cancellation of debt, or contributions you made to an IRA.

Use Form W-9 only if you are a U.S. person (including a resident alien), to give your correct TIN to the person requesting it (the requester) and, when applicable, to:

1. Certify the TIN you are giving is correct (or you are waiting for a number to be issued), or
2. Certify you are not subject to backup withholding, or
3. Claim exemption from backup withholding if you are a U.S. exempt payee.

If you are a foreign person, use the appropriate Form W-8. See Pub. 515, Withholding of Tax on Nonresident Aliens and Foreign Entities.

Note: If a requester gives you a form other than Form W-9 to request your TIN, you must use the requester's form if it is substantially similar to this Form W-9.

**What is backup withholding?** Persons making certain payments to you must under certain conditions withhold and pay to the IRS 30% of such payments after December 31, 2001 (28% after December 31, 2003). This is called "backup withholding." Payments that may be subject to backup withholding include interest, dividends, broker and barter exchange transactions, rents, royalties, nonemployee pay, and certain payments from fishing boat operators. Real estate transactions are not subject to backup withholding.

You will not be subject to backup withholding on payments you receive if you give the requester your correct TIN, make the proper certifications, and report all your taxable interest and dividends on your tax return.

Payments you receive will be subject to backup withholding if:

1. You do not furnish your TIN to the requester, or
2. You do not certify your TIN when required (see the Part II instructions on page 2 for details), or
3. The IRS tells the requester that you furnished an incorrect TIN, or
4. The IRS tells you that you are subject to backup withholding because you did not report all your interest and dividends on your tax return (for reportable interest and dividends only), or

5. You do not certify to the requester that you are not subject to backup withholding under 4 above (for reportable interest and dividend accounts opened after 1983 only).

Certain payees and payments are exempt from backup withholding. See the Part II instructions and the separate Instructions for the Requester of Form W-9.

## Penalties

**Failure to furnish TIN.** If you fail to furnish your correct TIN to a requester, you are subject to a penalty of \$50 for each such failure unless your failure is due to reasonable cause and not to willful neglect.

**Civil penalty for false information with respect to withholding.** If you make a false statement with no reasonable basis that results in no backup withholding, you are subject to a \$500 penalty.

**Criminal penalty for falsifying information.** Willfully falsifying certifications or affirmations may subject you to criminal penalties including fines and/or imprisonment.

**Misuse of TINs.** If the requester discloses or uses TINs in violation of Federal law, the requester may be subject to civil and criminal penalties.

## FARM LIABILITY INFORMATION

Coverage is provided only where a premium and a limit of liability are shown for that coverage.

COV	DESCRIPTION	LIMIT	PREMIUM
H	Farm Liability & Exchange Labor Bodily Injury And Property Damage Per Occurrence	\$1,000,000	\$257.00
	12 Total Acres At All Locations in CA Additional Dwellings With Personal Liability Additional Dwellings Rented To Others On Farm Additional Residence Or Set Of Buildings Primary Livestock Type Livestock Number Secondary Livestock Type Livestock Number Y Hobby Farm N Lessor's Risk		
I	Personal Injury And Advertising Injury Per Person Or Entity	\$1,000,000	INCLUDED
	Products And Completed Operations Aggregate All Occurrences	\$1,000,000	INCLUDED
J	Medical Payments Per Person Medical Payments Per Occurrence	\$5,000 \$25,000	\$73.00 INCLUDED
	General Annual Aggregate For Coverages H, I, and J All Occurrences	\$2,000,000	INCLUDED
	Farmers Medical Payments Per Person		

INSURED RESIDENCE EMPLOYEES RATED ON TYPE AND NUMBER OF  
EMPLOYEES DURING POLICY. MEDICAL PAYMENTS LIMIT SAME  
AS COV J ABOVE. EMPLOYER LIABILITY LIMIT IS \$100,000.

OUTSERVANT  
INSERVANT 20 HRS OR MORE  
INSERVANT 10 TO 20 HRS

Total Annual Farm Liability Coverage Premium For State CA

\$330.00



# Center Joint Unified School District

## AGENDA REQUEST FOR:

Dept./Site: Facilities & Operations Department

To: Board of Trustees

Action Item X

Date: March 15, 2017

Information Item     

From: Craig Deason, Assist. Supt.

# Attached Pages     

Assist. Supt. Initials: CD

**SUBJECT:** Center Joint Unified School District Architect Pool

Through an evaluation process of reviewing Request for Qualifications and an interview process, the following architectural firms have been recommended by the Facilities Committee for Center Unified School District's Architectural pool.

ATI Architects & Engineers  
Arch Nexus  
DLM – HED Design  
DLR Group  
Kirk S. Brainerd Architect  
Lionakis  
Nacht & Lewis

**Recommendation:** That the Board of Trustees approve the following architectural firms for Center Joint Unified School District's Architectural pool.

CONSENT AGENDA

# Center Joint Unified School District

**AGENDA REQUEST FOR:**

**Dept. /Site:** Business Department

**Date:** 03/03/2017

**Action Item**

**To:** Board of Trustees

**Information Item**

**From:** Lisa Coronado

**# 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 2016 through February 2017.

**RECOMMENDATION:** That the CJUSD Board of Trustees approve the  
District Payroll Orders for July 2016 through February 2017.

<b>DISTRICT PAYROLL-SUMMARIZED FOR FISCAL YEAR ENDING JUNE 30,2017</b>
--

	REGULAR	VARIABLE	SPECIAL	TOTAL PAYROLL	#OF TRANSACTIONS
JULY	\$ 981,000.75	\$ 64,821.20		\$ 1,045,821.95	271
AUG	\$ 2,503,675.78	\$ 114,671.61		\$ 2,618,347.39	835
SEPT	\$ 2,505,464.56	\$ 172,109.94		\$ 2,677,574.50	898
OCT	\$ 2,512,641.69	\$ 100,957.20		\$ 2,613,598.89	747
NOV	\$ 2,501,919.04	\$ 158,813.53		\$ 2,660,732.57	814
DEC	\$ 618,323.87	\$ 86,681.55		\$ 705,005.42	473
3-Jan	\$ 1,890,355.83			\$ 1,890,355.83	271
JAN	\$ 2,496,778.07	\$ 79,800.90		\$ 2,576,578.97	755
FEB	\$ 2,482,574.00	\$ 118,606.59		\$ 2,601,180.59	818
MARCH				\$ -	
APRIL				\$ -	
MAY				\$ -	
JUNE				\$ -	
SPECIAL				\$ -	

\$ 18,492,733.59	\$ 896,462.52	\$ -	\$ 19,389,196.11	5882
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# Center Joint Unified School District

**AGENDA REQUEST FOR:**

**Dept./Site:** Business Department

**Date:** February, 2017

**To:** Board of Trustees

**From:** Lisa Coronado

**Action Item**

**Information Item**

**# Attached Pages** 53

**SUBJECT: Supplemental Agenda – Commercial Warrant Registers**

February 2, 2017, \$157,287.76, February 9, 2017, \$171,875.68

February 16, 2017, \$327,181.02, February 23, 2017, \$370,397.38

**The commercial warrant payments to vendors total**

**\$1,026,741.84**

**RECOMMENDATION:** That the CJUSD Board of Trustees approve the Supplemental Agenda – Vendor Warrants as presented

CONSENT AGENDA

**XV-27**

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Batch status: A All

From batch: 0040

To batch: 0040

Include Revolving Cash: Y

Include Address: N

81 CENTER UNIFIED SCHOOL DIST.  
2-2-17

ACCOUNTS PAYABLE PRELIST  
BATCH: 0040 2-2-17  
FUND : 01 GENERAL FUND

J47 APY500 H.02.05 02/02/17 PAGE 1  
<< 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
016075/00	ANWAR, SHAHNAZ							
1814 PO-171534	02/01/2017	31.24	1 01-0000-0-4200-371-0000-2700-012-000 NN F				31.24	31.24
			TOTAL PAYMENT AMOUNT	31.24 *				31.24
010564/00	APPLE COMPUTER							
1729 PO-171470	02/01/2017	4423962681	1 01-0000-0-4400-102-5001-3120-002-995 NN F				3,290.98	3,306.98
			TOTAL PAYMENT AMOUNT	3,306.98 *				3,306.98
010400/00	AT&T							
521 PO-170445	02/01/2017	248134-81008413	1 01-0000-0-5930-106-0000-8110-007-000 NN P				9.31	9.31
			TOTAL PAYMENT AMOUNT	9.31 *				9.31
010704/00	BLAESI & COMPANY INC							
1821 PO-171546	02/01/2017	APPRAISAL	1 01-0000-0-5800-106-0000-8100-007-995 NN F				5,000.00	5,000.00
			TOTAL PAYMENT AMOUNT	5,000.00 *				5,000.00
011374/00	CAPITOL MECHANICAL INC							
12 PO-170011	02/01/2017	13082	1 01-8150-0-5800-106-0000-8110-007-000 NN P				1,610.50	1,610.50
12 PO-170011	02/01/2017	RK1957	1 01-8150-0-5800-106-0000-8110-007-000 NN P				360.00	360.00
			TOTAL PAYMENT AMOUNT	1,970.50 *				1,970.50
016082/00	CARMAZZI GLOBAL SOLUTIONS							
1835 PO-171552	02/01/2017	17-21199	1 01-0000-0-5800-103-4760-1000-003-740 NN P				210.00	210.00
			TOTAL PAYMENT AMOUNT	210.00 *				210.00
015768/00	CHAMBERLAIN, JOE MATTHEW							
1862 PO-171574	02/02/2017	REIMB-DINNER	1 01-0000-0-4300-472-0000-2700-014-000 NN F				183.00	183.00
			TOTAL PAYMENT AMOUNT	183.00 *				183.00

81 CENTER UNIFIED SCHOOL DIST.  
2-2-17

ACCOUNTS PAYABLE PRELIST  
BATCH: 0040 2-2-17  
FUND : 01 GENERAL FUND

J47 APY500 H.02.05 02/02/17 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				
021051/00	CHILD ABUSE PREVENTION COUNCIL							
1818 PO-171544	02/01/2017	8991		1 01-3010-0-5800-601-1421-1000-017-000 NN F			455.74	455.74
TOTAL PAYMENT AMOUNT							455.74 *	455.74
015699/00	CLARK SECURITY PRODUCTS							
13 PO-170012	02/01/2017	22K-188007		1 01-8150-0-4300-106-0000-8110-007-000 NN P			253.29	253.29
13 PO-170012	02/01/2017	22k-189868		1 01-8150-0-4300-106-0000-8110-007-000 NN P			15.59	15.59
13 PO-170012	02/01/2017	22k-189867		1 01-8150-0-4300-106-0000-8110-007-000 NN F			208.98	263.43
TOTAL PAYMENT AMOUNT							532.31 *	532.31
016320/00	COLLIER, ALYSON							
1778 PO-171543	02/01/2017	REIMB-BOOKLETS		1 01-0000-0-4300-601-1110-1000-017-093 NN F			39.90	39.90
TOTAL PAYMENT AMOUNT							39.90 *	39.90
015735/00	COUNTY OF SACRAMENTO							
44 PO-170043	02/01/2017	18980		1 01-8150-0-5800-106-0000-8110-007-000 NN P			25.00	25.00
TOTAL PAYMENT AMOUNT							25.00 *	25.00
021797/00	D3 SPORTS INC							
1624 PO-171391	02/01/2017	25473		1 01-0000-0-4300-472-1110-4200-014-802 NN F			252.20	252.20
1627 PO-171392	02/01/2017	25472		1 01-0000-0-4300-472-1110-4200-014-802 NN F			454.16	454.16
TOTAL PAYMENT AMOUNT							706.36 *	706.36
019071/00	DISCOUNT TRANSMISSIONS							
71 PO-170069	02/01/2017	218		1 01-0000-0-5800-112-0000-3600-007-000 NN P			502.29	502.29
71 PO-170069	02/01/2017	221		1 01-0000-0-5800-112-0000-3600-007-000 NN P			962.48	962.48
TOTAL PAYMENT AMOUNT							1,464.77 *	1,464.77
016002/00	EDGAR, SHERRY							
1861 PO-171573	02/02/2017	REIMB SUV-GAS		1 01-0000-0-4300-472-0000-2700-014-000 NN F			40.07	40.07
TOTAL PAYMENT AMOUNT							40.07 *	40.07

81 CENTER UNIFIED SCHOOL DIST.  
2-2-17

ACCOUNTS PAYABLE PRELIST  
BATCH: 0040 2-2-17  
FUND : 01 GENERAL FUND

J47 APY500 H.02.05 02/02/17 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				
021772/00	EMLAB P&K LLC						
1811 PO-171532	02/01/2017	91714803	2 01-8150-0-4300-106-0000-8110-007-000 NN F		38.79	38.79	
1811 PO-171532	02/01/2017	43317301	1 01-8150-0-5800-106-0000-8110-007-000 NN F		172.32	172.32	
TOTAL PAYMENT AMOUNT			211.11 *			211.11	
019262/00	ENTERPRISE RENT A CAR						
1850 PO-171566	02/01/2017	64SPSN	1 01-0000-0-5600-472-0000-2700-014-000 NN F		153.04	153.04	
1850 PO-171566	02/01/2017	6GXFBP	2 01-0000-0-5600-472-1110-4200-014-915 NN P		297.12	297.12	
1850 PO-171566	02/01/2017	6GX7DK	2 01-0000-0-5600-472-1110-4200-014-915 NN P		351.12	351.12	
TOTAL PAYMENT AMOUNT			801.28 *			801.28	
017005/00	FERGUSON ENTERPRISES INC.						
15 PO-170014	02/01/2017	553994	1 01-8150-0-4300-106-0000-8110-007-000 NN F		61.32	61.32	
TOTAL PAYMENT AMOUNT			61.32 *			61.32	
022347/00	GIVE SOMETHING BACK						
1100 PO-170941	02/01/2017	IN-0581223	1 01-0000-0-9320-000-0000-0000-000-000 NN F		305.03	305.03	
1213 PO-171038	02/01/2017	in-0559704	1 01-0000-0-9320-000-0000-0000-000-000 NN F		150.90	150.90	
1763 PO-171504	02/01/2017	in-0586353	1 01-0000-0-4300-472-1655-1000-014-000 NN F		115.46	115.46	
1807 PO-171528	02/01/2017	IN-0588025	1 01-0000-0-4300-103-0000-7200-003-000 NN F		276.55	276.55	
1830 PO-171560	02/01/2017	IN-0581223	1 01-0000-0-9320-000-0000-0000-000-000 NN P		2,280.11	2,280.11	
TOTAL PAYMENT AMOUNT			3,128.05 *			3,128.05	
016085/00	GOODWIN-COLE						
1668 PO-171438	02/01/2017	61145C	1 01-0000-0-5800-106-0000-8110-007-000 NN F		1,262.63	1,262.63	
TOTAL PAYMENT AMOUNT			1,262.63 *			1,262.63	
021775/00	HD SUPPLY FACILITIES MAINT.						
19 PO-170018	02/01/2017	9150825603	1 01-8150-0-4300-106-0000-8110-007-000 NN P		443.06	443.06	
TOTAL PAYMENT AMOUNT			443.06 *			443.06	



81 CENTER UNIFIED SCHOOL DIST.  
2-2-17

ACCOUNTS PAYABLE PRELIST  
BATCH: 0040 2-2-17  
FUND : 01 GENERAL FUND

J47 APY500 H.02.05 02/02/17 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				
011341/00	HUNT & SONS INC							
77 PO-170075	02/01/2017	596351		1 01-0000-0-4340-112-0000-3600-007-000 NN P			16,100.89	16,100.89
				TOTAL PAYMENT AMOUNT	16,100.89 *			16,100.89
014645/00	JOHNSON, KATIE							
1859 PO-171571	02/02/2017	REIMB		1 01-3410-0-5200-472-1110-1000-003-000 NN F			11.77	11.77
				TOTAL PAYMENT AMOUNT	11.77 *			11.77
019175/00	LAWSON PRODUCTS							
804 PO-170705	02/01/2017	9304641708		1 01-0000-0-4300-112-0000-3600-007-000 NN P			76.89	76.89
				TOTAL PAYMENT AMOUNT	76.89 *			76.89
014389/00	LOMOVA, YELENA							
1816 PO-171536	01/30/2017	license renewal		1 01-0000-0-5800-112-0000-3600-007-000 NN F			12.00	12.00
				TOTAL PAYMENT AMOUNT	12.00 *			12.00
022230/00	MANAGED HEALTH NETWORK							
246 PO-170215	02/01/2017	PRM-002012		1 01-0000-0-3401-100-1110-1000-000-000 NN P			983.06	983.06
				TOTAL PAYMENT AMOUNT	983.06 *			983.06
021926/00	MATRE, KAREN							
1829 PO-171549	02/01/2017	MILEAGE		1 01-0000-0-5210-106-0000-8110-007-000 NN F			30.32	30.32
				TOTAL PAYMENT AMOUNT	30.32 *			30.32
015663/00	MCNICHOLS, SHIRLEY							
1847 PO-171568	02/02/2017	REIMB-TICKETS		1 01-0000-0-4300-472-0000-2700-014-000 NN F			198.35	198.35
				TOTAL PAYMENT AMOUNT	198.35 *			198.35
016087/00	MICHAEL'S TRANSPORTATION SERV.							
1655 PO-171422	02/01/2017	95467		1 01-0000-0-5800-112-0000-3600-007-000 NN P			4,050.00	4,050.00
				TOTAL PAYMENT AMOUNT	4,050.00 *			4,050.00

81 CENTER UNIFIED SCHOOL DIST.  
2-2-17

ACCOUNTS PAYABLE PRELIST  
BATCH: 0040 2-2-17  
FUND : 01 GENERAL FUND

J47 APY500 H.02.05 02/02/17 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			
021692/00	MONOPRICE INC							
1758 PO-171500	02/01/2017	15539286			1 01-0370-0-4300-115-0000-7700-007-000 NN F		1,764.42	1,755.89
TOTAL PAYMENT AMOUNT								1,755.89
014726/00	MULDOON, PATRICK							
1837 PO-171554	02/01/2017	TRAVEL EXPENSE			1 01-0000-0-5200-101-1110-1000-002-995 NN F		454.97	454.97
TOTAL PAYMENT AMOUNT								454.97
016527/00	NASSP							
1849 PO-171569	02/02/2017	#00635543			1 01-0000-0-5300-472-0000-2700-014-000 NN F		250.00	250.00
TOTAL PAYMENT AMOUNT								250.00
017576/00	OFFICE DEPOT							
1748 PO-171488	02/01/2017	896142847001			1 01-0000-0-4300-238-1110-1000-010-000 NN P		42.86	42.86
1748 PO-171488	02/01/2017	496142846001			1 01-0000-0-4300-238-1110-1000-010-000 NN F		73.25	63.24
1755 PO-171492	02/01/2017	896482791001			1 01-0000-0-4300-238-1110-1000-010-000 NN F		90.93	90.00
1771 PO-171507	02/01/2017	896807385001			1 01-6500-0-4300-102-5770-1110-002-000 NN F		95.15	95.15
1772 PO-171508	02/01/2017	896806382001			1 01-3410-0-4300-472-1110-1000-003-000 NN F		135.41	130.03
1782 PO-171516	02/01/2017	897792558001			1 01-0000-0-4300-238-1110-1000-010-000 NN F		312.84	312.84
1801 PO-171526	02/01/2017	897777477001			1 01-0000-0-4300-238-1110-1000-010-000 NN F		207.95	207.95
TOTAL PAYMENT AMOUNT								942.07
021752/00	PACIFIC POWER & SYSTEMS INC							
1844 PO-171563	02/01/2017	005193			1 01-8150-0-5800-106-0000-8200-007-000 NN F		250.00	250.00
TOTAL PAYMENT AMOUNT								250.00
018670/00	PALMER HAMILTON LLC							
1723 PO-171468	02/01/2017	0000109466			1 01-8150-0-4300-106-0000-8110-007-000 NN F		273.43	248.43
TOTAL PAYMENT AMOUNT								248.43
010890/00	PERMABOUND/HERTZBERG							
1411 PO-171301	02/02/2017	1713000-00			1 01-0000-0-4200-103-0000-2420-003-371 NN P		591.75	591.75
1411 PO-171301	02/02/2017	1713000-01			1 01-0000-0-4200-103-0000-2420-003-371 NN F		24.21	21.91
TOTAL PAYMENT AMOUNT								613.66

81 CENTER UNIFIED SCHOOL DIST.  
2-2-17

ACCOUNTS PAYABLE PRELIST  
BATCH: 0040 2-2-17  
FUND : 01 GENERAL FUND

J47 APY500 H.02.05 02/02/17 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				
014069/00	PLATT ELECTRIC SUPPLY INC						
1606 PO-171398	02/01/2017	L254559	1 01-8150-0-4300-106-0000-8110-007-000 NN P			12.43	12.43
1846 PO-171564	02/01/2017	L297176	1 01-0000-0-4300-111-0000-8200-007-939 NN F			161.63	161.63
TOTAL PAYMENT AMOUNT			174.06 *				174.06
021194/00	PRUDENTIAL OVERALL SUPPLY INC						
82 PO-170079	02/01/2017	180268414	1 01-0000-0-5600-112-0000-3600-007-000 NN P			67.87	67.87
82 PO-170079	02/01/2017	180267862	1 01-0000-0-5600-112-0000-3600-007-000 NN P			67.87	67.87
TOTAL PAYMENT AMOUNT			135.74 *				135.74
011238/00	RELIABLE TIRE						
1623 PO-171390	02/01/2017	146153	1 01-0000-0-4300-112-0000-3600-007-000 NN P			123.91	123.91
TOTAL PAYMENT AMOUNT			123.91 *				123.91
010627/00	RIVERVIEW INTERNATIONAL TRUCKS						
1673 PO-171433	02/01/2017	919934	1 01-0000-0-4300-112-0000-3600-007-000 NN P			1,823.59	1,823.59
TOTAL PAYMENT AMOUNT			1,823.59 *				1,823.59
020716/00	ROBERT A HOFFMAN						
1812 PO-171533	02/02/2017	center vision 2017	1 01-0000-0-5800-102-0000-3140-003-000 NY P			3,786.00	3,786.00
TOTAL PAYMENT AMOUNT			3,786.00 *				3,786.00
010242/00	ROTO-ROOTER PLUMBERS						
40 PO-170039	02/01/2017	SA113447-A PARTIAL	1 01-8150-0-5800-106-0000-8110-007-000 NN F			325.00	325.00
1815 PO-171535	02/01/2017	SA113447A	1 01-8150-0-5800-106-0000-8110-007-000 NN P			460.00	460.00
1815 PO-171535	02/01/2017	SA113446A	1 01-8150-0-5800-106-0000-8110-007-000 NN P			535.00	535.00
TOTAL PAYMENT AMOUNT			1,320.00 *				1,320.00
022018/00	SACRAMENTO AUTOGLASS & MIRROR						
86 PO-170083	02/01/2017	ISACO20275	1 01-0000-0-4300-112-0000-3600-007-000 NN P			146.65	146.65
86 PO-170083	02/01/2017	wsac020459	1 01-0000-0-4300-112-0000-3600-007-000 NN P			216.77	216.77
TOTAL PAYMENT AMOUNT			363.42 *				363.42

81 CENTER UNIFIED SCHOOL DIST.  
2-2-17

ACCOUNTS PAYABLE PRELIST  
BATCH: 0040 2-2-17  
FUND : 01 GENERAL FUND

J47 APY500 H.02.05 02/02/17 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				
-----								
010266/00	SACRAMENTO COUNTY UTILITIES							
122	PO-170093	02/01/2017	50008418859	1 01-0000-0-5520-106-0000-8110-007-000 N P			233.11	233.11
122	PO-170093	02/01/2017	50000918618	1 01-0000-0-5520-106-0000-8110-007-000 N P			624.19	624.19
122	PO-170093	02/01/2017	50000918556	1 01-0000-0-5520-106-0000-8110-007-000 N P			271.51	271.51
122	PO-170093	02/01/2017	50000918485	1 01-0000-0-5520-106-0000-8110-007-000 N P			3,233.41	3,233.41
				TOTAL PAYMENT AMOUNT	4,362.22 *			4,362.22
017106/00	SCHOOLS INSURANCE AUTHORITY							
	PV-171061	01/31/2017	FEBRUARY PREMIUM	01-0000-0-9552-000-0000-0000-000-000 NN				8,562.34
				TOTAL PAYMENT AMOUNT	8,562.34 *			8,562.34
016043/00	SHELTONS UNLIMITED MECHANICAL [REDACTED]							
976	PO-170838	02/01/2017	17-19029	1 01-8150-0-5600-106-0000-8110-007-000 NN P			235.20	235.20
				TOTAL PAYMENT AMOUNT	235.20 *			235.20
020811/00	SHRED-IT USA LLC							
499	PO-170430	02/01/2017	8121599582	1 01-0000-0-5800-472-0000-2700-014-000 NN P			36.57	36.57
				TOTAL PAYMENT AMOUNT	36.57 *			36.57
020252/00	STAPLES BUSINESS ADVANTAGE [REDACTED]							
1708	PO-171460	02/01/2017	3327399386	1 01-0000-0-4300-475-3200-2700-015-000 NN F			78.77	73.10
1712	PO-171463	02/01/2017	3327399382	1 01-0000-0-4300-472-1600-1000-014-000 NN P			432.06	432.06
1712	PO-171463	01/30/2017	3327399385	1 01-0000-0-4300-472-1600-1000-014-000 NN F			124.96	124.97
				TOTAL PAYMENT AMOUNT	630.13 *			630.13
018567/00	TRULITE GLASS & ALUMINUM SOL.							
35	PO-170034	02/01/2017	121048975	1 01-0000-0-4300-106-0000-8110-007-000 NN P			123.16	123.16
35	PO-170034	02/01/2017	121049062	1 01-0000-0-4300-106-0000-8110-007-000 NN P			46.18	46.18
				TOTAL PAYMENT AMOUNT	169.34 *			169.34
014397/00	WORKABILITY REGION 4							
1864	PO-171576	02/02/2017	REGIST-PACHECO	1 01-6520-0-5200-472-5770-1110-003-982 NN F			75.00	75.00
				TOTAL PAYMENT AMOUNT	75.00 *			75.00

81 CENTER UNIFIED SCHOOL DIST.  
2-2-17

ACCOUNTS PAYABLE PRELIST  
BATCH: 0040 2-2-17  
FUND : 01 GENERAL FUND

J47 APY500 H.02.05 02/02/17 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	
017313/00		XEROX							
724 PO-170623	02/01/2017	230043085		1	01-0000-0-5800-115-9790-8200-007-000	NN P	1,021.61	1,021.61	
726 PO-170624	02/01/2017	7149057-001		1	01-0000-0-5800-115-0000-8200-007-992	NN P	36,775.54	36,775.54	
727 PO-170625	03/01/2017	7149057-001		1	01-0000-0-4300-115-0000-8200-007-992	NN P	4,187.89	4,187.89	
TOTAL PAYMENT AMOUNT							41,985.04 *	41,985.04	
TOTAL FUND PAYMENT							109,643.49 **	109,643.49	

81 CENTER UNIFIED SCHOOL DIST.  
2-2-17

ACCOUNTS PAYABLE PRELIST  
BATCH: 0040 2-2-17  
FUND : 11 ADULT EDUCATION FUND

J47 APY500 H.02.05 02/02/17 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	
017910/00	CAEAA								
1762 PO-171503	02/01/2017	2726		1 11-6391-0-5200-601-4130-1000-017-000 NN F			450.00	450.00	
TOTAL PAYMENT AMOUNT							450.00 *	450.00	
020695/00	SCHOOL OUTFITTERS								
1387 PO-171200	02/01/2017	INV12162985		1 11-6391-0-4300-601-4130-1000-017-000 NN F			969.44	969.41	
TOTAL PAYMENT AMOUNT							969.41 *	969.41	
TOTAL FUND PAYMENT							1,419.41 **	1,419.41	

81 CENTER UNIFIED SCHOOL DIST.  
2-2-17

ACCOUNTS PAYABLE PRELIST  
BATCH: 0040 2-2-17  
FUND : 13 CAFETERIA FUND

J47 APY500 H.02.05 02/02/17 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		
-----							
014156/00	COUNTY OF SACRAMENTO						
771 PO-170669	02/01/2017	AR0004778	1	13-5310-0-5800-108-0000-3700-007-000	NN P	686.00	686.00
771 PO-170669	02/01/2017	AR0006771	1	13-5310-0-5800-108-0000-3700-007-000	NN P	686.00	686.00
771 PO-170669	02/01/2017	AR0001744	1	13-5310-0-5800-108-0000-3700-007-000	NN P	686.00	686.00
771 PO-170669	02/01/2017	AR0005930	1	13-5310-0-5800-108-0000-3700-007-000	NN P	686.00	686.00
TOTAL PAYMENT AMOUNT						2,744.00 *	2,744.00
011602/00	DANIELSEN CO., THE						
705 PO-170608	02/01/2017	123084	2	13-5310-0-4300-108-0000-3700-007-000	N P	8.00	8.00
705 PO-170608	02/01/2017	123644	2	13-5310-0-4300-108-0000-3700-007-000	N P	852.76	852.76
705 PO-170608	02/01/2017	123084	1	13-5310-0-4700-108-0000-3700-007-000	N P	1,137.52	1,137.52
705 PO-170608	02/01/2017	123644	1	13-5310-0-4700-108-0000-3700-007-000	N P	1,247.35	1,247.35
TOTAL PAYMENT AMOUNT						3,245.63 *	3,245.63
021080/00	GOLD STAR FOODS INC						
708 PO-170610	02/01/2017	1917358	1	13-5310-0-4700-108-0000-3700-007-000	NN P	2,804.90	2,804.90
708 PO-170610	02/01/2017	1929187	1	13-5310-0-4700-108-0000-3700-007-000	NN P	18.90	18.90
708 PO-170610	02/01/2017	1927237	1	13-5310-0-4700-108-0000-3700-007-000	NN P	8,260.69	8,260.69
TOTAL PAYMENT AMOUNT						11,084.49 *	11,084.49
022364/00	HEARTLAND SCHOOL SOLUTIONS						
192 PO-170165	02/01/2017	hss0000029871	1	13-5310-0-5300-108-0000-3700-007-000	NN P	542.70	542.70
TOTAL PAYMENT AMOUNT						542.70 *	542.70
022464/00	KASEY, LAURA						
1841 PO-171562	02/01/2017	REIMB-PIZZA PARTY SUPPLIES	1	13-5310-0-4300-108-0000-3700-007-000	NN F	136.20	136.20
1841 PO-171562	02/01/2017	YOGURT-NC	2	13-5310-0-4700-108-0000-3700-007-000	NN F	47.26	47.26
TOTAL PAYMENT AMOUNT						183.46 *	183.46
016279/00	P&R PAPER SUPPLY						
193 PO-170166	02/01/2017	30115202-00	1	13-5310-0-4300-108-0000-3700-007-000	NN P	311.29	311.29
TOTAL PAYMENT AMOUNT						311.29 *	311.29

81 CENTER UNIFIED SCHOOL DIST.  
2-2-17

ACCOUNTS PAYABLE PRELIST  
BATCH: 0040 2-2-17  
FUND : 13 CAFETERIA FUND

J47 APY500 H.02.05 02/02/17 PAGE 11  
<< Open >>

Vendor/Addr	Remit name	Tax ID num	Deposit type	ABA num	Account num			
Reg Reference	Date	Description	FD	RESO	P	OBJE	SIT	GOAL
			FUNC	RES	DEP	T9MP	Liq Amt	Net Amount
-----								
019993/00	PROPACIFIC FRESH							
94 PO-170106	02/01/2017	62230	1	13-5310-0-4700-108-0000-3700-007-000	NN	P	3,201.22	3,201.22
94 PO-170106	02/01/2017	60270	1	13-5310-0-4700-108-0000-3700-007-000	NN	P	8,282.74	8,282.74
94 PO-170106	02/01/2017	61169	1	13-5310-0-4700-108-0000-3700-007-000	NN	P	2,805.67	2,805.67
94 PO-170106	02/01/2017	65956	1	13-5310-0-4700-108-0000-3700-007-000	NN	P	167.86	167.86
94 PO-170106	02/01/2017	60507	1	13-5310-0-4700-108-0000-3700-007-000	NN	P	2,886.17	2,886.17
94 PO-170106	02/01/2017	61883	1	13-5310-0-4700-108-0000-3700-007-000	NN	P	1,202.83	1,202.83
94 PO-170106	02/01/2017	61188	1	13-5310-0-4700-108-0000-3700-007-000	NN	P	3,148.65	3,148.65
				TOTAL PAYMENT AMOUNT			21,695.14 *	21,695.14
021194/00	PRUDENTIAL OVERALL SUPPLY INC							
101 PO-170111	02/01/2017	180268985	1	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							
113 PO-170113	02/01/2017	17-02NUTRI	1	13-5310-0-5600-108-0000-3700-007-000	NN	P	1,785.00	1,785.00
				TOTAL PAYMENT AMOUNT			1,785.00 *	1,785.00
011422/00	SYSCO OF SAN FRANCISCO							
89 PO-170103	02/01/2017	131102327	2	13-5310-0-4300-108-0000-3700-007-000	NN	P	1,017.89	1,017.89
89 PO-170103	02/01/2017	131111292	2	13-5310-0-4300-108-0000-3700-007-000	NN	P	1,080.83	1,080.83
89 PO-170103	02/01/2017	131102328	1	13-5310-0-4700-108-0000-3700-007-000	NN	P	109.01	109.01
89 PO-170103	02/01/2017	131107217	1	13-5310-0-4700-108-0000-3700-007-000	NN	M	0.00	39.64
89 PO-170103	02/01/2017	131102327	1	13-5310-0-4700-108-0000-3700-007-000	NN	P	1,272.79	1,272.79
89 PO-170103	02/01/2017	131111293	1	13-5310-0-4700-108-0000-3700-007-000	NN	P	59.46	59.46
89 PO-170103	02/01/2017	131111292	1	13-5310-0-4700-108-0000-3700-007-000	NN	P	1,026.51	1,026.51
				TOTAL PAYMENT AMOUNT			4,526.85 *	4,526.85
018210/00	WALSH, SHAUNA							
1826 PO-171548	02/01/2017	REFUND	1	13-5310-0-8634-000-0000-0000-000-000	NN	F	28.55	28.55
				TOTAL PAYMENT AMOUNT			28.55 *	28.55
				TOTAL FUND	PAYMENT		46,224.86 **	46,224.86
				TOTAL BATCH PAYMENT			157,287.76 ***	157,287.76
						0.00		



81 CENTER UNIFIED SCHOOL DIST.  
2-2-17

ACCOUNTS PAYABLE PRELIST  
BATCH: 0040 2-2-17  
FUND : 13 CAFETERIA FUND

J47 APY500 H.02.05 02/02/17 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	
-----									
TOTAL DISTRICT PAYMENT					157,287.76 ****		0.00	157,287.76	
TOTAL FOR ALL DISTRICTS:					157,287.76 ****		0.00	157,287.76	

Number of warrants to be printed: 63, not counting voids due to stub overflows.

Batch status: A All

From batch: 0041

To batch: 0041

Include Revolving Cash: Y

Include Address: N

81 CENTER UNIFIED SCHOOL DIST.  
02-09-17

ACCOUNTS PAYABLE PRELIST  
BATCH: 0041 2-9-17  
FUND : 01 GENERAL FUND

J88 APY500 H.02.05 02/09/17 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				
010669/00	ALHAMBRA & SIERRA SPRINGS						
163	PO-170142	02/06/2017	14871405012717	1	01-6500-0-4300-102-5001-2700-002-000 NN P	51.54	51.54
					TOTAL PAYMENT AMOUNT	51.54 *	51.54
022597/00	BSN SPORTS						
1528	PO-171316	02/09/2017	98626937	1	01-0000-0-4300-472-1550-1000-014-000 NN F	204.70	204.26
					TOTAL PAYMENT AMOUNT	204.26 *	204.26
010150/00	BURKETTS OFFICE SUPPLIES						
1750	PO-171489	02/09/2017	1313485-0	1	01-0000-0-4300-475-3200-1000-015-000 NN P	44.71	44.71
1750	PO-171489	02/09/2017	1313485-1	1	01-0000-0-4300-475-3200-1000-015-000 NN F	12.69	12.69
1742	PO-171496	02/09/2017	1314263-0	1	01-0000-0-4300-105-0000-7200-005-000 NN P	216.21	216.21
1742	PO-171496	02/09/2017	1314263-1	1	01-0000-0-4300-105-0000-7200-005-000 NN F	21.32	21.32
					TOTAL PAYMENT AMOUNT	294.93 *	294.93
010140/00	BUTTE COUNTY SELPA						
1636	PO-171399	02/09/2017	REGISTRATION	1	01-6500-0-5200-102-5001-3120-002-000 NN F	90.00	90.00
					TOTAL PAYMENT AMOUNT	90.00 *	90.00
022599/00	CALIFORNIA DEPT OF EDUCATION						
1939	PO-171620	02/09/2017	2014/15	1	01-0000-0-5800-105-0000-7200-005-000 NN P	32.00	32.00
1939	PO-171620	02/09/2017	2015/16	1	01-0000-0-5800-105-0000-7200-005-000 NN F	189.00	189.00
					TOTAL PAYMENT AMOUNT	221.00 *	221.00
016904/00	CDI COMPUTER DEALERS INC						
1546	PO-171342	02/06/2017	554699	1	01-0000-0-4400-101-1110-1000-002-995 YN F	993.60	984.00
					TOTAL PAYMENT AMOUNT	984.00 *	984.00
					TOTAL USE TAX AMOUNT	76.26	
017639/00	CDT INC.						
1274	PO-171093	02/09/2017	43340	1	01-0000-0-5800-110-0000-7200-004-000 NN P	150.00	150.00
					TOTAL PAYMENT AMOUNT	150.00 *	150.00

81 CENTER UNIFIED SCHOOL DIST.  
02-09-17

ACCOUNTS PAYABLE PRELIST  
BATCH: 0041 2-9-17  
FUND : 01 GENERAL FUND

J88 APY500 H.02.05 02/09/17 PAGE 2  
<< Open >>

Vendor/Addr	Remit name	Tax ID num	Deposit type	ABA num	Account num			
Req Reference	Date	Description	FD RESO	P OBJE	SIT GOAL	FUNC RES	DEP T9MP	Liq Amt
								Net Amount
020305/00	CDW GOVERNMENT INC.							
1491 PO-171309	02/09/2017	GMZ3227	1	01-0000-0-4400-472-0000-2700-014-000	NN F			276.83
			TOTAL PAYMENT AMOUNT			254.30 *		254.30
020537/00	CLARK, JENNIE							
PV-171063	02/07/2017	LOST CHECK REPLACEMENT	01-0000-0-2100-238-4760-1000-000-740	NN				1,722.23
			TOTAL PAYMENT AMOUNT			1,722.23 *		1,722.23
019831/00	CLTA CONFERENCE REGISTRATION							
1898 PO-171611	02/09/2017	CONF 2/16-2/19	1	01-0000-0-5200-472-0000-2700-014-000	NN F			405.00
			TOTAL PAYMENT AMOUNT			405.00 *		405.00
018613/00	DE HOYOS, VERONICA							
1853 PO-171588	02/06/2017	MIELAGE-JAN17	1	01-5630-0-5800-601-1421-1000-017-000	NN F			149.80
			TOTAL PAYMENT AMOUNT			149.80 *		149.80
018507/00	DILES, JACQUELYN							
596 PO-170515	02/06/2017	mileage	1	01-0000-0-5210-105-0000-7200-005-000	NN F			46.08
1892 PO-171583	02/09/2017	OCT-JAN MILEAGE	1	01-0000-0-5210-105-0000-7200-005-000	NN P			21.09
			TOTAL PAYMENT AMOUNT			67.17 *		67.17
016771/00	DURAN, DANIELLA							
1852 PO-171587	02/09/2017	MILEAGE-JAN	1	01-5630-0-5800-601-1421-1000-017-000	NN F			210.58
			TOTAL PAYMENT AMOUNT			210.58 *		210.58
018277/00	EASTER SEAL SOCIETY OF CA. INC							
1035 PO-170887	02/09/2017	DEC16	1	01-6500-0-5800-102-5750-1180-002-000	NN P			2,790.00
			TOTAL PAYMENT AMOUNT			2,790.00 *		2,790.00

81 CENTER UNIFIED SCHOOL DIST.  
02-09-17

ACCOUNTS PAYABLE PRELIST  
BATCH: 0041 2-9-17  
FUND : 01 GENERAL FUND

J88 APY500 H.02.05 02/09/17 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				
021610/00	EATON INTERPRETING SERVICES						
1690 PO-171448	02/09/2017	301017	1 01-0000-0-5800-103-4760-1000-003-740 NN P			210.00	210.00
			TOTAL PAYMENT AMOUNT	210.00 *			210.00
018986/00	EREFLECT PTY LTD						
1857 PO-171570	02/08/2017	INV-17037	1 01-0000-0-5800-472-0000-2700-014-000 NN F			464.00	464.00
			TOTAL PAYMENT AMOUNT	464.00 *			464.00
021039/00	FARONICS TECHNOLOGIES USA INC						
1860 PO-171572	02/08/2017	INUSO166280	1 01-0000-0-4300-472-0000-2700-014-000 NN F			240.00	240.00
			TOTAL PAYMENT AMOUNT	240.00 *			240.00
015338/00	FULL SOURCE LLC						
1787 PO-171519	02/09/2017	FS4081067-IN	1 01-0000-0-4300-236-1110-1000-009-000 YN F			75.74	71.01
			TOTAL PAYMENT AMOUNT	71.01 *			71.01
			TOTAL USE TAX AMOUNT	5.50			
016986/00	GAINES, CHARMAINE						
1851 PO-171586	02/09/2017	mileage	1 01-5630-0-5800-601-1421-1000-017-000 NN F			187.70	187.70
			TOTAL PAYMENT AMOUNT	187.70 *			187.70
014243/00	GARY HENDERSON MFT						
262 PO-170238	02/09/2017	JAN-2017	1 01-6512-0-5800-102-5001-3110-003-000 NN P			200.00	200.00
			TOTAL PAYMENT AMOUNT	200.00 *			200.00
011768/00	GIRARD EDWARDS STEVENS &						
1159 PO-170986	02/09/2017	342	1 01-0000-0-5880-105-0000-7200-005-000 NN F			1,599.00	1,708.00
			TOTAL PAYMENT AMOUNT	1,708.00 *			1,708.00

81 CENTER UNIFIED SCHOOL DIST.  
02-09-17

ACCOUNTS PAYABLE PRELIST  
BATCH: 0041 2-9-17  
FUND : 01 GENERAL FUND

J88 APY500 H.02.05 02/09/17 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				
022347/00	GIVE SOMETHING BACK						
1736 PO-171538	02/09/2017	IN-0589475	1 01-0000-0-4300-472-1385-1000-014-000 NN F		49.55	49.55	
1736 PO-171538	02/09/2017	IN-0589475	2 01-0000-0-4300-472-1550-1000-014-000 NN F		24.77	24.77	
TOTAL PAYMENT AMOUNT				74.32 *		74.32	
011818/00	GOODELL PORTER SANCHEZ &						
1919 PO-171607	02/09/2017	4126.0	1 01-0000-0-5800-105-0000-7190-005-000 NN F		2,700.00	2,700.00	
TOTAL PAYMENT AMOUNT				2,700.00 *		2,700.00	
016131/00	HARDWOOD PALACE						
1918 PO-171606	02/09/2017	games 1/26-3/16	1 01-0000-0-5600-475-3200-1000-015-000 NN F		810.00	810.00	
TOTAL PAYMENT AMOUNT				810.00 *		810.00	
014507/00	HORIZON DISTRIBUTORS						
54 PO-170052	02/09/2017	2A124492	1 01-0000-0-4300-106-0000-8110-007-000 NN P		85.93	85.93	
TOTAL PAYMENT AMOUNT				85.93 *		85.93	
021343/00	HUNTER, CURTIS						
1902 PO-171614	02/09/2017	reimbursement	1 01-0000-0-4300-472-1110-1000-014-000 NN F		107.05	107.05	
TOTAL PAYMENT AMOUNT				107.05 *		107.05	
019317/00	JENSEN, CARIN						
1697 PO-171452	02/06/2017	DEC-JAN MILEAGE	1 01-0000-0-5210-103-0000-2110-003-000 NN F		30.56	34.23	
TOTAL PAYMENT AMOUNT				34.23 *		34.23	
016750/00	JUST SEND IT POSTAL CENTER						
699 PO-170603	02/08/2017	1437	2 01-5630-0-5800-601-1421-1000-017-000 NN P		220.00	220.00	
TOTAL PAYMENT AMOUNT				220.00 *		220.00	

81 CENTER UNIFIED SCHOOL DIST.  
02-09-17

ACCOUNTS PAYABLE PRELIST  
BATCH: 0041 2-9-17  
FUND : 01 GENERAL FUND

J88 APY500 H.02.05 02/09/17 PAGE 5  
<< 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		
014204/00	LAMONT SIMS						
1883 PO-171598	02/09/2017	jan mileage	1	01-5630-0-5800-601-1421-1000-017-000	NN F	32.10	32.10
TOTAL PAYMENT AMOUNT						32.10 *	32.10
014389/00	LOMOVA, YELENA						
903 PO-170788	02/09/2017	TRIP 1038	1	01-0000-0-5800-112-0000-3600-007-000	NN P	9.42	9.42
TOTAL PAYMENT AMOUNT						9.42 *	9.42
021914/00	LOY MATTISON ENTERPRISES						
701 PO-170605	02/09/2017	010117013117	1	01-0000-0-5800-106-0000-8110-007-000	NY P	718.75	718.75
TOTAL PAYMENT AMOUNT						718.75 *	718.75
022406/00	MAXIM HEALTHCARE SERVICES INC						
265 PO-170231	02/06/2017	4697910262	1	01-0000-0-5800-102-0000-3140-003-000	NN P	1,169.30	1,169.30
265 PO-170231	02/09/2017	4715070262	1	01-0000-0-5800-102-0000-3140-003-000	NN P	3,128.00	3,128.00
TOTAL PAYMENT AMOUNT						4,297.30 *	4,297.30
020602/00	MCGRAW HILL SCHOOL EDUCATION						
1734 PO-171494	02/08/2017	93324945001	1	01-0000-0-5800-472-1110-1000-014-000	NN F	300.00	300.00
TOTAL PAYMENT AMOUNT						300.00 *	300.00
022590/00	MICHAEL JONES						
1012 PO-170871	02/09/2017	TRIP 1142	1	01-0000-0-5800-112-0000-3600-007-000	NN P	9.04	9.04
TOTAL PAYMENT AMOUNT						9.04 *	9.04
016087/00	MICHAEL'S TRANSPORTATION SERV.						
1655 PO-171422	02/09/2017	95534	1	01-0000-0-5800-112-0000-3600-007-000	NN P	3,240.00	3,240.00
TOTAL PAYMENT AMOUNT						3,240.00 *	3,240.00

81 CENTER UNIFIED SCHOOL DIST.  
02-09-17

ACCOUNTS PAYABLE PRELIST  
BATCH: 0041 2-9-17  
FUND : 01 GENERAL FUND

J88 APY500 H.02.05 02/09/17 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				
019059/00		MILLENNIUM TERMITE & PEST					
111 PO-170178	02/09/2017	TR-71099	1 01-0000-0-5500-106-0000-8110-007-000 NN P			91.00	91.00
111 PO-170178	02/09/2017	TR-72628	1 01-0000-0-5500-106-0000-8110-007-000 NN P			57.00	57.00
111 PO-170178	02/09/2017	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
015787/00		O'REILLY AUTO PARTS					
80 PO-170078	02/09/2017	1333147	1 01-0000-0-4300-112-0000-3600-007-000 NN P			601.01	601.01
		TOTAL PAYMENT AMOUNT		601.01 *			601.01
017576/00		OFFICE DEPOT					
1784 PO-171517	02/09/2017	897795822001	1 01-0000-0-4300-238-1110-1000-010-000 NN P			1.19	1.19
1784 PO-171517	02/09/2017	897795821001	1 01-0000-0-4300-238-1110-1000-010-000 NN F			151.50	151.51
1786 PO-171518	02/09/2017	897793351001	1 01-6300-0-4300-238-1110-1000-010-000 NN F			98.68	98.68
1817 PO-171537	02/09/2017	898348971001	1 01-0000-0-4300-238-1110-1000-010-000 NN F			285.49	285.39
1833 PO-171550	02/08/2017	899643529001	1 01-0000-0-4300-472-1260-1000-014-000 NN F			387.89	427.88
1848 PO-171565	02/09/2017	8996380540001	1 01-0000-0-4300-106-0000-8200-007-000 NN F			183.91	183.91
		TOTAL PAYMENT AMOUNT		1,148.56 *			1,148.56
018872/00		PEREZ, ANA					
1903 PO-171615	02/09/2017	REIMBURSEMENT	1 01-0000-0-5200-472-0000-2700-014-000 NN F			69.62	69.62
		TOTAL PAYMENT AMOUNT		69.62 *			69.62
020192/00		PITNEY BOWES INC					
1713 PO-171481	02/09/2017	1003126323	1 01-0000-0-4300-105-0000-7200-005-000 NN F			434.08	434.08
		TOTAL PAYMENT AMOUNT		434.08 *			434.08
021401/00		PRACTI-CAL INC					
264 PO-170230	02/09/2017	337181	1 01-5640-0-5800-103-0000-3140-003-000 NN P			474.70	474.70
264 PO-170230	02/09/2017	337088	1 01-5640-0-5800-103-0000-3140-003-000 NN P			73.04	73.04
264 PO-170230	02/09/2017	336992	1 01-5640-0-5800-103-0000-3140-003-000 NN P			136.05	136.05
		TOTAL PAYMENT AMOUNT		683.79 *			683.79



81 CENTER UNIFIED SCHOOL DIST.  
02-09-17

ACCOUNTS PAYABLE PRELIST  
BATCH: 0041 2-9-17  
FUND : 01 GENERAL FUND

J88 APY500 H.02.05 02/09/17 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				
021194/00		PRUDENTIAL OVERALL SUPPLY INC					
82 PO-170079	02/09/2017	180268986	1 01-0000-0-5600-112-0000-3600-007-000 NN P			67.87	67.87
TOTAL PAYMENT AMOUNT			67.87 *				67.87
020456/00		RAMIREZ, DULCE					
1904 PO-171616	02/07/2017	REIMBURSEMENT	1 01-0000-0-5200-472-0000-2700-014-000 NN F			67.05	67.05
TOTAL PAYMENT AMOUNT			67.05 *				67.05
010552/00		SAC VAL JANITORIAL					
1368 PO-171175	02/09/2017	10227197	1 01-0000-0-9320-000-0000-0000-000-000 NN P			972.92	972.92
1368 PO-171175	02/09/2017	10226952	1 01-0000-0-9320-000-0000-0000-000-000 NN P			2,120.20	2,120.20
TOTAL PAYMENT AMOUNT			3,093.12 *				3,093.12
010264/00		SACRAMENTO BEE					
1920 PO-171608	02/07/2017	00772480	1 01-0000-0-4300-105-0000-7200-005-000 NN F			232.96	232.96
TOTAL PAYMENT AMOUNT			232.96 *				232.96
020981/00		SAVE MART SUPERMARKETS					
372 PO-170335	02/09/2017	2448154	1 01-0000-0-4300-101-0000-7150-002-000 NN P			18.47	18.47
605 PO-170526	02/09/2017	2448153	1 01-6500-0-4300-102-5750-1110-002-000 NN P			43.62	43.62
TOTAL PAYMENT AMOUNT			62.09 *				62.09
011500/00		SCHOOLS INSURANCE AUTHORITY					
PV-171062	02/06/2017	FEBRUARY DENTAL PREMIUM	01-0000-0-9552-000-0000-0000-000-000 NN				52,492.53
TOTAL PAYMENT AMOUNT			52,492.53 *				52,492.53
022385/00		SILVERMAN, TODD					
1887 PO-171601	02/09/2017	TRAVEL EXPENSE	1 01-5640-0-5200-601-1369-1000-017-000 NN F			260.72	260.72
TOTAL PAYMENT AMOUNT			260.72 *				260.72

81 CENTER UNIFIED SCHOOL DIST.  
02-09-17

ACCOUNTS PAYABLE PRELIST  
BATCH: 0041 2-9-17  
FUND : 01 GENERAL FUND

J88 APY500 H.02.05 02/09/17 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
010263/00	SMUD							
112	PO-170179	02/09/2017	70000000347	1	01-0000-0-5510-106-0000-8110-007-000	NN P	50,243.56	50,243.56
				TOTAL PAYMENT AMOUNT	50,243.56 *			50,243.56
018242/00	SPORTS DECALS INC							
1710	PO-171461	02/09/2017	ARINV-490594	1	01-0000-0-5800-472-1110-1000-014-000	NN F	148.58	148.58
				TOTAL PAYMENT AMOUNT	148.58 *			148.58
018967/00	SPRINT CUSTOMER SERVICE							
374	PO-170336	02/08/2017	811116315-183	1	01-0000-0-5930-101-0000-7150-002-000	NN P	94.12	94.12
533	PO-170461	02/08/2017	811116315-183	1	01-0000-0-5930-472-0000-2700-014-000	NN P	0.32	0.32
733	PO-170626	02/08/2017	811116315-183	1	01-0000-0-5930-115-0000-7700-007-000	NN P	70.84	159.07
493	PO-170653	02/08/2017	811116315-183	1	01-0000-0-5930-102-0000-3140-003-000	NN P	19.10	19.10
1514	PO-171297	02/08/2017	811116315-183	1	01-0000-0-5930-106-0000-8110-007-000	NN P	447.29	447.29
1681	PO-171442	02/08/2017	811116315-183	1	01-0000-0-5930-102-0000-3140-003-000	NN P	104.81	104.81
				TOTAL PAYMENT AMOUNT	824.71 *			824.71
020252/00	STAPLES BUSINESS ADVANTAGE							
1765	PO-171505	02/09/2017	3327794450	1	01-0000-0-4300-472-1600-1000-014-000	NN P	170.28	170.28
1765	PO-171505	02/09/2017	3327992444	1	01-0000-0-4300-472-1600-1000-014-000	NN F	344.37	344.37
1779	PO-171514	02/09/2017	3328120077	1	01-3410-0-4300-472-1110-1000-003-000	NN F	360.50	362.18
				TOTAL PAYMENT AMOUNT	876.83 *			876.83
018408/00	TEMBEY, STEPHANIE							
1896	PO-171603	02/09/2017	TRAVEL EXPENSE	1	01-6300-0-4300-240-1110-1000-011-000	NN F	89.31	89.31
				TOTAL PAYMENT AMOUNT	89.31 *			89.31
014079/00	THYSSENKRUPP ELEVATOR CORP							
1497	PO-171285	02/09/2017	3003036756	1	01-8150-0-5600-106-0000-8110-007-000	NN P	163.12	163.12
1497	PO-171285	02/09/2017	3003036177	1	01-8150-0-5600-106-0000-8110-007-000	NN P	2,067.18	2,067.18
				TOTAL PAYMENT AMOUNT	2,230.30 *			2,230.30

81 CENTER UNIFIED SCHOOL DIST.  
02-09-17

ACCOUNTS PAYABLE PRELIST  
BATCH: 0041 2-9-17  
FUND : 01 GENERAL FUND

J88 APY500 H.02.05 02/09/17 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				
010519/00	TIM'S MUSIC						
1836 PO-171553	02/09/2017	257074	1 01-0000-0-5600-472-0000-2700-014-000 NN F			222.53	210.51
TOTAL PAYMENT AMOUNT			210.51 *				210.51
014278/00	TOUCHBOARDS						
1766 PO-171511	02/08/2017	0505336-IN	1 01-0000-0-4400-472-1655-1000-014-000 NN F			1,745.00	1,745.00
TOTAL PAYMENT AMOUNT			1,745.00 *				1,745.00
011554/00	TRACTOR SUPPLY CO						
55 PO-170053	02/09/2017	6035301203476674	1 01-0000-0-4300-106-0000-8110-007-000 NN P			154.96	154.96
TOTAL PAYMENT AMOUNT			154.96 *				154.96
016370/00	TWIN RIVERS UNIFIED SCH DIST						
817 PO-170741	02/09/2017	171318	1 01-0000-0-5800-105-0000-8300-005-000 NN P			11,833.33	11,833.33
TOTAL PAYMENT AMOUNT			11,833.33 *				11,833.33
021111/00	ULINE						
1810 PO-171531	02/09/2017	83883525	1 01-0000-0-4300-106-0000-8200-007-000 NN F			159.47	164.39
TOTAL PAYMENT AMOUNT			164.39 *				164.39
TOTAL FUND PAYMENT			151,255.54 **				151,255.54
TOTAL USE TAX AMOUNT			81.76				

81 CENTER UNIFIED SCHOOL DIST.  
02-09-17

ACCOUNTS PAYABLE PRELIST  
BATCH: 0041 2-9-17  
FUND : 09 CHARTER SCHOOLS

J88 APY500 H.02.05 02/09/17 PAGE 10  
<< 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								
456 PO-170397	02/09/2017	4779099012617			1	09-0700-0-4300-503-1110-1000-018-000	NN P			52.63 52.63
					TOTAL PAYMENT AMOUNT		52.63 *			52.63
					TOTAL FUND	PAYMENT	52.63 **			52.63

81 CENTER UNIFIED SCHOOL DIST.  
02-09-17

ACCOUNTS PAYABLE PRELIST  
BATCH: 0041 2-9-17  
FUND : 11 ADULT EDUCATION FUND

J88 APY500 H.02.05 02/09/17 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				
016320/00	COLLIER, ALYSON						
1885 PO-171599	02/09/2017	travel expense	1 11-6391-0-5200-601-4130-1000-017-000 NN F		498.30	498.30	
TOTAL PAYMENT AMOUNT			498.30 *			498.30	
015172/00	FRENCH, DAVID L.						
PV-171064	02/09/2017	travel expenses	11-6391-0-5200-601-4130-1000-017-000 NN			801.92	
TOTAL PAYMENT AMOUNT			801.92 *			801.92	
016750/00	JUST SEND IT POSTAL CENTER						
877 PO-170762	02/08/2017	2047	1 11-6391-0-5800-601-4130-1000-017-000 NN P		70.00	70.00	
TOTAL PAYMENT AMOUNT			70.00 *			70.00	
TOTAL FUND PAYMENT			1,370.22 **			1,370.22	

81 CENTER UNIFIED SCHOOL DIST.  
02-09-17

ACCOUNTS PAYABLE PRELIST  
HATCH: 0041 2-9-17  
FUND : 13 CAFETERIA FUND

J88 APY500 H.02.05 02/09/17 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		
020098/00	BIG TRAY						
105 PO-170112	02/09/2017	792586	1 13-5310-0-4400-108-0000-3700-007-000 NN P	1,741.24	1,741.24		
105 PO-170112	02/09/2017	793392	1 13-5310-0-4400-108-0000-3700-007-000 NN P	74.73	74.73		
TOTAL PAYMENT AMOUNT				1,815.97 *	1,815.97		
018528/00	BUTT, JORDAN						
1874 PO-171591	02/09/2017	refund	1 13-5310-0-8634-000-0000-0000-000-000 NN F	37.10	37.10		
TOTAL PAYMENT AMOUNT				37.10 *	37.10		
011205/00	CULTURE SHOCK YOGURT						
95 PO-170107	02/09/2017	4580	1 13-5310-0-4700-108-0000-3700-007-000 NN P	107.00	107.00		
TOTAL PAYMENT AMOUNT				107.00 *	107.00		
022586/00	D&P Creamery						
194 PO-170167	02/06/2017	0050135	1 13-5310-0-4700-108-0000-3700-007-000 NN P	1,867.86	1,867.86		
194 PO-170167	02/09/2017	0050130	1 13-5310-0-4700-108-0000-3700-007-000 NN P	1,045.57	1,045.57		
194 PO-170167	02/09/2017	0050105	1 13-5310-0-4700-108-0000-3700-007-000 NN P	2,555.02	2,555.02		
194 PO-170167	02/09/2017	0050110	1 13-5310-0-4700-108-0000-3700-007-000 NN P	1,867.87	1,867.87		
194 PO-170167	02/09/2017	0050120	1 13-5310-0-4700-108-0000-3700-007-000 NN P	1,831.39	1,831.39		
194 PO-170167	02/09/2017	0050125	1 13-5310-0-4700-108-0000-3700-007-000 NN P	1,476.98	1,476.98		
TOTAL PAYMENT AMOUNT				10,644.69 *	10,644.69		
016670/00	FATCAT BAKERY						
100 PO-170110	02/09/2017	12330	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		
018967/00	SPRINT CUSTOMER SERVICE						
123 PO-170114	02/08/2017	811116315-183	1 13-5310-0-5930-108-0000-3700-007-000 NN P	4.78	4.78		
TOTAL PAYMENT AMOUNT				4.78 *	4.78		
022558/00	VALENTINE, TIANA						
1890 PO-171602	02/09/2017	REFUND	1 13-5310-0-8634-000-0000-0000-000-000 NN F	2.75	2.75		
TOTAL PAYMENT AMOUNT				2.75 *	2.75		

81 CENTER UNIFIED SCHOOL DIST.  
02-09-17

ACCOUNTS PAYABLE PRELIST  
BATCH: 0041 2-9-17  
FUND : 13 CAFETERIA FUND

J88 APY500 H.02.05 02/09/17 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	
-----													
				TOTAL FUND	PAYMENT	14,712.29 **						14,712.29	

J88 APY500 H.02.05 02/09/17 PAGE 14  
 << Open >>

Number of warrants to be printed: 71, not counting voids due to stub overflows.



Batch status: A All

From batch: 0043

To batch: 0043

Include Revolving Cash: Y

Include Address: N

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
010002/00	ALDAR ACADEMY				
836 PO-170730	02/15/2017	JAN2017	1 01-6500-0-5800-102-5750-1180-002-000 NN P	2,766.02	2,766.02
			TOTAL PAYMENT AMOUNT	2,766.02 *	2,766.02
010669/00	ALHAMBRA & SIERRA SPRINGS				
608 PO-170529	02/16/2017	47808180206917	1 01-0000-0-4300-105-0000-7200-005-000 NN P	24.65	24.65
			TOTAL PAYMENT AMOUNT	24.65 *	24.65
017075/00	AMERICAN RIVER SPEECH INC.	[REDACTED]			
840 PO-170731	02/15/2017	JAN 2017	1 01-6500-0-5800-102-5750-1180-002-000 NN P	4,489.70	4,489.70
			TOTAL PAYMENT AMOUNT	4,489.70 *	4,489.70
011481/00	AT&T				
904 PO-170793	02/15/2017	9391028109	1 01-0000-0-5930-106-0000-8110-007-000 NN P	6,419.48	6,419.48
			TOTAL PAYMENT AMOUNT	6,419.48 *	6,419.48
021604/00	ATLAS DISPOSAL INDUSTRIES				
91 PO-170174	02/15/2017	1031	1 01-0000-0-5525-106-0000-8110-007-000 NN P	168.05	168.05
91 PO-170174	02/15/2017	149397	1 01-0000-0-5525-106-0000-8110-007-000 NN P	403.61	403.61
91 PO-170174	02/15/2017	149398	1 01-0000-0-5525-106-0000-8110-007-000 NN P	1,119.46	1,119.46
91 PO-170174	02/15/2017	149399	1 01-0000-0-5525-106-0000-8110-007-000 NN P	595.45	595.45
91 PO-170174	02/15/2017	149400	1 01-0000-0-5525-106-0000-8110-007-000 NN P	241.07	241.07
91 PO-170174	02/15/2017	149401	1 01-0000-0-5525-106-0000-8110-007-000 NN P	230.30	230.30
91 PO-170174	02/15/2017	149402	1 01-0000-0-5525-106-0000-8110-007-000 NN P	378.85	378.85
91 PO-170174	02/15/2017	149403	1 01-0000-0-5525-106-0000-8110-007-000 NN P	500.77	500.77
91 PO-170174	02/15/2017	149404	1 01-0000-0-5525-106-0000-8110-007-000 NN P	206.45	206.45
91 PO-170174	02/15/2017	1032	1 01-0000-0-5525-106-0000-8110-007-000 NN P	647.34	647.34
			TOTAL PAYMENT AMOUNT	4,491.35 *	4,491.35
019504/00	B & H PHOTO-VIDEO				
1739 PO-171495	02/16/2017	122396653	1 01-0000-0-4300-234-1110-1000-008-000 YN M	0.00	20.06-
1739 PO-171495	02/16/2017	121513786	1 01-0000-0-4300-234-1110-1000-008-000 YN F	275.88	256.04
			TOTAL PAYMENT AMOUNT	235.98 *	235.98
			TOTAL USE TAX AMOUNT	18.29	

81 CENTER UNIFIED SCHOOL DIST.  
2-16-2017

ACCOUNTS PAYABLE PRELIST  
BATCH: 0043 02-16-17  
FUND : 01 GENERAL FUND

J292 APY500 H.02.05 02/16/17 PAGE 2  
<< Open >>

Vendor/Addr	Remit name	Tax ID num	Deposit type	ABA num	Account num		
Req Reference	Date	Description	FD RESO	P OBJE	SIT GOAL	FUNC RES	DEP T9MP
						Liq Amt	Net Amount
016106/00	BERGER, CHRISTINE						
1955 PO-171649	02/15/2017	REIMB SUPPLIES	1	01-6500-0-4300-102-5770-1110-002-000	NN F	89.03	89.03
TOTAL PAYMENT AMOUNT						89.03 *	89.03
010150/00	BURKETTS OFFICE SUPPLIES						
1917 PO-171605	02/16/2017	1315598-0	1	01-0000-0-4300-105-0000-7200-005-000	NN P	91.67	91.67
1917 PO-171605	02/16/2017	1315719-0	1	01-0000-0-4300-105-0000-7200-005-000	NN F	44.76	44.76
TOTAL PAYMENT AMOUNT						136.43 *	136.43
013988/00	BUTTES/CENTER STATE PIPE &						
11 PO-170010	02/14/2017	S009419151.001	1	01-8150-0-4300-106-0000-8110-007-000	NN P	719.77	719.77
TOTAL PAYMENT AMOUNT						719.77 *	719.77
019750/00	CAPITAL PROGRAM MGMT INC						
621 PO-170542	02/16/2017	#25	1	01-6230-0-5800-106-9623-8500-007-000	NN P	3,182.75	3,182.75
TOTAL PAYMENT AMOUNT						3,182.75 *	3,182.75
021678/00	CAPITOL ACADEMY						
995 PO-170864	02/15/2017	CA0147	1	01-6500-0-5800-102-5750-1180-002-000	NN P	400.00	400.00
995 PO-170864	02/15/2017	CA0134	1	01-6500-0-5800-102-5750-1180-002-000	NN P	3,254.32	3,254.32
TOTAL PAYMENT AMOUNT						3,654.32 *	3,654.32
010575/00	CAPITOL CLUTCH & BRAKE INC.						
66 PO-170064	02/15/2017	1445271	1	01-0000-0-4300-112-0000-3600-007-000	NN P	433.16	433.16
66 PO-170064	02/15/2017	1442826	1	01-0000-0-4300-112-0000-3600-007-000	NN P	58.30	58.30
TOTAL PAYMENT AMOUNT						491.46 *	491.46
016151/00	CATHERINE STEVENS						
1945 PO-171638	02/15/2017	1253	1	01-0000-0-5800-112-0000-3600-007-000	NY F	3,112.50	3,112.50
TOTAL PAYMENT AMOUNT						3,112.50 *	3,112.50

J292 APY500 H.02.05 02/16/17 PAGE 3  
<< Open >>

32

81 CENTER UNIFIED SCHOOL DIST.  
2-16-2017

ACCOUNTS PAYABLE PRELIST  
BATCH: 0043 02-16-17  
FUND : 01 GENERAL FUND

J292 APY500 H.02.05 02/16/17 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
015800/00		DISCOUNT SCHOOL SUPPLY						
1776 PO-171541	02/16/2017	D23788250102	1 01-5640-0-4300-601-1369-1000-017-082 NN F				267.03	267.73
		TOTAL PAYMENT AMOUNT	267.73 *					267.73
010336/00		ECOTECH PEST MANAGEMENT INC						
1938 PO-171634	02/15/2017	13816	1 01-0000-0-5500-106-0000-8110-007-000 NN P				787.00	787.00
		TOTAL PAYMENT AMOUNT	787.00 *					787.00
010590/00		ELECTRONIX EXPRESS						
1834 PO-171551	02/14/2017	552124	1 01-0000-0-4300-472-0000-2700-014-000 NN F				26.62	26.62
		TOTAL PAYMENT AMOUNT	26.62 *					26.62
010592/00		EWING IRRIGATION PRODUCTS						
1224 PO-171050	02/16/2017	2776047	1 01-0000-0-4300-106-0000-8110-007-000 NN P				61.50	61.50
		TOTAL PAYMENT AMOUNT	61.50 *					61.50
022347/00		GIVE SOMETHING BACK						
725 PO-170632	02/16/2017	in-0536051	1 01-7220-0-4300-472-1110-1000-014-000 NN P				1,937.13	1,937.13
725 PO-170632	02/14/2017	IN-0536558	1 01-7220-0-4300-472-1110-1000-014-000 NN F				28.06	28.05
1830 PO-171560	02/16/2017	IN-0592539	1 01-0000-0-9320-000-0000-0000-000-000 NN F				2,719.89	2,412.74
1894 PO-171609	02/15/2017	IN-0592541	1 01-0000-0-4300-472-1110-1000-014-000 NN F				55.99	55.99
1899 PO-171612	02/15/2017	IN-0592542	1 01-0000-0-4300-472-1500-1000-014-000 NN F				276.94	276.94
		TOTAL PAYMENT AMOUNT	4,710.85 *					4,710.85
017718/00		GUIDING HANDS INC.						
1058 PO-170927	02/15/2017	4155	1 01-6500-0-5800-102-5750-1180-002-000 NN P				180.00	180.00
1058 PO-170927	02/15/2017	4136	1 01-6500-0-5800-102-5750-1180-002-000 NN P				6,469.71	6,469.71
1058 PO-170927	02/15/2017	4166	1 01-6500-0-5800-102-5750-1180-002-000 NN P				300.00	300.00
		TOTAL PAYMENT AMOUNT	6,949.71 *					6,949.71
010602/00		HI-LINE ELECTRICAL & MECH						
1270 PO-171089	02/15/2017	10516037	1 01-0000-0-4300-112-0000-3600-007-000 NN P				495.01	495.01
		TOTAL PAYMENT AMOUNT	495.01 *					495.01

81 CENTER UNIFIED SCHOOL DIST.  
2-16-2017

ACCOUNTS PAYABLE PRELIST  
BATCH: 0043 02-16-17  
FUND : 01 GENERAL FUND

J292 APY500 H.02.05 02/16/17 PAGE 5  
<< Open >>

Vendor/Addr	Remit name	Tax ID num	Deposit type	ABA num	Account num			
Reg Reference	Date	Description	FD RESO	P OBJE	SIT GOAL	FUNC RES	DEP T9MP	
							Liq Amt	Net Amount
-----								
010830/00	HOLT OF CALIFORNIA							
1946 PO-171639	02/15/2017	W4426601	1	01-8150-0-4300-106-0000-8110-007-000	NN	F	296.31	296.32
TOTAL PAYMENT AMOUNT							296.32 *	296.32
017002/00	HOME DEPOT CREDIT SERVICES							
52 PO-170050	02/15/2017	8242845	1	01-0000-0-4300-106-0000-8110-007-000	NN	P	182.45	182.45
1559 PO-171337	02/15/2017	7024579	1	01-8150-0-4300-106-0000-8110-007-000	NN	P	98.33	98.33
1559 PO-171337	02/15/2017	1012634	1	01-8150-0-4300-106-0000-8110-007-000	NN	P	111.02	111.02
1559 PO-171337	02/15/2017	1012643	1	01-8150-0-4300-106-0000-8110-007-000	NN	P	123.54	123.54
1559 PO-171337	02/15/2017	6025840	1	01-8150-0-4300-106-0000-8110-007-000	NN	P	37.11	37.11
1559 PO-171337	02/15/2017	6290868	1	01-8150-0-4300-106-0000-8110-007-000	NN	P	55.46	55.46
1559 PO-171337	02/15/2017	4026038	1	01-8150-0-4300-106-0000-8110-007-000	NN	P	25.07	25.07
1559 PO-171337	02/15/2017	4562585	1	01-8150-0-4300-106-0000-8110-007-000	NN	P	58.42	58.42
1559 PO-171337	02/15/2017	3010465	1	01-8150-0-4300-106-0000-8110-007-000	NN	P	17.43	17.43
1559 PO-171337	02/15/2017	10790	1	01-8150-0-4300-106-0000-8110-007-000	NN	P	33.38	33.38
1559 PO-171337	02/15/2017	26495	1	01-8150-0-4300-106-0000-8110-007-000	NN	P	102.47	102.47
1559 PO-171337	02/15/2017	7011175	1	01-8150-0-4300-106-0000-8110-007-000	NN	P	31.33	31.33
1559 PO-171337	02/15/2017	3290987	1	01-8150-0-4300-106-0000-8110-007-000	NN	P	77.10	77.10
1559 PO-171337	02/15/2017	2010171	1	01-8150-0-4300-106-0000-8110-007-000	NN	P	78.59	78.59
1559 PO-171337	02/15/2017	1010308	1	01-8150-0-4300-106-0000-8110-007-000	NN	P	153.15	153.15
TOTAL PAYMENT AMOUNT							1,184.85 *	1,184.85
021343/00	HUNTER, CURTIS							
1934 PO-171631	02/15/2017	MILEAGE	1	01-0000-0-5200-472-0000-2700-014-000	NN	F	54.57	54.57
TOTAL PAYMENT AMOUNT							54.57 *	54.57
019175/00	LAWSON PRODUCTS							
804 PO-170705	02/15/2017	9304675169	1	01-0000-0-4300-112-0000-3600-007-000	NN	P	57.32	57.32
TOTAL PAYMENT AMOUNT							57.32 *	57.32
017899/00	LAWSON, BECKY							
444 PO-170386	02/15/2017	JAN MILEAGE	1	01-0000-0-5200-103-0000-2110-003-000	N	P	61.53	61.53
1957 PO-171644	02/15/2017	CANDY FOR MTG	1	01-0000-0-4300-103-0000-2110-003-000	N	P	9.98	9.98
TOTAL PAYMENT AMOUNT							71.51 *	71.51

[illegible]

81 CENTER UNIFIED SCHOOL DIST.  
2-16-2017

ACCOUNTS PAYABLE PRELIST  
BATCH: 0043 02-16-17  
FUND : 01 GENERAL FUND

J292 APY500 H.02.05 02/16/17 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				
021194/00	PRUDENTIAL OVERALL SUPPLY INC						
82 PO-170079	02/16/2017	180269548	1 01-0000-0-5600-112-0000-3600-007-000 NN P			67.87	67.87
			TOTAL PAYMENT AMOUNT	67.87 *			67.87
010315/00	SAC CO OFFICE OF ED FIN SVCS						
1966 PO-171656	02/15/2017	171056	1 01-0000-0-5800-105-0000-7200-005-000 NN F			15,000.00	15,000.00
			TOTAL PAYMENT AMOUNT	15,000.00 *			15,000.00
015141/00	SAC METROPOLITAN AIR QUALITY						
1976 PO-171664	02/16/2017	1617-04-00040	1 01-0000-0-5800-112-0000-3600-007-000 NN F			1,181.00	1,181.00
			TOTAL PAYMENT AMOUNT	1,181.00 *			1,181.00
014071/00	SACRAMENTO COUNTY OFFICE OF						
1954 PO-171648	02/15/2017	CLUNUPON6775159	1 01-0000-0-5200-103-0000-2110-003-000 NN F			100.00	100.00
			TOTAL PAYMENT AMOUNT	100.00 *			100.00
014870/00	SACRAMENTO COUNTY OFFICE OF						
1000 PO-170919	02/15/2017	171075	1 01-0000-0-5800-234-1110-1000-008-000 NN F			3,000.00	3,000.00
1971 PO-171659	02/15/2017	171075	1 01-0000-0-5800-234-1110-1000-008-000 NN F			750.00	750.00
			TOTAL PAYMENT AMOUNT	3,750.00 *			3,750.00
010266/00	SACRAMENTO COUNTY UTILITIES						
122 PO-170093	02/15/2017	50000185866	1 01-0000-0-5520-106-0000-8110-007-000 N P			836.69	836.69
			TOTAL PAYMENT AMOUNT	836.69 *			836.69
020981/00	SAVE MART SUPERMARKETS						
605 PO-170526	02/16/2017	2581557	1 01-6500-0-4300-102-5750-1110-002-000 NN P			30.61	30.61
			TOTAL PAYMENT AMOUNT	30.61 *			30.61



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
018788/00	SCHOOL FIX				
1794 PO-171523	02/15/2017	180104A	1 01-0000-0-4300-475-3200-2700-015-000 NN F	51.34	51.34
			TOTAL PAYMENT AMOUNT	51.34 *	51.34
018297/00	SCHOOL SERVICES OF CALIFORNIA	[REDACTED]			
1041 PO-170895	02/16/2017	W093482-IN	1 01-0000-0-5200-105-0000-7200-005-000 NN F	410.00	410.00
1733 PO-171471	02/16/2017	W093481-IN	1 01-0000-0-5200-120-0000-7110-000-000 NN F	205.00	205.00
			TOTAL PAYMENT AMOUNT	615.00 *	615.00
010376/00	SLAKEY BROS. INC.				
32 PO-170031	02/16/2017	80415650-00	1 01-8150-0-4300-106-0000-8110-007-000 NN P	782.88	782.88
			TOTAL PAYMENT AMOUNT	782.88 *	782.88
019232/00	SPEECH CORNER				
1878 PO-171594	02/16/2017	12351	1 01-5640-0-4300-601-0000-3150-017-094 YN F	144.93	134.93
			TOTAL PAYMENT AMOUNT	134.93 *	134.93
			TOTAL USE TAX AMOUNT	10.46	
014558/00	SPURR				
115 PO-170180	02/15/2017	80378	1 01-0000-0-5515-106-0000-8110-007-000 NN P	15,390.00	15,390.00
			TOTAL PAYMENT AMOUNT	15,390.00 *	15,390.00
020252/00	STAPLES BUSINESS ADVANTAGE	[REDACTED]			
1759 PO-171501	02/15/2017	3327794449	1 01-6520-0-4300-472-5770-1110-003-000 NN P	615.25	615.25
1759 PO-171501	02/15/2017	3328272615	1 01-6520-0-4300-472-5770-1110-003-000 NN P	102.35	102.35
1759 PO-171501	02/15/2017	3329334810	1 01-6520-0-4300-472-5770-1110-003-000 NN F	57.41	88.33
			TOTAL PAYMENT AMOUNT	805.93 *	805.93
018066/00	SUPER DUPER INC.				
1777 PO-171542	02/16/2017	2227794A	1 01-5640-0-4300-601-0000-3150-017-094 YN F	529.86	491.75
			TOTAL PAYMENT AMOUNT	491.75 *	491.75
			TOTAL USE TAX AMOUNT	38.11	

J292 APY500 H.02.05 02/16/17 PAGE 9  
 << Open >>

38

81 CENTER UNIFIED SCHOOL DIST.  
2-16-2017

ACCOUNTS PAYABLE PRELIST  
BATCH: 0043 02-16-17  
FUND : 11 ADULT EDUCATION FUND

J292 APY500 H.02.05 02/16/17 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				
016320/00		COLLIER, ALYSON					
1930 PO-171629	02/15/2017	TRAVEL EXPENSE	1 11-6391-0-5200-601-4130-1000-017-000 NN F			205.00	205.00
		TOTAL PAYMENT AMOUNT		205.00 *			205.00
		TOTAL FUND PAYMENT		205.00 **			205.00

81 CENTER UNIFIED SCHOOL DIST.  
2-16-2017

ACCOUNTS PAYABLE PRELIST  
BATCH: 0043 02-16-17  
FUND : 12 CHILD DEVELOPMEN FUND

J292 APY500 H.02.05 02/16/17 PAGE 11  
<< Open >>

Vendor/Addr	Remit name		Tax ID num	Deposit type	ABA num	Account num			
Req Reference	Date	Description			FD RESO P OBJE SIT GOAL FUNC RES DEP T9MP		Liq Amt	Net Amount	
018143/00		CHILD DEVELOPMENT CENTERS INC							
679 PO-170576	02/15/2017	5030-DEC16		1	12-5025-0-5800-100-8500-1000-005-000 NN P		21,889.98	21,889.98	
679 PO-170576	02/15/2017	5030-DEC16		2	12-6105-0-5800-100-8500-1000-005-000 NN P		28,293.37	28,293.37	
					TOTAL PAYMENT AMOUNT		50,183.35 *	50,183.35	
					TOTAL FUND PAYMENT		50,183.35 **	50,183.35	

81 CENTER UNIFIED SCHOOL DIST.  
2-16-2017

ACCOUNTS PAYABLE PRELIST  
BATCH: 0043 02-16-17  
FUND : 13 CAFETERIA FUND

J292 APY500 H.02.05 02/16/17 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
020098/00	BIG TRAY						
105 PO-170112	02/16/2017	793508	1 13-5310-0-4400-108-0000-3700-007-000 NN P			9.29	9.29
TOTAL PAYMENT AMOUNT						9.29 *	9.29
011602/00	DANIELSEN CO., THE						
705 PO-170608	02/16/2017	123788	1 13-5310-0-4700-108-0000-3700-007-000 N P			2,402.09	2,402.09
TOTAL PAYMENT AMOUNT						2,402.09 *	2,402.09
021080/00	GOLD STAR FOODS INC						
708 PO-170610	02/16/2017	1936557	1 13-5310-0-4700-108-0000-3700-007-000 NN P			3,628.86	3,628.86
TOTAL PAYMENT AMOUNT						3,628.86 *	3,628.86
016279/00	P&R PAPER SUPPLY						
193 PO-170166	02/16/2017	30113150.01	1 13-5310-0-4300-108-0000-3700-007-000 NN P			91.91	91.91
TOTAL PAYMENT AMOUNT						91.91 *	91.91
021194/00	PRUDENTIAL OVERALL SUPPLY INC						
101 PO-170111	02/16/2017	180269547	1 13-5310-0-5800-108-0000-3700-007-000 NN P			77.75	77.75
101 PO-170111	02/16/2017	180270126	1 13-5310-0-5800-108-0000-3700-007-000 NN P			77.75	77.75
TOTAL PAYMENT AMOUNT						155.50 *	155.50
020252/00	STAPLES BUSINESS ADVANTAGE						
1840 PO-171561	02/15/2017	3329334815	1 13-5310-0-4300-108-0000-3700-007-000 NN F			187.81	187.81
TOTAL PAYMENT AMOUNT						187.81 *	187.81
011422/00	SYSCO OF SAN FRANCISCO						
89 PO-170103	02/16/2017	131122912	2 13-5310-0-4300-108-0000-3700-007-000 NN P			900.79	900.79
89 PO-170103	02/14/2017	131122912	1 13-5310-0-4700-108-0000-3700-007-000 NN P			763.52	763.52
89 PO-170103	02/16/2017	131122913	1 13-5310-0-4700-108-0000-3700-007-000 NN P			156.40	156.40
TOTAL PAYMENT AMOUNT						1,820.71 *	1,820.71
TOTAL FUND PAYMENT						8,296.17 **	8,296.17

81 CENTER UNIFIED SCHOOL DIST.  
2-16-2017

ACCOUNTS PAYABLE PRELIST  
BATCH: 0043 02-16-17  
FUND : 21 BUILDING FUND

J292 APY500 H.02.05 02/16/17 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
019750/00		CAPITAL PROGRAM MGMT INC						
935 PO-170807	02/16/2017	#7						
			2 21-0000-0-5800-106-9175-8100-007-000 NN P				26,648.50	26,648.50
		TOTAL PAYMENT AMOUNT					26,648.50 *	26,648.50
		TOTAL FUND PAYMENT					26,648.50 **	26,648.50
		TOTAL BATCH PAYMENT					0.00	327,181.02
		TOTAL USE TAX AMOUNT						112.58
		TOTAL DISTRICT PAYMENT					0.00	327,181.02
		TOTAL USE TAX AMOUNT						112.58
		TOTAL FOR ALL DISTRICTS:					0.00	327,181.02
		TOTAL USE TAX AMOUNT						112.58

Number of warrants to be printed: 69, not counting voids due to stub overflows.

Batch status: A All

From batch: 0045

To batch: 0045

Include Revolving Cash: Y

Include Address: N

81 CENTER UNIFIED SCHOOL DIST.  
02-23-17

ACCOUNTS PAYABLE PRELIST  
BATCH: 0045 02-23-17  
FUND : 01 GENERAL FUND

J623 APY500 H.02.05 02/23/17 PAGE 1  
<< 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							
17 PO-170016	02/22/2017	4782453020917	1 01-8150-0-4300-106-0000-8110-007-000 NN P				71.11	71.11
61 PO-170059	02/22/2017	4781257020917	1 01-0000-0-4300-112-0000-3600-007-000 NN P				42.62	42.62
474 PO-170417	02/22/2017	4780794020917	1 01-0000-0-4300-110-0000-7200-004-000 NN P				54.60	54.60
1819 PO-171545	02/22/2017	4781839020917	1 01-0000-0-4300-475-3200-2700-015-000 NN P				42.62	42.62
TOTAL PAYMENT AMOUNT			210.95 *					210.95
019504/00	B & H PHOTO-VIDEO							
1865 PO-171577	02/23/2017	122013172	1 01-0000-0-4400-110-0000-7200-004-000 YY F				568.00	549.99
TOTAL PAYMENT AMOUNT			549.99 *					549.99
TOTAL USE TAX AMOUNT			42.62					
015718/00	BASIC PACIFIC							
PV-171067	02/22/2017	FEB 28TH PREMIUM	01-0000-0-9552-000-0000-0000-000-000 NN					5,372.94
TOTAL PAYMENT AMOUNT			5,372.94 *					5,372.94
019075/00	BRIGHT FUTURES THERAPY							
1714 PO-171464	02/22/2017	3349	1 01-6500-0-5800-102-5750-1180-002-000 NN P				19,040.00	19,040.00
TOTAL PAYMENT AMOUNT			19,040.00 *					19,040.00
016082/00	CARMAZZI GLOBAL SOLUTIONS							
1835 PO-171552	02/22/2017	17-21387	1 01-0000-0-5800-103-4760-1000-003-740 NN P				130.00	130.00
TOTAL PAYMENT AMOUNT			130.00 *					130.00
020305/00	CDW GOVERNMENT INC.							
1800 PO-171525	02/23/2017	GQQ8426	1 01-0000-0-5800-110-0000-7200-004-000 NN F				404.06	375.00
1897 PO-171610	02/22/2017	GTT1610	1 01-0000-0-4300-472-1110-1000-014-000 NN F				612.79	612.79
TOTAL PAYMENT AMOUNT			987.79 *					987.79
014371/00	CENGAGE LEARNING							
1770 PO-171506	02/17/2017	59873711	1 01-0037-0-4100-103-1110-1000-003-000 NN F				328.24	337.80
TOTAL PAYMENT AMOUNT			337.80 *					337.80



81 CENTER UNIFIED SCHOOL DIST.  
02-23-17

ACCOUNTS PAYABLE PRELIST  
BATCH: 0045 02-23-17  
FUND : 01 GENERAL FUND

J623 APY500 H.02.05 02/23/17 PAGE 2  
<< Open >>

Vendor/Addr	Remit name	Tax ID num	Deposit type	ABA num	Account num		
Req Reference	Date	Description	FD RESO P OBJE SIT GOAL FUNC RES DEP T9MP			Liq Amt	Net Amount
018277/00	EASTER SEAL SOCIETY OF CA. INC						
1035 PO-170887	02/22/2017	JAN17	1 01-6500-0-5800-102-5750-1180-002-000 NN P			180.00	180.00
			TOTAL PAYMENT AMOUNT	180.00 *			180.00
011132/00	FEDEX						
279 PO-170245	02/22/2017	1119-5563-8	1 01-8150-0-5920-106-0000-8110-007-000 NN P			22.50	22.50
			TOTAL PAYMENT AMOUNT	22.50 *			22.50
018192/00	GREEN, KERI						
2004 PO-171685	02/23/2017	REIMB FRAMES	1 01-0000-0-4300-472-0000-2700-014-000 NN F			157.12	157.12
			TOTAL PAYMENT AMOUNT	157.12 *			157.12
018990/00	INTERSTATE BATTERIES						
78 PO-170076	02/23/2017	10095039	1 01-0000-0-4300-112-0000-3600-007-000 NN P			265.91	265.91
			TOTAL PAYMENT AMOUNT	265.91 *			265.91
020090/00	JORDAN, MICHAEL						
1987 PO-171675	02/22/2017	REIMB AWARDS	1 01-0000-0-5200-472-0000-2700-014-000 NN F			32.00	32.00
			TOTAL PAYMENT AMOUNT	32.00 *			32.00
010355/00	KAISER FOUNDATION HEALTH PLAN						
PV-171065	02/23/2017	MARCH PREMUM	01-0000-0-9552-000-0000-0000-000 NN			154,152.02	154,152.02
			TOTAL PAYMENT AMOUNT	154,152.02 *			154,152.02
019086/00	KATRINA EMERSON						
1980 PO-171660	02/22/2017	#100	1 01-0000-0-5800-475-3200-1000-015-000 NY P			400.00	400.00
			TOTAL PAYMENT AMOUNT	400.00 *			400.00
014389/00	LOMOVA, YELENA						
903 PO-170788	02/22/2017	TRIP 1266,1037,1112,1216	1 01-0000-0-5800-112-0000-3600-007-000 NN F			38.43	41.03
			TOTAL PAYMENT AMOUNT	41.03 *			41.03

81 CENTER UNIFIED SCHOOL DIST.  
02-23-17

ACCOUNTS PAYABLE PRELIST  
BATCH: 0045 02-23-17  
FUND : 01 GENERAL FUND

J623 APY500 H.02.05 02/23/17 PAGE 3  
<< 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				
015368/00	MAGNATAG PRODUCTS							
1732	PO-171483	02/22/2017	506415	1 01-0000-0-4300-472-1110-1000-014-000 NN F			1,099.45	1,036.05
	TOTAL PAYMENT AMOUNT			1,036.05 *				1,036.05
019087/00	MCCARTY, MELADEE							
1664	PO-171429	02/22/2017	JAN 2017	1 01-6500-0-5800-102-5750-1180-002-000 NN P			2,100.00	2,100.00
	TOTAL PAYMENT AMOUNT			2,100.00 *				2,100.00
016078/00	MCGLAUGHLIN, DONNA							
1277	PO-171095	02/22/2017	JAN 2017	1 01-6500-0-5800-102-5750-1180-002-000 NN P			3,015.00	3,015.00
	TOTAL PAYMENT AMOUNT			3,015.00 *				3,015.00
016087/00	MICHAEL'S TRANSPORTATION SERV.							
1993	PO-171677	02/22/2017	95741	1 01-0000-0-5800-112-0000-3600-007-000 NN P			2,430.00	2,430.00
	TOTAL PAYMENT AMOUNT			2,430.00 *				2,430.00
011066/00	MITCHELL 1							
1994	PO-171678	02/22/2017	19580169	1 01-0000-0-5800-112-0000-3600-007-000 NN F			2,700.00	2,700.00
	TOTAL PAYMENT AMOUNT			2,700.00 *				2,700.00
019331/00	MOBYMAX LLC							
1753	PO-171498	02/23/2017	83073	1 01-3010-0-5800-236-1110-1000-009-000 NN F			5,180.00	5,180.00
	TOTAL PAYMENT AMOUNT			5,180.00 *				5,180.00
022290/00	N2Y LLC							
1843	PO-171585	02/22/2017	S357149	1 01-0000-0-5800-102-1110-1000-002-995 YN F			10,991.41	10,549.68
	TOTAL PAYMENT AMOUNT			10,549.68 *				10,549.68
	TOTAL USE TAX AMOUNT			817.60				

81 CENTER UNIFIED SCHOOL DIST.  
02-23-17

ACCOUNTS PAYABLE PRELIST  
BATCH: 0045 02-23-17  
FUND : 01 GENERAL FUND

J623 APY500 H.02.05 02/23/17 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				
017315/00	NAPA AUTO PARTS - GENUINE AUTO						
76 PO-170074	02/23/2017	20901850	1 01-0000-0-4300-112-0000-3600-007-000 NN P			430.26	430.26
			TOTAL PAYMENT AMOUNT	430.26 *			430.26
018419/00	NORTHERN CA PREPARATORY SCHOOL						
1999 PO-171681	02/23/2017	NCPS3133	1 01-6500-0-5800-102-5750-1180-002-000 NN P			2,653.02	2,653.02
			TOTAL PAYMENT AMOUNT	2,653.02 *			2,653.02
017576/00	OFFICE DEPOT						
1640 PO-171584	02/23/2017	900680526001	2 01-0000-0-4300-240-0000-2700-011-000 NN F			20.51	20.51
1640 PO-171584	02/23/2017	900680526001	1 01-0000-0-4300-240-1110-1000-011-000 NN F			50.08	85.09
			TOTAL PAYMENT AMOUNT	105.60 *			105.60
011822/00	OLARIU, STEFAN						
1554 PO-171335	02/22/2017	TRIP1112	1 01-0000-0-5800-112-0000-3600-007-000 NN P			15.00	15.00
			TOTAL PAYMENT AMOUNT	15.00 *			15.00
010131/00	PC PARTS PLUS						
1839 PO-171556	02/17/2017	4372	1 01-0000-0-4300-371-1110-1000-012-000 NN F			59.25	54.99
			TOTAL PAYMENT AMOUNT	54.99 *			54.99
014544/00	PLACER COUNTY CLERK						
2015 PO-171686	02/23/2017	2016-1147	1 01-0000-0-5850-120-0000-7110-000-000 N F			250.00	250.00
			TOTAL PAYMENT AMOUNT	250.00 *			250.00
011345/00	PLACER LEARNING CENTER						
1715 PO-171465	02/22/2017	JAN 2017	1 01-6500-0-5800-102-5750-1180-002-000 NN P			21,344.82	21,344.82
			TOTAL PAYMENT AMOUNT	21,344.82 *			21,344.82

81 CENTER UNIFIED SCHOOL DIST.  
02-23-17

ACCOUNTS PAYABLE PRELIST  
BATCH: 0045 02-23-17  
FUND : 01 GENERAL FUND

J623 APY500 H.02.05 02/23/17 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		
014974/00	PLUMMER, RENEE'							
1986 PO-171674	02/22/2017	701		1	01-0000-0-5800-112-0000-3600-007-000	NN P	2,850.00	2,850.00
				TOTAL PAYMENT AMOUNT				2,850.00
014023/00	PRO-ED							
1775 PO-171540	02/22/2017	2618160		1	01-5640-0-4300-601-0000-3150-017-094	YN F	164.73	153.89
				TOTAL PAYMENT AMOUNT				153.89
				TOTAL USE TAX AMOUNT				11.93
021194/00	PRUDENTIAL OVERALL SUPPLY INC							
82 PO-170079	02/23/2017	180270127		1	01-0000-0-5600-112-0000-3600-007-000	NN P	67.87	67.87
				TOTAL PAYMENT AMOUNT				67.87
015628/00	RAMIREZ, SOLEDAD							
1965 PO-171667	02/22/2017	REIMB SUPPLIES		1	01-0000-0-4300-472-1385-1000-014-000	NN F	158.16	158.16
				TOTAL PAYMENT AMOUNT				158.16
010373/00	SCHOOLS INSURANCE AUTHORITY							
568 PO-170489	02/17/2017	2017ust-kam.17		1	01-0000-0-5800-112-0000-3600-007-000	NN P	150.00	150.00
				TOTAL PAYMENT AMOUNT				150.00
010376/00	SLAKEY BROS. INC.							
32 PO-170031	02/22/2017	80415596-80415943		1	01-8150-0-4300-106-0000-8110-007-000	NN P	419.41	419.41
				TOTAL PAYMENT AMOUNT				419.41
020371/00	SUMNER, SHERYL							
1650 PO-171403	02/23/2017	JAN-FEB		1	01-0000-0-5210-103-1110-1004-003-000	NN P	20.33	20.33
				TOTAL PAYMENT AMOUNT				20.33

81 CENTER UNIFIED SCHOOL DIST.  
02-23-17

ACCOUNTS PAYABLE PRELIST  
BATCH: 0045 02-23-17  
FUND : 01 GENERAL FUND

J623 APY500 H.02.05 02/23/17 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				
018066/00	SUPER DUPER INC.							
1876 PO-171592	02/22/2017	2228964A		1 01-5640-0-4300-601-0000-3150-017-094 NN F			137.24	112.45
TOTAL PAYMENT AMOUNT								112.45
016625/00	SUPERIOR SHOWBOARD							
1798 PO-171530	02/22/2017	163105		1 01-0000-0-4300-371-1110-1000-012-000 NN F			326.57	331.05
TOTAL PAYMENT AMOUNT								331.05
018926/00	UC REGENTS							
1195 PO-171022	02/22/2017	D012		1 01-6264-0-5200-101-0000-2700-002-000 NN F			390.00	390.00
TOTAL PAYMENT AMOUNT								390.00
022221/00	WESTERN HEALTH ADVANTAGE							
PV-171066	02/22/2017	MARCH PREMIUM		01-0000-0-9552-000-0000-0000-000-000 NN				111,774.42
TOTAL PAYMENT AMOUNT								111,774.42
022348/00	WILSON, SHERRY							
1166 PO-170997	02/22/2017	trip 1112		1 01-0000-0-5800-112-0000-3600-007-000 NN P			15.00	15.00
TOTAL PAYMENT AMOUNT								15.00
TOTAL FUND PAYMENT								350,187.05 **
TOTAL USE TAX AMOUNT								872.15

81 CENTER UNIFIED SCHOOL DIST.  
02-23-17

ACCOUNTS PAYABLE PRELIST  
BATCH: 0045 02-23-17  
FUND : 11 ADULT EDUCATION FUND

J623 APY500 H.02.05 02/23/17 PAGE 7  
<< 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
-----								
015800/00		DISCOUNT SCHOOL SUPPLY						
1866 PO-171589	02/22/2017	D23807710101		1	11-3913-0-4300-601-4130-1000-017-000	NN F	73.59	73.59
1866 PO-171589	02/22/2017	D23807710101		2	11-6391-0-4300-601-4130-1000-017-000	NN F	1.00	0.70
TOTAL PAYMENT AMOUNT							74.29 *	74.29
TOTAL FUND PAYMENT							74.29 **	74.29

J623 APY500 H.02.05 02/23/17 PAGE 8  
<< Open >>

51

81 CENTER UNIFIED SCHOOL DIST.  
02-23-17

ACCOUNTS PAYABLE PRELIST  
BATCH: 0045 02-23-17  
FUND : 13 CAFETERIA FUND

J623 APY500 H.02.05 02/23/17 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	
-----								
021194/00	PRUDENTIAL OVERALL SUPPLY INC							
101 PO-170111	02/23/2017	180270905	1 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							
89 PO-170103	02/22/2017	131131669	2 13-5310-0-4300-108-0000-3700-007-000 NN P			1,193.94	1,193.94	
89 PO-170103	02/22/2017	131131669	1 13-5310-0-4700-108-0000-3700-007-000 NN P			1,268.09	1,268.09	
			TOTAL PAYMENT AMOUNT	2,462.03 *			2,462.03	
TOTAL FUND			PAYMENT	19,101.04 **			19,101.04	



81 CENTER UNIFIED SCHOOL DIST.  
02-23-17

ACCOUNTS PAYABLE PRELIST  
BATCH: 0045 02-23-17  
FUND : 21 BUILDING FUND

J623 APY500 H.02.05 02/23/17 PAGE 10  
<< 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
019627/00	NACHT & LEWIS ARCHITECTS							
1441 PO-171234	02/22/2017	FINAL		1 21-0000-0-5800-106-9175-8100-007-000 NN F			1,085.00	1,035.00
				TOTAL PAYMENT AMOUNT				1,035.00
				TOTAL FUND PAYMENT				1,035.00
				TOTAL BATCH PAYMENT	370,397.38 ***		0.00	370,397.38
				TOTAL USE TAX AMOUNT	872.15			
				TOTAL DISTRICT PAYMENT	370,397.38 ****		0.00	370,397.38
				TOTAL USE TAX AMOUNT	872.15			
				TOTAL FOR ALL DISTRICTS:	370,397.38 ****		0.00	370,397.38
				TOTAL USE TAX AMOUNT	872.15			

Number of warrants to be printed: 52, not counting voids due to stub overflows.

# *Center Joint Unified School District*

<b>AGENDA REQUEST FOR:</b>	
Dept./Site: Superintendent's Office	Action Item <u>X</u>
To: Board of Trustees	Information Item _____
Date: March 15, 2017	# Attached Pages _____
From: Scott Loehr, Superintendent	
Principal/Administrator Initials: _____	

<p><b>SUBJECT: Election of School and Community College District Representative for the Sacramento County Treasury Oversight Committee</b></p> <p>Mr. Gerardo Castillo of the Sacramento City Unified School District has represented the school and community college districts in this position from 2011 to 2017. Because his term expires on June 30, 2017, a new election must be held. Nominations need to be received by April 14, 2017.</p> <p><b>RECOMMENDATION:</b></p>
---



Internal Services

**Department of Finance**

Ben Lamera,  
Director

Navdeep S. Gill,  
County Executive

David Villanueva,  
Chief Deputy County Executive

**County of Sacramento**

February 28, 2017

To: School and Community College District Pooled Investment Fund Participant Agency Board Chairs

Subject: **ELECTION OF SCHOOL AND COMMUNITY COLLEGE DISTRICT REPRESENTATIVE  
FOR THE SACRAMENTO COUNTY TREASURY OVERSIGHT COMMITTEE**

Dear Chair:

On February 27, 1996, the Board of Supervisors established the Sacramento County Treasury Oversight Committee by Resolution #96-0163, as required by Government Code Section 27131. The code allows the Board of Supervisors, in consultation with the Director of Finance, to establish a committee composed of three to eleven members. The committee established by the Board consists of ten members, one of whom represents school and community college districts with funds in the County Treasury. Mr. Gerardo Castillo of the Sacramento City Unified School District has represented the school and community college districts in this position from 2011 to 2017. Because his term expires on June 30, 2017, a new election must be held.

The following outlines the duties, qualifications, and restrictions for Committee members:

The duties of the Committee are established under the Government Code Sections 27132, et. seq. These duties include review of the Investment Policy of the Pooled Investment Fund, quarterly review of investments, and to cause an annual audit of the portfolio. The Committee may neither direct individual investments nor infringe upon the day-to-day operations of the County Treasury.

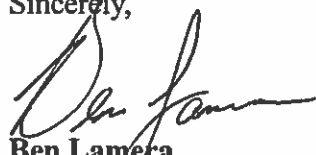
The position requires academic or practical experience in public finance. The term of appointment is normally three years. Appointees must also comply with the following restrictions: 1) a member may not be employed by any entity that has either contributed to a campaign of a candidate for the office of local treasurer or contributed to the campaign of a candidate to be a member of a legislative body of any agency that has money deposited in the County Treasury in the previous three years or during the period that the employee is a member of the Committee; 2) a member may neither directly nor indirectly raise money for a candidate for either local Treasurer or a member of the governing board of any local agency that has money deposited in the County Treasury; 3) a member may neither secure employment with nor be employed by bond underwriters, bond counsel, security brokerages or dealers, or financial services firms, with whom the Treasurer is doing business either as a member of the Committee or for one year after leaving the Committee; and 4) a member must complete and file a Statement of Economic Interests Form 700 assuming office statement and file annually thereafter.

Attached is the Treasury Oversight Committee Fact Sheet. We request that your District's governing board provide us with a nomination by April 14, 2017. Individuals nominated must meet the criteria on the Fact Sheet and be a current member or employee of the District. Please include a resume and one-paragraph candidate statement for the nominee. On April 21, 2017, a ballot will be mailed to you listing the nominations. Ballots

must be returned to us no later than June 5, 2017, at 5 p.m. We will then tabulate the ballots and notify you by mail on June 12, 2017, of the election results. A run-off election will be held if the vote is tied. We expect the newly elected School and Community College District Representative to the Treasury Oversight Committee to be ratified by the Board of Supervisors in July 2017. We look forward to working with the representative elected to fill this position.

If you have any questions, please call Bernard Santo Domingo, Chief Investment Officer at (916) 874-7320.

Sincerely,



**Ben Lamera**  
Director of Finance

Attachment

cc: Bernard Santo Domingo

# TREASURY OVERSIGHT COMMITTEE FACT SHEET

## CONTACT PERSON

Bernard Santo Domingo, Chief Investment Officer, (916) 874-7320

## DUTIES

The County Board of Supervisors created the Treasury Oversight Committee (the "Committee") on February 27, 1996 in accordance with Government Code Section 27131. The Committee is responsible for reviewing the quarterly Pooled Investment Fund reports, monitoring and reviewing the County Treasurer's annual Investment Policy, and causing an annual audit of the Pooled Investment Fund portfolio. The Committee is advisory and does not direct individual investment decisions, select investment advisors, brokers, or dealers, or impinge on the day-to-day operations of the county treasury.

## MEMBERSHIP

County Director of Finance  
Board of Supervisors Representative  
Superintendent of Schools Representative  
School & Community College Districts Representative  
Special Districts Representative  
Public Members: 5 Members

## TERM

Term of Office  
Term of Office  
Term of Office  
Three-year elected term, may be reelected  
Three-year elected term, may be reelected  
Three-year appointment, may be reappointed

## QUALIFICATIONS

A majority of public members must have expertise or an academic background in public finance. The other public members shall be economically diverse and bipartisan in political registration. All other members must have expertise or academic background in public finance. Members must file a Statement of Economic Interests Form 700 within 30 days of assuming office and file annually thereafter.

## RESTRICTIONS

- 1) A member may not be employed by any entity that has, in the previous three years or during the period that the employee is a member of the Committee, contributed to the campaign of a candidate for either the office of local treasurer or the legislative body of any agency that has deposited funds in the County Treasury.
- 2) A member may not, directly or indirectly, raise money for a candidate for either local treasurer or a member of the governing board of any local agency that has deposited funds in the County Treasury.
- 3) A member may not secure employment with or be employed by bond underwriters, bond counsel, security brokerages or dealers, or financial services firms with whom the Treasurer is doing business either as a member of the Committee or for one year after leaving the Committee.

## MEETINGS

The meetings are scheduled for the third Friday of the second month following the end of each quarter. Meetings are held at the County of Sacramento Administration Building, 700 H Street, Hearing Room One, Sacramento, CA 95814.

*Center Joint Unified School District*

## AGENDA REQUEST FOR:

Dept./Site: Superintendent's Office

Action Item \_\_\_\_\_

To: Board of Trustees

Information Item   X  

Date: March 15, 2017

# Attached Pages \_\_\_\_\_

From: Scott A. Loehr, Superintendent

Principal/Administrator Initials: \_\_\_\_\_

**SUBJECT: Bond Oversight**

To support the work of our district's Bond Oversight Committee, district staff is seeking input and direction from the Board on sending committee members to training.

**RECOMMENDATION: Discussion item**

Event Details

**CaLBOC – 6th Annual Statewide Conference  
April 25, 2017, Tuesday**

Theme:

**"Bond Oversight Basics"**

**DRAFT AGENDA**

**Handout Materials Provided to Attendees**

**9:30-10:00 am**

Registration. Refreshments available

**10:00-10:15 am**

Welcome & Introductions: Michael Turnipseed, CaLBOC President

**10:15-11:00 am**

Legal Roles and Responsibility of Bond Oversight Committees

**11:00-11:45 am**

Committee Operations, Website, Robert's Rules of Order, Best Practices, Resources

**11:45-12:15 pm**

LUNCH: Catered by Plates Catering, an outreach effort of the St. John's Shelter for Homeless Women and Children

**12:15-1:00 pm**

KEYNOTE SPEAKER: Carole D'Elia, Executive Director, Little Hoover Commission.

Improving Local Bond Oversight and Transparency, Little Hoover Commission Report, February 2017

"Borrowed Money: Opportunities for Stronger Bond Oversight"

<http://www.lhc.ca.gov/studies/236/report236.html>

**1:00-1:15 pm**

Presentation: The Anton Jungherr Award

**1:15-2:00 pm**

Case Study In Recent Bond Oversight

**2:00-2:45 pm**

Preparing for Your Bond Measure

**2:45-3:00 pm**

CLOSING REMARKS: Michael Turnipseed, CaLBOC President

***\$50 per person, includes lunch & refreshments***

***www.CaLBOC.org***

***We would like to thank our generous conference supporters***

**California Chamber of Commerce**

**Kern Tax**

**The members of the Kern County Taxpayers Association**

Have questions about 6th Annual Statewide CaLBOC Conference "Bond Oversight Basics"? Contact California

League of Bond Oversight Committees (CaLBOC)



State of California

## LITTLE HOOVER COMMISSION

FOR IMMEDIATE RELEASE

February 14, 2017

Pedro Nava  
*Chairman*

Jack Flanagan  
*Vice Chairman*

Scott Barnett

David Beier

Anthony Cannella  
*Senator*

Chad Mayes  
*Assemblymember*

Don Perata

Sebastian Ridley-Thomas  
*Assemblymember*

Richard Roth  
*Senator*

Jonathan Shapiro

Janna Sidley

Helen Torres

Sean Varner

Carole D'Elia  
*Executive Director*

**For Additional Information Contact:**

**Carole D'Elia, Executive Director**

**(916) 445-2125**

### **Commission Issues Urgent Call to Strengthen Oversight of Billions of Dollars in State and Local Bonds**

The Little Hoover Commission, in a report sent Tuesday to Governor Brown and the Legislature, called for more consistent oversight and greater transparency for public spending financed by state and local bonds.

"Californians have been exceptionally generous in their willingness to incur long-term debt, borrowing more than \$1.5 trillion over the past three decades to pay for schools, roads and other public works projects," said Commission Chair Pedro Nava. "But as debt piles up on the public credit card, it consumes a growing slice of the budget pie. When times get tough and budgets get cut, paying back borrowed money is never going to be on the chopping block," he added. "That's why it is so important that we spend bond proceeds carefully and as voters intended."

*Borrowed Money: Opportunities for Stronger Bond Oversight* provides an update to a June 2009 Commission report, *Bond Spending: Expanding and Enhancing Oversight*. The 2017 update acknowledges progress to better account for statewide bond spending but found inconsistencies across state programs. The report applauds one state website that shows how and where bond proceeds from the 2014 water bond are being spent, but noted that information on the high-speed rail bond is difficult, if not impossible to find. The report cites shortcomings in accountability for a 2006 school construction bond and agrees with Governor Brown's call for improved oversight of the 2016 school facility bond in his January 2017 budget proposal.

The Commission suggests he and the Legislature go further and develop a framework for oversight for all statewide bonds and also require information on all statewide bond spending be readily available online in a format that is easily understandable. The Commission also sees promise in a 2016 law (SB 1029) that expands the authority of a committee under the State Treasurer to collect information on state and local debt, which will add more data to the Treasurer's *Debt Watch* website.

California voters have been equally supportive of local bonds, with approximately \$28 billion in local bond measures enacted in 2016 alone, nearly all under the reduced voter threshold allowed by a ballot measure enacted in 2000. State law requires schools districts using the reduced voter threshold to create Citizens Bond Oversight Committees to keep a watchful eye on spending. With 210 local school bond measures enacted last year, some 1,400 Californians will join thousands more already serving on these committees. In its report, the Commission found that these committee, while well intentioned, often do not live up to the promise of improved oversight. The report lays out specific changes to bolster their effectiveness, including improved training and greater clarity on their authority.

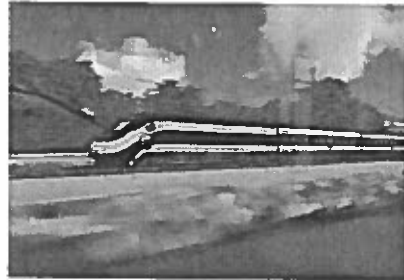
The Little Hoover Commission is a bipartisan and independent state agency charged with recommending ways to improve the efficiency and effectiveness of state programs. The Commission's recommendations are submitted to the Governor and the Legislature for their consideration and action. For a copy of the report or documents from the Commission's September 2016 public hearing, visit the Commission's website: [www.lhc.ca.gov](http://www.lhc.ca.gov).



# ***BORROWED MONEY: OPPORTUNITIES FOR STRONGER BOND OVERSIGHT***

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REPORT #236, FEBRUARY 2017



A LITTLE HOOVER COMMISSION LETTER REPORT  
TO THE GOVERNOR AND LEGISLATURE OF CALIFORNIA

## To Promote Economy and Efficiency

### Little Hoover Commission

Pedro Nava  
*Chairman*

Jack Flanigan  
*Vice Chairman*

Scott Barnett

David Beier

Anthony Cannella  
*Senator*

Chad Mayes  
*Assemblymember*

Don Perata

Sebastian Ridley-Thomas  
*Assemblymember*

Richard Roth  
*Senator*

Jonathan Shapiro

Janna Sidley

Helen Torres

Sean Varner

### Commission Staff

Carole D'Elia  
*Executive Director*

Jim Wasserman  
*Deputy Executive Director*

Ciana Gallardo  
*Research Analyst*

The Little Hoover Commission, formally known as the Milton Marks "Little Hoover" Commission on California State Government Organization and Economy, is an independent state oversight agency.

By statute, the Commission is a bipartisan board composed of five public members appointed by the governor, four public members appointed by the Legislature, two senators and two assemblymembers.

In creating the Commission in 1962, the Legislature declared its purpose:

*...to secure assistance for the Governor and itself in promoting economy, efficiency and improved services in the transaction of the public business in the various departments, agencies and instrumentalities of the executive branch of the state government, and in making the operation of all state departments, agencies and instrumentalities, and all expenditures of public funds, more directly responsive to the wishes of the people as expressed by their elected representatives...*

The Commission fulfills this charge by listening to the public, consulting with the experts and conferring with the wise. In the course of its investigations, the Commission typically empanels advisory committees, conducts public hearings and visits government operations in action.

Its conclusions are submitted to the Governor and the Legislature for their consideration. Recommendations often take the form of legislation, which the Commission supports through the legislative process.

### Contacting the Commission

All correspondence should be addressed to the Commission Office:

Little Hoover Commission  
925 L Street, Suite 805  
Sacramento, CA 95814  
(916) 445-2125  
[littlehoover@lhc.ca.gov](mailto:littlehoover@lhc.ca.gov)

This report is available from the Commission's website at [www.lhc.ca.gov](http://www.lhc.ca.gov).

## LETTER FROM THE CHAIR

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February 14, 2017



The Honorable Kevin de León  
President pro Tempore of the Senate  
and members of the Senate

The Honorable Jean Fuller  
Senate Minority Leader

The Honorable Anthony Rendon  
Speaker of the Assembly  
and members of the Assembly

The Honorable Chad Mayes  
Assembly Minority Leader

Dear Governor and Members of the Legislature:

Taking on long-term debt is a very serious and important government decision. Paying down bond debt makes a long-term claim on every annual budget and limits all other spending for decades to come. Because of this, bond measures typically require a vote of the people. Bonds are most frequently used to finance large projects such roads, schools, dams and other infrastructure that is expected to last for generations and would be difficult to pay for all at once.

California voters have been exceedingly supportive of bond measures. In the past decade, voters have approved more than \$70 billion in statewide bond financing. They have been equally supportive of local bonds, with some \$138 billion in local school facilities bonds enacted since voters reduced the threshold for approving these measures in 2000.

Spreading the costs of major infrastructure projects across generations makes sense. But as Californians have put more and more on the tab, a day of reckoning will arrive. When the next recession hits and revenues fall, the payment on the debt remains. Now is a critical time to assess and reevaluate whether current oversight mechanisms are enough to ensure both state and local bond proceeds are spent as efficiently as possible and as voters intended.

Governor Brown, in his 2017-18 proposed budget, highlighted the need for improved oversight on the nearly \$10 billion statewide school construction bond enacted by voters in 2016. The Commission agrees with and applauds the Governor. But oversight should not be implemented bond by bond. The Commission urges the Governor and the Legislature to develop a strategy for oversight of all statewide bond measures that links bond expenditures with results and makes this information easily available to the public.

This brief updates and builds on recommendations the Commission made in a 2009 report, *Bond Spending: Expanding and Enhancing Oversight*. At a September 2016 hearing as part of this update, the Commission found progress in statewide bond oversight and promise in legislation enacted in 2016. SB 1029 (Hertzberg) gave the California Debt Limit Allocation Committee within the State Treasurer's Office the authority to annually track the use of bond proceeds from both state and local debt-issuing agencies. Policymakers should ensure adequate resources are provided to implement this legislation. It holds the potential for making

all state and local bond information available on one statewide Web platform in a format that is easy for researchers, policymakers, the media and the public to understand.

With the table set by the Governor for legislative discussion on statewide bond oversight, the Commission also urges policymakers to assess and improve local bond oversight. A record \$28 billion in local school facility bonding capacity was approved by voters in 2016 alone.

In this update, the Commission learned that the vast majority of borrowing is done by local governments, particularly local school and community college districts. Local government officials often lack the sophistication or experience issuing and managing bonds. The Commission was told this is unnecessarily costing Californians hundreds of millions of dollars.

When poor financing choices are made or when money is spent inefficiently, or on projects not listed in a bond measure, it hurts taxpayers and limits other local spending. Even worse, it very often robs California school children of the benefits of clean and modern learning environments that voters have indicated are a top priority. Better training on bond issuances and prudent debt ratios, truth in borrowing statements and more involvement of county treasurers could help prevent poor municipal financing decisions.

The Commission also recommends that policymakers update and overhaul statutory code enacted in 2000 that created Citizens' Bond Oversight Committees for local school facility construction bonds. The law was written to give these committees active oversight, yet by and large, this is not happening. Some 200 new local bond oversight committees will be formed in the next year with 1,400 Californians volunteering their time to participate on these committees. Policymakers should make sure their time is used as efficiently and effectively as possible so that these important local oversight committees can live up to their promise. This briefing includes a list of specific changes, including improved training for committee members and enhanced performance audits that assess the effectiveness and results of the bond program, as well as other opportunities for improvement.

With significant new bond capacity added in 2016, the time to act is now and the Commission stands ready to assist.



**Pedro Nava**  
Chair, Little Hoover Commission

## CONTENTS

### 5 BOND SPENDING: EXPANDING AND ENHANCING OVERSIGHT - AN UPDATE

Why It Matters .....	5
Commission's 2009 Report .....	6

### 7 STATEWIDE BONDS

Administrative Improvements in Bond Oversight .....	8
An Important Step Forward to Improve Transparency .....	11
Legislation Improves Clarity for Voters .....	11
2017 Recommendations for Statewide Bond Oversight .....	12
<p>Recommendation 1: The Governor and the Legislature should adopt a consistent system to improve transparency and oversight of all statewide bonds, particularly the 2008 high-speed rail and the 2016 school facility construction bonds, which currently lack such requirements, as well as all future statewide bond measures.</p>	
<p>Recommendation 2: The Governor and Legislature should ensure adequate resources are available for the California Debt Limit Allocation Committee's implementation of SB 1029.</p>	

### 13 LOCAL BONDS

Playing With Financial Matches .....	14
Limited Progress Improving Local Bond Oversight .....	15
Independent Training is Key .....	18
Performance Audits Tailored to Results .....	18
Other Opportunities for Improving Local Oversight .....	19
2017 Recommendations for Local Bond Oversight .....	20
<p>Recommendation 3: The California Debt and Investment Advisory Committee is encouraged to expedite the development of training materials for locally-elected officials on bond issuance.</p>	
<p>Recommendation 4: Policymakers should enact legislation requiring a truth in bonding statement be provided for review by elected officials prior to authorizing a bond issuance.</p>	
<p>Recommendation 5: Policymakers should enact legislation requiring the county treasurer to review and comment on bond issuance proposals prior to authorization. The county treasurer also should advise policymakers on maintaining a prudent debt ratio.</p>	

**CONTENTS**

Recommendation 6: Develop easy-to-access online training materials for members of Citizens’ Bond Oversight Committees.

Recommendation 7: The Governor and Legislature should update and overhaul the education code related to the Strict Accountability in Local School Construction Bonds Act of 2000.

Recommendation 8: Impose sanctions for school and community college districts that fail to adhere to constitutional and statutory requirements of Proposition 39, including preventing the district from adopting future bond measures under the reduced voter threshold.

**21 APPENDICES**

Appendix A: Public Hearing Witnesses .....	21
Appendix B: Cover Photo Credits .....	22

**23 NOTES**

## BOND SPENDING: EXPANDING AND ENHANCING OVERSIGHT - AN UPDATE

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Californians have been exceptionally generous in their willingness to incur long-term debt to pay for infrastructure. Since 2006, Californians have enacted nine statewide bond measures authorizing more than \$70 billion in financing. The proceeds from these bonds have paid for school facilities, transportation infrastructure, including high-speed rail, housing, natural resource projects and other public works projects. Californians have been equally generous with their support of local debt financing. In 2016 alone, Californians gave local K-12 school and community college districts the authority to issue \$28 billion in bonds and authorized 10 other local governments to issue \$7.2 billion for various public works projects.<sup>1</sup>

“California and its local governments have borrowed more than \$1.5 trillion from Wall Street over the past three decades to build roads, schools, and other critical public works,” according to written testimony submitted to the Commission by the State Treasurer’s Office. Californians repay statewide bonds with money from the state General Fund. In 2016, California spent approximately \$7.7 billion or approximately 6.5 percent of its total budget on debt service for general obligation bonds.<sup>2</sup> To finance local bond measures, Californians agree to increase their property taxes.

The Little Hoover Commission first raised concerns regarding state and local oversight of bond measures – specifically the mechanisms or lack thereof, that are in place to monitor spending and ensure that the proceeds from bond measures are spent as the voters intended – in a 2009 report, *Bond Spending: Expanding and Enhancing Oversight*. The impetus for the Commission’s 2009 review was a \$43 billion statewide infrastructure bond package enacted by voters in 2006, by far the largest bond package ever enacted at one time in California. Due to its sheer size, the Commission was concerned that the bond package be spent as efficiently and effectively as possible and as voters intended.

Californians were faced with the choice to authorize another \$43 billion in bond spending on the November 2016 ballot – nearly \$10 billion for a statewide school facility construction bond measure and \$33 billion proposed through 196 local bond measures.<sup>3</sup> With the specter of this additional state and local debt looming on the horizon, the Commission held a hearing in September 2016 to get an update on implementation of its 2009 recommendations – to improve transparency and oversight of bond spending – and to assess what more might be necessary to ensure voters are actually getting what was promised in bond measures.

### Why It Matters

The decision to take on debt warrants serious consideration whether it is a family considering a car or home purchase or state or local government building schools, roads or other infrastructure. “The responsibility of issuing and managing debt cannot be taken lightly,” municipal finance expert Jay Goldstone told the Commission in written testimony.<sup>4</sup> It is a long-term commitment to repay debt. Repaying bond debt goes to the front of the line when decisions are made each year on how governments will spend taxpayer dollars. “These are obligations that require repayment and a commitment to a bond means that there will be, in some instances, dollars not available for other things in communities,” Tim Schaefer, deputy treasurer for public finance in the State Treasurer’s Office, told the Commission at its September 2016 hearing. “That’s why bond oversight is so critical,” he added.

When voters enact statewide bond measures – whether they know it or not – they are setting a budget priority for decades to come, for themselves, their children and even their grandchildren. Projects and programs funded through statewide general obligation bond measures take priority over nearly all other budget areas. General obligation bonds are guaranteed by the California Constitution, and as a result, repayment of the bonds

takes priority over virtually all other state government expenses beyond education, which has locked-in funding through Proposition 98. When voters enact a general obligation bond, they are indicating a willingness to tax either themselves to repay the bond debt or reduce spending in other areas.

It is generally agreed that general obligation bonds are a useful government financing tool for major infrastructure projects. Bonds are not necessarily good or bad. They are one financing tool in the government toolbox. Just as it makes sense for most people who could not otherwise afford to purchase a house without a 30-year mortgage, it makes sense for government to finance bridges, highways, schools, dams, parks and other major infrastructure over 30 or 40 years. Government infrastructure projects provide benefits to multiple generations so it is appropriate that the costs of the projects are spread across multiple generations of taxpayers.

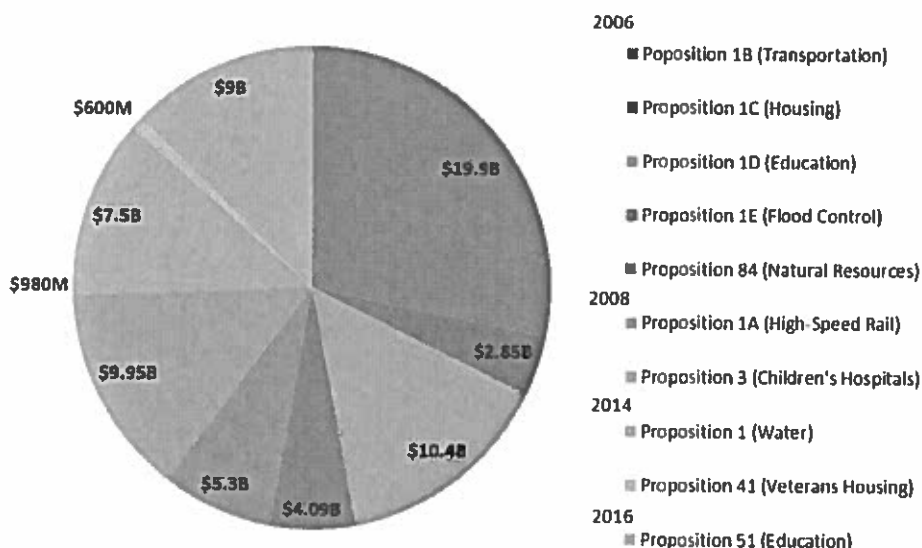
Californians' willingness to finance projects by accumulating debt, however, has grown considerably in the past decade. Repayment of bond debt – or debt service – has risen to 6.5 percent of California's total budget in 2016 from less than 1 percent in the 1980s.<sup>5</sup> Since 1974, Californians have authorized approximately \$145 billion in statewide general obligation bonds. Nearly half of that – approximately \$71 billion from 10 bond measures – was enacted just in the past decade. As a comparison, voters enacted \$74 billion through

44 bond measures from 1974 to 2004.<sup>6</sup> California's debt is higher than a majority of other large-population states. California ranks third highest of the 10 most populous states, behind only Illinois and New York as measured by debt per capita, debt as a percentage of personal income and debt as a percentage of GDP.<sup>7</sup>

## Commission's 2009 Report

The Commission convened the September 2016 hearing to get an update on its recommendations for improved transparency and oversight of state and local bond spending in its 2009 report. The report focused on improving accountability and transparency of statewide bonds, including specific recommendations for improving oversight of natural resource bonds, improving clarity about statewide bonds on voter ballots and bolstering the effectiveness of local Citizens' Bond Oversight Committees. The following pages are split into two discussions – a focus on oversight of statewide bond measures followed by an analysis of local bond measures, an area of even greater concern than when the Commission conducting its first review in 2009. This increased concern is fueled by the sheer size of the growing local debt and the fact that local oversight and transparency, as well as the sophistication required to manage bond issuances and spending, lags behind the experience and improvements in oversight taking place at the state level.

**\$70.57 Billion in Statewide Bonds Added in the Last Decade**





## STATEWIDE BONDS

In its 2009 report, three of the Commission's four recommendations focused on improving oversight and transparency on statewide bond measures. Through administrative efforts, as well as legislation, witnesses at the September 2016 hearing described noticeable improvements in bond oversight, with even greater opportunities on the horizon. Since 2009, expanded auditing and transparency has improved significantly in some, although not all departments responsible for administering programs funded with bond proceeds. As a result, further steps to improve consistency in oversight are warranted. At the September 2016 hearing, the Commission heard specifically about steps the Natural Resources Agency has taken to improve

transparency for bond-funded programs. These steps can provide a model and should be mandatory for all statewide bond measures. Legislation enacted in 2016, SB 1029 (Hertzberg), also discussed at the Commission's September 2016 hearing, holds promise for improved oversight and transparency for both state and local bonds, particularly an opportunity to make much more information available online to the public in an easily understandable and digestible format. Ensuring adequate resources for implementation of this legislation should be a priority. Finally, legislation enacted in 2011 improved clarity for voters on the costs of statewide bonds. The state should consider requiring the same clarity for voters for local bond measures.

### PRIOR RECOMMENDATIONS: STATEWIDE BOND OVERSIGHT AND TRANSPARENCY

In its June 2009 report, *Bond Spending: Expanding and Enhancing Oversight*, the Commission had three recommendations for improving state bond oversight.

***Recommendation 1: The Legislature and state government entities administering bond programs must improve oversight to ensure bond money is spent efficiently and effectively and as voters intended. Specifically:***

- Both houses of the Legislature should establish a bond oversight committee to review performance and financial audits of bond-funded programs and the annual reports statutorily required of bond-administering agencies.
- The Legislature should require independent audits, conducted by a private accounting firm or entity independent from the executive branch – such as the State Controller's Office or the Bureau of State Audits – that are systematic and transparent. The audit should cover the performance of the bond project, as well as the dollar amount spent. The independent audit should include: the cost to the state, the level of overall bond indebtedness, and additional overhead, as well as hard costs. This should be funded from the portion of the bonds available for administrative purposes.
- Additionally, the governor should charge the Office of the State Chief Information Officer with streamlining and managing the bond accountability website and developing mandatory uniform standards for tracking bond expenditures and the outcomes of those expenditures. These uniform standards must include common definitions for allocations and fund commitment so the public can easily understand what bond money has been spent and what is still available.

**Recommendation 2: The state should reconstitute the California Water Commission as the California Natural Resources Commission and charge it with prioritizing and overseeing bond-funded programs currently managed within the California Natural Resources Agency.** Specifically, using a public process, the California Natural Resources Commission should:

- Develop an overarching plan for funding state natural resources programs.
- Address cross-cutting issues within the bond-funded programs to ensure all government entities work in concert and not at cross purposes.
- Allocate bond money authorized for natural resource projects and programs.

**Recommendation 3: To improve transparency and clarity for voters, the state must establish fundamental criteria for ballot measures and these criteria should be evaluated and included as a simple and easy-to-understand report card in the voter guide for all bond measures placed on the ballot.**

### **Administrative Improvements in Bond Oversight**

Administrative steps to improve bond oversight had already begun as the Commission began its 2009 study process. After voters enacted the \$43 billion bond package in 2006, Governor Arnold Schwarzenegger issued an executive order to implement a multi-phase accountability framework and provide expanded transparency by creating a new website to track bond expenditures: [www.bondaccountability.ca.gov](http://www.bondaccountability.ca.gov).

Governor Schwarzenegger's plan to ensure accountability included three parts:

- **Before spending the money** – Developing a strategic plan and performance standards for projects on the front end.
- **During project implementation** – In-progress accountability documenting ongoing actions needed to ensure that infrastructure projects or other bond-funded activities stayed within the cost and scope.
- **After the project is finished** – Follow-up accountability in the form of audits to determine whether expenditures were in line with goals laid out in the strategic plan.

The State Auditor found in a February 2009 report that most of the bond-administering departments had established the three-part accountability framework,

although at that point in time few, if any, projects were finished. The follow-up accountability was planned but had not actually occurred.<sup>8</sup>

The Commission commended the implementation of the accountability framework and the bond accountability website, but found shortcomings with both. The Commission found a need for more independent oversight with audits conducted by entities outside the Administration. The Commission found the bond accountability website to be cumbersome and difficult to navigate. An economist with significant expertise in government budgets told the Commission regarding the bond accountability website, “I should have a greater ability than the average person to wade through it and I find it difficult to impossible.”<sup>9</sup> The Department of Finance developed the website and served as the portal host, but the data and links are provided by the departments administering the bonds. As a result, the website was and remains as varied as the departments that administer the bonds.

Additionally, the website and the accountability framework focused solely on the 2006 bond package and neither the website nor the accountability framework were expanded to include two bond measures enacted in 2008. The 2008 bond measures provided nearly \$10 billion for high-speed rail and nearly \$1 billion for specified childrens' hospitals. The childrens' hospital bond was very prescriptive regarding which hospitals would receive funding and how much. Spending from the

high-speed rail bond, on the other hand, is less clear and is not readily available on the High-Speed Rail Authority website or on the bond accountability website.

Two additional bond measures were enacted in 2014, a \$600 million veterans housing bond (which redirected money from a 2008 bond measure that funded home loans for veterans) and Proposition 1, the state's \$7.5 billion water bond. The water bond included requirements for increased accountability and the Natural Resources Agency developed detailed information on it, as well as prior resource bonds on its own bond accountability website, <http://bondaccountability.resources.ca.gov/PropBondMenu.aspx>. There also is an active link to these Web pages on the Department of Finance bond accountability website.

The Department of Finance bond accountability website also includes a link to all the audits it has conducted on various bonds. However, there are no links to audits conducted on the bond measures by other entities. For example, the California State Auditor conducted several audits on nearly \$5 billion in housing bonds enacted by voters in 2002 and 2006. But there is no link to these audits on the bond accountability website. And the link to the 2006 housing bond program, Proposition 1C, on the bond accountability website, goes nowhere.

Although the Schwarzenegger three-part accountability plan provided a model for the five bonds enacted in 2006, there since has been no consistency in how the state monitors its bond spending or makes information on bond-funded programs available electronically to the public. For the five bonds that fell under the requirements of the Schwarzenegger executive order, bond program administrators have not all complied with the executive order or, in the case of Proposition 1D, the school facility construction bond, statutory requirements for audits.

In an August 2016 update to a 2011 audit of the 2006 school facility construction bond, the Department of Finance found the Office of Public School Construction (OPSC), which administers public school construction bonds awarded by the State Allocation Board, had not conducted required audits. According to the report, "Statutorily required expenditure audits have not been performed since the passage of Proposition 1D in 2006. As of September 2015, 1,533 projects

representing over \$3 billion in Proposition 1D funds have been closed without an expenditure audit to determine program compliance, expenditure eligibility or total project savings. Although OPSC has performed 102 comprehensive project desk reviews, their efforts to conduct on-site expenditure audits have been unsuccessful."<sup>10</sup>

In its response to the audit, the Office of Public School Construction in August 2016 indicated if Proposition 51, the nearly \$10 billion bond on the November 2016 ballot, got enacted it would "explore various methods for auditing/reviewing the proper use of bond funds based on the resources available for this activity. In the past, OPSC has been unsuccessful at contracting with Finance or the State Controller's Office for on-site expenditure audits."<sup>11</sup>

This response is hardly reassuring from an entity that now will have another nearly \$10 billion in bond proceeds to distribute since voters statewide approved Proposition 51, the 2016 school facility construction measures, by a 55.2 percent to 44.8 percent vote.<sup>12</sup>

Governor Edmund G. Brown, Jr., noted the shortcomings in oversight of the School Facilities Program found in the 2016 Department of Finance report in his proposed 2017-18 budget and stated that the Administration would support expenditures of Proposition 51 funds once appropriate oversight mechanisms are in place. As stated in the 2017-18 Governor's Budget Summary, "the Administration will work with the State Allocation Board and the Office of Public School Construction to revise policies and regulations to implement front-end agreements that define basic terms, conditions, and accountability measures for participants that request funding through the School Facilities Program. To compliment this front-end accountability, the Administration will introduce legislation requiring facility bond expenditures to be included in the annual K-12 Audit Guide. Independent auditors will verify that local education agencies participating in the School Facilities Program have appropriately expended state resources."<sup>13</sup>

Although the Commission would caution against a one-size-fits-all approach to oversight and accountability of statewide bonds, given that the bond programs are as varied as the departments that administer the programs, it is clear the state should set some general rules and

guidelines for front-end accountability as well as ongoing auditing of bond expenditures. Audits should include a breakdown of administrative costs, project oversight costs, expected versus actual costs, change orders and other data that would provide a complete picture of how bond money is being spent. It is clear from some bond program audits that some, if not a majority, of departments have set these expectations for grant

recipient reporting. In addition to setting the reporting requirements, departments must also follow through with collecting and reviewing grantee reports.

Additionally, the Legislature should hold departments accountable by requiring regular and public reporting on expenditures and through legislative budget and oversight hearings. In its 2009 report, the Commission

### **NATURAL RESOURCES BONDS – IMPROVEMENTS IN OVERSIGHT**

In its 2009 report, the Commission specifically called for greater oversight and transparency for natural resource bonds. All of the other infrastructure bonds enacted in 2006 typically had one or two entities administering bond proceeds, which theoretically should make them easier to track. At a minimum, the administering departments are more easily identifiable and can be held accountable for bond programs, policies and expenditures. In contrast, 11 resources bonds are administered by 23 departments within the Natural Resources Agency. These fund some 66 programs and approximately 16,000 projects, making it much more difficult to track spending. At the time of the Commission's 2009 review, little, if any, information on resource bond expenditures was available on the bond accountability website.

Beyond the sheer volume, the Commission in its 2009 review was told the resources bonds were often “money in search of a mission.” Because they were spread across so many departments, policies sometimes worked at cross purposes. The Commission also learned that portions of resources bonds were used for studies or plans to determine ecosystem restoration, flood control or water supply needs rather than actually building infrastructure. In response, the Commission in 2009 recommended reconstituting what at the time was the defunct California Water Commission, renaming it and tasking it with oversight of natural resource bond funds.

Proposition 1, the water bond enacted by voters in 2014, included a requirement that each state agency receiving an appropriation of funding be responsible for establishing metrics of success and report the status of projects and all uses of money website. The California Water Commission was reconstituted, but its role in administering the water bond is limited to the water storage portion of the bond measure.

At its September 2016 hearing, the Commission learned that California's Natural Resource Agency has taken significant steps toward improving oversight of bond expenditures. According to testimony provided by Bryan Cash, deputy assistant secretary, bond and grants, California Natural Resources Agency, “With each bond measure, oversight and accountability have improved and transparency of expenditures has greatly increased.”

These improvements were driven in part by changes to funding methods made by the Pooled Money Investment Board in response to the Great Recession. Prior to the recession, loans were available to keep projects moving before state bonds were issued. Now, bonds are sold upfront requiring more reporting. In response, the Natural Resources Agency has upgraded its bond reporting system. This system also was able to seamlessly adapt, according to Mr. Cash, to accommodate reporting requirements for Proposition 1. The Resources Agency now has information available on its bond accountability website on past bond measures, as well as detailed information on Proposition 1 programs and projects. In addition to the new reporting system and website, according to Mr. Cash, the agency also has worked with the Department of Finance to “adjust the audit program for the bonds to include more project audits, to create an audit guide and to develop on-site workshops for departments.”

highlighted the transparency provided by Caltrans, which provided details on bond expenditures on projects by county and by Zip code.

This same level of detail is now available on bond expenditures on natural resource projects also and should be required for all bond expenditures. The Legislature could enact guidelines for oversight of bond expenditures based on these models and the Schwarzenegger accountability framework. Similarly, the Governor could issue an executive order requiring greater accountability. This is particularly important for such bond measures as high-speed rail, which currently has very little information available on expenditures. It is equally important for the 2016 school facility construction bond since the Office of Public School Construction has previously proven unsuccessful at ensuring prior bond proceeds were audited as required. This accountability should be required for all infrastructure bonds going forward. According to testimony from Mr. Schaefer, "California and her public agencies would do well to adopt a system to improve transparency and oversight of borrowed money. Such a system should link proceeds of this borrowed money to results that the public can see. Accountability should be built into the individual plans and policies that use borrowed money."<sup>14</sup>

### ***An Important Step Forward to Improve Transparency***

As stated previously, the Commission's concerns about the lack of consistent, easily understandable information on the state's bond accountability website remains unchanged. The Commission is encouraged, however, by the enactment of 2016 legislation which holds promise for significantly improving transparency on state and local bond proceeds.

SB 1029 (Hertzberg), a measure supported by the Commission, has great potential to improve transparency. This legislation was developed based on the work of the Task Force on Bond Accountability, established by the State Treasurer in 2015 in the wake of news reports of embezzlement of bond funds by a local government official, as well as Senate oversight hearings held in 2015. SB 1029 tasks the California Debt and Investment Advisory Commission (CDIAC) within the State Treasurer's Office with tracking and reporting on all state and local outstanding debt until fully repaid or redeemed. This information will be

made publicly available on the CDIAC website.

Since the early 1980s, CDIAC has had the authority to track and report on all state and local debt authorizations and issuances in California. In 2016, the State Treasurer's Office unveiled DebtWatch (<http://debtwatch.treasurer.ca.gov>), which provides all of this information electronically on the State Treasurer's website. While incredibly helpful, the current publicly available information is static data captured at a point in time. With the enactment of SB 1029, CDIAC now has the authority to track annual reports from debt-issuing agencies on the use of bond proceeds. As a result, the information will become dynamic, allowing the public to better understand how state and local bond proceeds are being used. "So now in addition to its statutory requirement to track and report on all state and local debt authorization and issuance, CDIAC will now take annual reports from California's debt-issuing agencies – both state and local," Mr. Schaefer told the Commission is his testimony. "We believe, strongly, this will create a more fertile environment for accountability to the taxpayer."<sup>15</sup>

State Treasurer John Chiang, in his previous role as State Controller, and in his current role along with his staff has pioneered making mundane, yet highly important data available to researchers, the media and the general public in an easily understandable format. Policymakers should ensure adequate resources are available to fully implement the requirements of SB 1029 so the public can access, use and understand this newly available information on bond expenditures. The Commission sees an opportunity for an expanded State Treasurer's website, which, if developed similarly to the DebtWatch website, could supersede the Department of Finance bond accountability website.

### ***Legislation Improves Clarity for Voters***

The public plays a pivotal role in authorizing the state to borrow money using general obligation bonds. Before any money can be borrowed, a majority of voters must approve the bond measure on a statewide ballot. California has two methods for placing a general obligation bond on the statewide ballot, either through the legislative process, where a proposal is reviewed by various policy committees in public hearings and must

be approved by the Legislature and Governor, or the initiative process, where a measure can be placed on the ballot if enough signatures are gathered to support placing the measure on the ballot.

Unfortunately, when bonds are proposed to voters on the ballot, they are not only lengthy and complicated, but also are not presented within the context of the state's overarching needs for infrastructure investment or the state's overall budget.

Advertisements promoting statewide bond measures further obscure the picture. Ads promote a particular bond measure and sometimes tell voters that the new investment can be made without new taxes. Although technically this is true, the money must come from somewhere – typically existing tax revenues. As stated previously, in enacting bond measures with no source of new revenue, voters are prioritizing funding for the programs identified in the bond measure above all other spending, beyond constitutionally guaranteed education spending.

Throughout its 2009 study process, the Commission discussed opportunities to improve voter awareness. After weighing various options the Commission ultimately recommended adding simple and easy-to-understand language to the voter guide when statewide bond measures are on the ballot.

Legislation enacted in 2011 implementing the Commission's recommendation, AB 732 (Buchanan), added an explanatory table to statewide election ballot pamphlets that include bond measures. Per the legislation, the Legislative Analyst, who already had a role reviewing ballot initiatives, provides details about how much the proposed bond will cost over time and how the state will pay for the bond. This information is included at the top of the proposed bond measure description. For example, the Legislative Analyst's Office in its analysis of Proposition 51, the nearly \$10 billion school construction bond on the November 2016 statewide ballot, estimated the total cost of the bond, with principal and interest, to be \$17.6 billion, and estimated it will require \$500 million annually from the General Fund for 35 years.<sup>16</sup>

## 2017 Recommendations for Statewide Bond Oversight

In this update, the Commission found progress in improving bond oversight, but that progress has not been consistent for all statewide bond measures. The Commission sees an opportunity for improving bond oversight by establishing a consistent framework of accountability for all statewide bonds. It has been nearly eight years since the Commission noted the shortcomings in finding online information on bond expenditures and yet this challenge remains. The Commission looks forward to the implementation of SB 1029, which provides a much needed opportunity to gain greater clarity on state and local bond expenditures.

***Recommendation 1: The Governor and the Legislature should adopt a consistent system to improve transparency and oversight of all statewide bonds, particularly the 2008 high-speed rail and the 2016 school facility construction bonds, which currently lack such requirements, as well as all future statewide bond measures.*** This oversight system should link bond expenditures to results that can be seen and measured by the public in an easy-to-understand online format.

***Recommendation 2: The Governor and Legislature should ensure adequate resources are available for the California Debt Limit Allocation Committee's implementation of SB 1029.***

## LOCAL BONDS

Although the Commission's primary concern and focus in its 2009 review of bond oversight was on statewide bonds, the Commission devoted one chapter and provided recommendations on improving local bond oversight, specifically bolstering the effectiveness of Citizens' Bond Oversight Committees. These committees were established by an act of the state Legislature in 2000, in part to help ensure that Proposition 39, a 2000 initiative enacted by voters to lower the threshold of votes required for local school facilities bonds from two-thirds majority to 55 percent, would pass. Additionally, the local bonds the committees oversee – school facility construction bonds – are very often used in tandem with statewide school facilities bonds. As a result, the

Commission saw a role for the state in ensuring this local oversight was efficient and effective.

In its 2009 report, the Commission found the concept of the local oversight committees appealing because it put hundreds, if not thousands, of eyes and ears on the ground to ensure that school facility bonds were spent efficiently and as described in the text of the bond measures provided to voters. By and large, however, these committees have proven ineffective and some committee members have told the Commission that is at least in part, by design. As one witness at the September 2016 hearing told the Commission, "The watchdog has no bite."<sup>17</sup>

### PRIOR RECOMMENDATIONS: IMPROVE LOCAL SCHOOL BOND OVERSIGHT

In its June 2009 report, *Bond Spending: Expanding and Enhancing Oversight*, the Commission had recommendations for improving local bond oversight.

***Recommendation 4: To improve local oversight of school and community college school facility construction projects passed under the reduced threshold established by Proposition 39, the state should bolster the capabilities of local bond oversight committees. Specifically, the state must:***

- Require mandatory independent training for bond oversight committee members. The State Allocation Board and the California Community Colleges should develop and host a website with easy-to-access training materials and easy-to-understand descriptions of the roles and responsibilities of the local citizens' oversight committee members. The website should include a mandatory online training course.
- Require civic groups to nominate local committee members, allowing veto power for the school or community college district.
- Clearly delineate the role and responsibility of the local oversight committees and define the purpose and objectives of the annual financial and performance audits.
- Encourage county grand juries to review the annual financial and performance audits of expenditures from local school and community college bond measures.
- Impose sanctions for school and community college districts that fail to adhere to constitutional and statutory requirements of Proposition 39, such as preventing the district from adopting future bond measures under the reduced voter threshold.

The Commission's 2009 recommendations for improving local bond oversight were based on testimony from a co-founder of what in 2008 was a fledgling organization, the California League of Bond Oversight Committees (CalBOC), and recommendations from a scathing 2008 State Controller's Office audit of a community college district's expenditures from state and local bond fund proceeds.

During the Commission's update on its 2009 report, it learned that very little progress has been made implementing the Commission's recommendations in this area. Although the Commission's 2009 review of local bond oversight focused on bond expenditures, its 2016 update brought alarming testimony on bond issuances and their sometimes questionable background stories. Written comments to the Commission described the significant and unnecessary costs to taxpayers resulting from decisions by local officials who often unknowingly are heavily influenced by those who stand to gain by these decisions.

As a result, this update on local bond oversight is divided into two sections focusing on local bond measure language and issuances, as well as oversight of local bond expenditures.

### ***Playing With Financial Matches***

Unfortunately, but understandably, many locally-elected government officials who must make multimillion- and multibillion-dollar decisions on bond issuances lack experience in municipal finance. School and community college board members, who authorize more bond debt than their counterparts in other local government entities – more than \$15 billion in 2016 alone – often are concerned citizens who run for office to make a contribution to their community and ensure local schools are efficient and effective.<sup>18</sup> Suddenly, these individuals, who are contributing to society as part of their civic duty, find themselves confronted with municipal finance decisions that will have far-reaching implications on their district and local taxpayers.

One municipal finance expert with more than three decades of experience testified that the vast majority of finance professionals are honest and try to do the right thing with limited resources. "It is safe to assume that

most finance directors and staff were not hired because of their knowledge and experience in the capital markets, but rather for their accounting, budgeting or other more traditional finance-related knowledge and skills. They often work with a small staff and wear multiple hats and juggle multiple tasks simultaneously," Jay Goldstone, managing director of public finance for MUFG Americas and co-chair of the previously mentioned Task Force on Bond Accountability, told the Commission.

The Commission also received written comments suggesting that a significant amount of money has and continues to be wasted through poor financial practices, both when bonds are initially sold and when they later are refinanced, often multiple times.<sup>19</sup> The comments and witness testimony suggested many, if not a majority, of the school and community college districts and their boards lack the financial savvy to avoid unnecessarily expensive bonds. Unscrupulous financial advisors, who stand to gain from bond issuances that are poorly designed, can dupe unsuspecting district staff who may not know any better, significantly raising the cost of the bond. Local officials also may lack the context of how new debt issuance fits within the overall budget and the future impact on the budget. Financial staff should inform local elected officials considering debt issuance on current debt ratio, how it will change after issuing more debt, and what is considered a prudent ceiling for debt ratio.

Hearing witnesses suggested that the California Debt and Investment Advisory Committee could have an expanded role before districts sell bonds or the state could require a review by the county treasurer prior to bond issuances. Several concerned with this aspect of bond oversight pointed to a July 2016 report from the Los Angeles County Grand Jury on school bond debt. The report found that taxpayers were paying between 25 percent and 50 percent too much for poorly designed debt issuances, costing hundreds of millions of dollars more than necessary.<sup>20</sup>

One former deputy school superintendent told Commission staff that "excess bond payments take dollars out of local economies. That loss harms the local economy. In addition, this excess payment results in a loss of taxes to local, county and state government as those local property taxes reduce other tax payments. This, in turn, reduces the ability of local and state government to provide needed services to Californians. These negative



impacts of poorly planned and structured bonds last for decades.”<sup>21</sup>

Mr. Schaefer, in his testimony to the Commission, said that the California Debt and Investment Advisory Commission provides workshops for public officials several times each year and has numerous resources available on its website on public works financing. But he also expressed concerns about a continual lack of financial sophistication at the local level. “Elected officials appear to be absent from that kind of training ... If a concerned citizen wants to become engaged in his or her political system in this state, what does she do? She runs for the school board. Now we have five folks at the beginning of their political career, well-intentioned folks who wish to make a contribution to the community, and suddenly they are confronted with these multimillion-dollar decisions that have to be made and experts telling them it’s okay. That strikes me as playing with financial matches,” Mr. Schaefer told the Commission.

Former Assemblymember Fred Keeley, who also has served on the Santa Cruz County Board of Supervisors and as the Treasurer of Santa Cruz County and co-chaired the Task Force on Bond Accountability with Mr. Goldstone, also spoke to the Commission at the September 2016 hearing. Local officials making these decisions have so much information to digest they are literally drinking out of a fire hose, he told the Commission. Mr. Keeley agreed that additional disclosure information for local officials was a good idea, but suggested it be condensed to a page or two.<sup>22</sup>

Mr. Schaefer indicated that the State Treasurer’s Office is working on developing ways to assist and educate local officials, either through on-demand videos, webinars or written materials. Commissioners encouraged the development of these tools, particularly a one-or two-page guide as suggested by Mr. Keeley, that would help officials understand bond issuances, but more specifically would help them understand the questions they need to ask of their financial advisors.

Another witness, Michael Turnipseed, president of CalBOC and executive director of the Kern County Taxpayers Association, agreed that “intervention up front is the most effective tool” in bond oversight. Mr. Turnipseed recommended that bond issuers provide a “truth in bonding statement” to local officials before

they vote on a bond issuance, similar to the “truth in lending statement” required for consumers signing a home mortgage. In his written testimony to the Commission, Mr. Turnipseed recommended, “Before final bond issuance documents are signed by the district, a simple, readable summary of costs, fees and projected interest costs should be provided to the district to sign for disclosure, with the other bond documents.”<sup>23</sup>

### ***Limited Progress Improving Local Bond Oversight***

In its 2009 report, the Commission found great promise in local bond oversight committees, although also many shortcomings in their current design. The Commission in 2009 focused solely on the bond oversight committees overseeing local school construction bonds. But the co-chairs of the Task Force on Accountability also described the importance of independent oversight for all bonds.

Mr. Keeley relayed statements made at a meeting of the Task Force on Bond Accountability. He said that ensuring that bond funds are spent appropriately really depends on prevention and detection.<sup>24</sup> Fellow task force co-chair, Mr. Goldstone added that one of the main conclusions from the task force was the constant need for oversight – “Bond oversight is a key element of any bond issuance.”<sup>25</sup>

The task force recommended that public agencies establish oversight bodies to provide independent review of bond programs. “This may be internal or external to the agency, but it must be afforded the authority and resources needed to exercise control over the program when necessary.”<sup>26</sup> The task force was not prescriptive in what the oversight body should look like, but it did include a set of 17 guidelines that, if used, would help to ensure that bond funds are appropriately managed. Those guidelines are available as an appendix to the task force report on the CDIA website, at [http://treasurer.ca.gov/tfba/final\\_report.pdf](http://treasurer.ca.gov/tfba/final_report.pdf).

The task force also found that it is extremely important that all public agencies with bond programs establish a good and current debt policy. With the enactment of SB 1029, all public entities that have bond programs now will be required to have a current debt policy. This should result in improvements in bond oversight at the local level.

Since its inception in 2006, the California League of Bond Oversight Committees (CalBOC) has grown in size and stature. It is an all-volunteer, nonpartisan association of bond oversight committee members who are interested in helping other committee members across California access better training so that they can perform their duties. In recent years, CalBOC has championed legislative changes to improve the effectiveness of local bond oversight. Legislation enacted in 2010, SB 1473 (Wyland), set standards for performance audits required for local school facility construction bonds. In 2011, SB 423 (Wyland), set a timeline for when the audits are submitted to the local bond oversight committee. Legislation in 2013, SB 581 (Wyland), required that local bond oversight committees receive the annual performance and financial audits at the same time the district receives the audits. Finally, SB 584 (Wyland) required the Education Audits Appeals Panel to include explicit guidelines for financial and performance audits for bond funds. These new guidelines were included in the 2016 edition of the panel's Guide for Annual Audits of K-12 Local Education Agencies and State Compliance Reporting.

Although considered progress, local bond oversight committee experts suggest these measures did not go far enough. The audit guide, for example, includes compliance performance audit procedures, but did not provide guidance for measuring program effectiveness and results. Current CalBOC members participated in the Commission's September 2016 hearing and were asked to discuss whether the recommendations the Commission made in 2009 are still valid or if other or additional measures are necessary to ensure local bond accountability. They also were asked what might be required to overcome the logjam that has prevented progress in improving local bond oversight.

As mentioned previously, one of the most common forms of oversight for local bond measures is a Citizens' Bond Oversight Committee, and bolstering the effectiveness of these committees was a focus of the Commission's 2009 report. Some local governments establish oversight committees for various other types of bonds. However, they are only mandatory for local school bond measures enacted under the 55 percent majority option created by Proposition 39, enacted by voters in 2000.

Since 2001, voters have enacted more than 1,100 local school bond measures under the reduced threshold totaling approximately \$138 billion in local bonding capacity.<sup>27</sup> One fifth, or more than \$28 billion of that total was added in 2016. Voters approved 41 measures in June 2016 and another 169 in November 2016. In June, voters enacted 91 percent of all local measures on the ballot under the reduced threshold and 95 percent in November.<sup>28</sup>

The Strict Accountability in Local School Construction Bonds Act of 2000, AB 1908 (Lempert), required school and community college districts to establish a local bond oversight committee and conduct annual fiscal and performance audits on any school construction project financed with bond money approved under the reduced voter threshold. In its 2009 study, the Commission saw great promise in these oversight committees' ability to ensure school facility bond money was spent efficiently and effectively and as authorized by voters in the bond measure. In many cases, this local bond funding is paired with state bond money, which means the local bond oversight committees also could ensure state school construction bond funds are spent appropriately and efficiently. In its 2009 study, however, the Commission found not all local bond oversight committees lived up to this promise.

At the Commission's September 2016 hearing, it heard from the current president of the California League of Bond Oversight Committees (CalBOC), a co-founder of CalBOC and current member of the West Contra Costa Unified School District's Citizens' Bond Oversight Committee and the chair of the Sweetwater Union High School District Bond Oversight Committee. The West Contra Costa and Sweetwater school districts have one commonality – both have been plagued by scandals in spending bond proceeds and both have since seen constructive changes in their bond oversight committees, providing insight for the hundreds of other oversight committees in California. The West Contra Costa bond oversight committee benefitted from a district employee who blew a whistle on serious bond program mismanagement, which led to a forensic investigation of the bond program.<sup>29</sup> In the Sweetwater district, actions were so egregious that numerous officials were charged and convicted of crimes.

According to Sweetwater Citizens' Bond Oversight Committee Chair Nick Marinovich, "The reason why bond oversight has become effective at the Sweetwater Union High School District is that there are nine committed members who understand their role, realize they are independent and it is their role to speak out, and they have sufficient tools/information to make their reports to the public. The primary tool used to assess the overall program effectiveness is an expanded performance audit."<sup>30</sup>

Several others who have either served or currently serve on local bond oversight committees, as well as other concerned Californians, submitted written comments to the Commission. These comments came from Californians in communities both large and small, across the state, but all painted a grim picture of local oversight.

Most of the concerns revolved around bond oversight committee members who lack training, have conflicts of interest, either real or perceived, and the difficulty committee members have receiving required documents from the districts. Others stated that districts are not following Proposition 39 requirements to specifically list projects that will be paid for with local bond proceeds. Some expressed concerns about the role that bond counsel, bond issuers and construction companies – all who stand to profit when a bond measure is enacted – play in supporting bond measures, often called "pay-to-play" practices. When bond measures are vague about what is going to be paid for with bond proceeds, it adds yet another hurdle to effective oversight by the bond oversight committees.

In written comments to the Commission, Ivette Ricco, appointed to the West Contra Costa County Unified School District's Citizens' Bond Oversight Committee in 2010, describes how she nearly "threw in the towel" after her first three years as a member and then significantly turned the committee around after being elected chair. She relayed that the challenges were many and that the Legislature "had not done the taxpayers any favors when they created the Citizens' Bond Oversight Committee in 2000."<sup>31</sup> Shortcomings, according to Ms. Ricco as well as others:

- A Citizens' Bond Oversight Committee (CBOC) can meet as infrequently as once a year.

## **SWEETWATER: SCANDAL GIVES RISE TO MODEL OVERSIGHT COMMITTEE**

In 2012, the Sweetwater High School Unified School District was part of a large corruption scandal involving local school facility construction bond proceeds. Sweetwater, located in San Diego County, is the largest high school district in the state with 32 campuses in four Southern California cities. The district superintendent and several school board members were convicted of accepting gifts above the state limit and failure to report gifts. A vendor was convicted of offering something of value to a board member. This pay-to-play scandal revolved around the superintendent and board members encouraging and accepting lavish dinners and expensive professional sports tickets from vendors bidding on bond-funded school construction projects. An extreme example was the district superintendent inviting vendors to attend his daughter's bridal shower and encouraging them to contribute to a money tree. At the time of the scandal, there was not an active independent bond oversight committee.

In the wake of the scandal, with a new superintendent and new board members, the bond oversight committee has evolved into a model for other districts. According to Nick Marinovich, chair of the Sweetwater Citizens' Bond Oversight Committee, key elements of a successful bond oversight committee include comprehensive training for committee members, performance audits that include experts in the field of design, construction and project management and a modest budget from the district.

Additionally, Mr. Marinovich said that Sweetwater now has "a fair and open process for committee member selection, strong support for an expanded performance audit and ongoing efforts to improve transparency. Effective bond oversight requires district "buy in" to the process."

Source: Nick Marinovich, Chair, Sweetwater High School Unified School District Bond Oversight Committee. September 22, 2016. Written testimony to the Commission.

- The same district that the committee is tasked with overseeing, appoints its members.
- The CBOC is not allocated or budgeted resources for training.
- The district is under no obligation to provide timely data or respond to inquiries within a specific timeframe.
- The CBOC is charged with actively reviewing, reporting and informing the community on the expenditures of bond funds, but only after the fact.

Ms. Ricco added, “We are powerless to effect changes. Our only real tool is the media.”<sup>32</sup>

With hundreds of new bond measures enacted in 2016 under the reduced threshold allowed by Proposition 39, some 1,400 Californians will be appointed in 2017 to serve on over 200 new Citizens’ Bond Oversight Committees. It is imperative that the volunteers who serve on these committees have every opportunity to use their time wisely and effectively and to live up to the implied promise of oversight. To ensure this happens, the Legislature should update and overhaul the education code created by AB 1908, the Strict Accountability in Local School Construction Bonds Act of 2000, that created the Citizens’ Bond Oversight Committees.

### ***Independent Training is Key***

Bond oversight committees in many communities act simply as cheerleaders for the district, often because members simply do not understand their roles or know what actions they can take. Key to the success of bond oversight committees is adequately training members so that they understand their role and the tools they have at their disposal to ensure they are effective. Ideally, training is provided by an organization that is independent from the district. According to the chair of the Sweetwater Union High School District Bond Oversight Committee, the system works when you have “members who are qualified, trained and believe what they are doing can make a difference.”<sup>33</sup>

CalBOC president Michael Turnipseed, in written comments to the Commission, said that “in order to

have the most effective bond oversight, the volunteer citizens must have a basic understanding of the role of the bond oversight committee and its required reports.” Mr. Turnipseed and other members of CalBOC suggested that the Fiscal Crisis and Management Assistance Team (FCMAT), a state agency whose mission is to help California local educational agencies fulfill their financial and management responsibilities by providing training and related school business services, might be an appropriate entity to develop online training, with assistance from CalBOC members.<sup>34</sup>

In part, for a Citizens’ Bond Oversight Committee to be effective, it must know the right questions to ask. Current law requires that school districts change auditors, or, at a minimum, audit partners every six years.<sup>35</sup> Bond oversight committee members can ensure local districts abide by this statutorily-required practice by asking how auditors are selected and how audit scopes are created, or even have a role in that process. According to an independent public finance consultant, bond oversight committee members should start by learning more about the policies and procedures in place in the district and any concerns public officials may have in this area. They should ask district staff questions, such as, “How do you ensure that expenditures are made only for the projects on the project list,” or “How do you ensure that we get the best price?” These types of questions not only will help the bond oversight committee members better understand district operations, but may spark a district to inject more rigor into its practices with bond expenditures.<sup>36</sup>

In its 2009 report, the Commission recommended mandatory training for CBOC members. Witnesses at the 2016 hearing and other CBOC members who reached out to the Commission suggested that training at this juncture, although highly important for successful oversight, should be voluntary as mandatory training might create a recruitment barrier in smaller districts.

### ***Performance Audits Tailored to Results***

The Commission also received detailed testimony on improving and better defining performance audits and giving local bond oversight committees a greater role in selecting the auditors and greater freedom communicating with the auditors. Currently, according to

witnesses, almost all performance audits are compliance audits. The audits focus solely on whether any money went to teacher salaries or operating expenses, and whether bond dollars were spent on projects authorized by voters. According to Mr. Marinovich, these audits do not address how effectively the program is being managed or identify possible cost saving measures. He told the Commission that expanded performance audits after the scandal in Sweetwater have provided an invaluable tool in identifying process improvements. Additionally, he said the consultants performing the audits were not just accountants, but included professionals with project management and construction experience.<sup>37</sup>

Anton Jungherr, co-founder of CalBOC, told the Commission at the September 2016 hearing, “The single most important thing that you could do to assist CBOCs in California would be to require a performance audit that speaks to effectiveness and results.”<sup>38</sup>

### ***Other Opportunities for Improving Local Oversight***

The Commission recommended in 2009 that the state consider changing the appointing authority for the committee members. Oversight committee members are appointed by the district officials they oversee. At the September 2016 hearing, Mr. Keeley told the Commission, “Keys to ensuring effective local bond oversight revolve around the composition of the oversight body – to who and how frequently do they report.”<sup>39</sup> The state also could consider rethinking the makeup of the bond oversight committee members, which was established when the Legislature created the requirement for the committees in 2000.

Others suggested the district provide a modest budget for the Citizens’ Bond Oversight Committee to ensure they have the capacity for independent assistance when needed. According to Mr. Marinovich, there are times when issues may arise requiring independent counsel, for example, if there is a dispute over whether a particular expenditure was authorized by the voters.<sup>40</sup> Additionally, Mr. Keeley said that local CBOCs could benefit from an online presence so that the public can access information. Agendas and reports should be posted online, he said.

Finally, even when a district is found out of compliance

with the requirements of Proposition 39, there is very little recourse. In certain instances, such as with the Sweetwater Union High School District, activities may be so egregious as to warrant criminal charges. In many instances, the only available sanction for districts that violate the requirements of Proposition 39, such as when money is not being spent on the projects outlined in the bond measure, is for a local taxpayer to obtain a restraining order to prevent expenditures of funds, as delineated through California education code or to challenge an actual expenditure in court.<sup>41</sup> This section of education code states that “it is the intent of the Legislature that, upon receipt of allegations of waste or misuse of bonds funds authorized in this chapter, appropriate law enforcement officials shall expeditiously pursue the investigation and prosecution of any violation of law associated with the expenditure of those funds.”<sup>42</sup>

Although this appears to give some teeth to ensuring bond funds are not wasted or spent differently than outlined in the bond measure, in reality, these sanctions are rarely used. One concerned citizen and former bond oversight committee member provided the Commission with a copy of a complaint that he filed against the Anderson Union High School District in Shasta County regarding misuse of bond funds, the lack of a competitive bidding process and the lack of a bond oversight committee. In a conversation with Commission staff, he said the district was able to do whatever it wanted and local law enforcement did not have the resources to investigate his complaint. “If the laws aren’t enforced, they’re just no good,” he told Commission staff.<sup>43</sup>

## 2017 Recommendations for Local Bond Oversight

In its update of its 2009 bond oversight study, the Commission heard testimony and recommendations focusing both on improving the bond issuance process and improving local oversight, particularly in bolstering the effectiveness of local Citizens' Bond Oversight Committees as previously recommended by the Commission. Based on the testimony and written comments received, the Commission expands on and refines its prior recommendations for improving local bond oversight.

**Recommendation 3: The California Debt and Investment Advisory Committee is encouraged to expedite the development of training materials for locally-elected officials on bond issuance.** Specifically, in addition to webinars, online training and other written materials, this should include a one- or two-page guide for local officials including key questions that should be answered by staff and consultants on the terms of any bond authorization, including total cost of the bond, including interest and fees and the effect of a bond issuance on debt ratio.

**Recommendation 4: Policymakers should enact legislation requiring a truth in bonding statement be provided for review by elected officials prior to authorizing a bond issuance.**

**Recommendation 5: Policymakers should enact legislation requiring the county treasurer to review and comment on bond issuance proposals prior to authorization. The county treasurer also should advise policymakers on maintaining a prudent debt ratio.**

**Recommendation 6: Develop easy-to-access online training materials for members of Citizens' Bond Oversight Committees.** Specifically, the Governor and Legislature should direct and authorize one-time funding to the Fiscal Crisis and Management Assistance Team to develop online training for local Citizens' Bond Oversight Committee members, with input and assistance from the California Debt and Investment Advisory Committee and the California League of Bond Oversight Committees.

**Recommendation 7: The Governor and Legislature should update and overhaul the education code related to the Strict Accountability in Local School Construction Bonds Act of 2000.** Specifically,

- Amend statutory code on performance audits to include the effectiveness and results of the bond program.
- Expand the role of Citizens' Bond Oversight Committees in selecting and interacting with bond program auditors.
- Require bond measures proposed to voters under the reduced threshold to include specific project lists.
- Change the appointment authority for members of Citizens' Bond Oversight Committees.
- Require districts to provide a minimal budget for the oversight committees, including a budget to hire independent counsel with municipal bond expertise.
- Require districts to provide a Web presence for Citizens' Bond Oversight Committees to prominently display meeting agendas and reports.

**Recommendation 8: Impose sanctions for school and community college districts that fail to adhere to constitutional and statutory requirements of Proposition 39, including preventing the district from adopting future bond measures under the reduced voter threshold.**

**APPENDICES****Appendix A****Public Hearing Witnesses**

**September 22, 2016**  
***Sacramento, California***

Bryan Cash, Deputy Assistant Secretary, California  
Natural Resources Agency

Fred Keeley, Former Speaker Pro Tempore, California  
State Assembly, and Co-Chair, Task Force on Bond  
Accountability

Jay Goldstone, Managing Director, Public Finance,  
MUFG Americas, and Co-Chair, Task Force on Bond  
Accountability

Anton Jungherr, Member and Secretary, West Contra  
Costa Unified School District's Citizens' Bond Oversight  
Committee, and Co-Founder, California League of  
Bond Oversight Committees

Nick Marinovich, Chair, Sweetwater Union High School  
District Bond Oversight Committee

Tim Schaefer, Deputy Treasurer for Public Finance,  
State Treasurer's Office

Michael Turnipseed, President, California League of  
Bond Oversight Committees

## Appendix B

### Cover Photo Credits

Photos: Courtesy of Florence Low and the California Department of Water Resources.  
<http://pixel-ca-dwr.photoshelter.com/index>. Accessed on February 9, 2017.

Also, courtesy of the California-High Speed Rail Authority.  
<http://www.hsr.ca.gov/Newsroom/Multimedia/images.html>. Accessed on February 9, 2017.



## NOTES

- 1 Michael Coleman, Principal, CaliforniaCityFinance.com. December 10, 2016. "Local Revenue Measure Results November 2016." Also, July 5, 2016. "Local Tax and Bond Measure Results, California, June 2016." [www.californiacityfinance.com](http://www.californiacityfinance.com). Website accessed December 30, 2016.
- 2 California State Treasurer's Office. 2016. "California Bonds 101: A Citizen's Guide to General Obligation Bonds." <http://www.treasurer.ca.gov/publications/bonds101.pdf>. Website accessed December 27, 2016.
- 3 Michael Coleman. Refer to endnote 1.
- 4 Jay M. Goldstone. Managing Director, Public Finance, MUFG Americas, and Co-Chair, Task Force on Bond Accountability. September 22, 2016. Written testimony to the Commission.
- 5 California State Treasurer's Office. Refer to endnote 2. (2016 debt service). Legislative Analyst's Office. August 2015. "State of California Expenditures, 1984-85 to 2015-16. (1980s debt service data.)
- 6 California State Treasurer's Office. October 2016. "Strong Investor Demand for California Tax-Exempt Bonds – Debt Affordability Report." Pages 15-17.
- 7 California State Treasurer's Office. Refer to endnote 2.
- 8 California State Auditor. February 26, 2009. "High-Risk Update – Maintaining and Improving Infrastructure. State Agencies Have Established Controls That, if Followed, Should Provide Reasonable Assurance that Infrastructure Bond Proceeds are Used as Intended."
- 9 Adrian Moore, Vice President of Research, Reason Foundation. October 23, 2008. Testimony to the Commission.
- 10 Department of Finance. August 2016. "Final Report: Department of General Services, Office of Public School Construction's Proposition 1D Audit." [http://www.dof.ca.gov/Programs/OSAE/Audit\\_Memos/documents/WEBDepartmentofGeneralServicesOfficeofPublicSchoolConstructionsProposition1DBondFundAudit-BA.pdf](http://www.dof.ca.gov/Programs/OSAE/Audit_Memos/documents/WEBDepartmentofGeneralServicesOfficeofPublicSchoolConstructionsProposition1DBondFundAudit-BA.pdf). Website accessed January 3, 2017.
- 11 Department of Finance. Refer to endnote 10.
- 12 California Secretary of State. "Statement of Vote: November 8, 2016 General Election." <http://elections.cdn.sos.ca.gov/sov/2016-general/sov/2016-complete-sov.pdf>. Website accessed January 3, 2017.
- 13 Governor Edmund G. Brown Jr. January 10, 2017. "2017-18 Governor's Budget Summary."
- 14 Tim Schaefer, Deputy Treasurer of Public Finance, State Treasurer's Office. September 22, 2016. Testimony to the Commission.
- 15 Tim Schaefer. Refer to endnote 14.
- 16 Proposition 51. School Bond. Funding for K-12 School and Community College Facilities. California General Election November 8, 2016. "Official Voter Guide." <http://voterguide.sos.ca.gov/en/propositions/51/>. Website accessed December 27, 2016.
- 17 Anton Jungherr, Member and Secretary, West Contra Costa Unified School District's Citizens' Bond Oversight Committee, and Co-Founder, California League of Bond Oversight Committees. September 22, 2016. Testimony to the Commission.
- 18 California State Treasurer. <http://debtwatch.treasurer.ca.gov/> Website accessed January 3, 2017.
- 19 Richard Michael, California School Bond Clearinghouse Project. September 6, 2016. Written comments to the Commission.
- 20 Los Angeles County Grand Jury. July 2016. "Capital Appreciation Bonds and Other School Bond Debt: Consequences of Poor Financial Practices."
- 21 Mark Fulmer, Retired Deputy Superintendent, Office of the Kern County Superintendent of Schools. September 8, 2016. Personal and written communication with Commission staff.
- 22 Fred Keeley, Former Speaker Pro Tempore, California State Assembly, and Co-Chair, Task Force on Bond Accountability. September 22, 2016. Testimony to the Commission
- 23 Michael Turnipseed, President, California League of Bond Oversight Committees. September 22, 2016. Written testimony to the Commission.
- 24 Fred Keeley. Refer to endnote 22.
- 25 Jay M. Goldstone. Refer to endnote 4.
- 26 Jay M. Goldstone. Refer to endnote 4.
- 27 Kevin Dayton, Policy Analyst, California Policy Center. July 2015. "For the Kids: California Voters Must Become Wary of Borrowing Billions More From Wealthy Investors for Educational Construction." (From 2001 to 2014, California voters have considered 1,147 ballot measures proposed by K-12 school and community college districts for construction and renovation projects. Voters approved 911 or nearly 80 percent of these measures authorizing approximately \$110 billion for these local bonds.) Also, Michael Coleman, Principal, CaliforniaCityFinance.com. July 5, 2016. "Local Tax and Bond Measure Results California June 2016." Also, December 10, 2016. "Local Revenue Measure Results November 2016." [www.californiacityfinance.com](http://www.californiacityfinance.com).

Website accessed January 5, 2017.  
(Data on 2016 bond measures is from  
the CaliforniaCityFinance website.)

28 Michael Coleman, Principal,  
CaliforniaCityFinance.com. July 5,  
2016. "Local Tax and Bond Measure  
Results California June 2016." Also,  
December 10, 2016. "Local Revenue  
Measure Results November 2016."  
[www.californiacityfinance.com](http://www.californiacityfinance.com). Website  
accessed January 5, 2017.

29 Dennis Clay, Fiscal/Project Account  
Analyst, West Contra Costa Unified  
School District. September 22, 2016.  
Public comments and written testimony  
to the Commission.

30 Nick Marinovich, Chair,  
Sweetwater Union High School District  
Bond Oversight Committee. September  
22, 2016. Written testimony to the  
Commission.

31 Ivette Ricco, Former Member and  
Chair of the West Contra Costa County  
Unified School District's Citizens' Bond  
Oversight Committee, 2010-2016.  
August 24, 2016. Written testimony to  
the Commission.

32 Ivette Ricco. Refer to endnote 31.

33 Nick Marinovich, Chair,  
Sweetwater Union High School District  
Bond Oversight Committee. September  
22, 2016. Testimony to the Commission.

34 Michael Turnipseed. Refer to  
endnote 23.

35 California Education Code 41020  
(f)(2).

36 Lori Raineri, President,  
Government Financial Strategies.  
February 2, 2017. Written  
communication.

37 Nick Marinovich. Refer to  
endnote 30.

38 Anton Jungherr. Refer to  
endnote 17.

39 Fred Keeley. Refer to endnote 22.

40 Nick Marinovich. Refer to  
endnote 30.

41 California Education Code 15284.

42 California Education Code 15288.

43 Richard G. Urban. September 7,  
2016. Personal communication with  
Commission staff and written testimony  
to the Commission.

# Little Hoover Commission Members

**CHAIRMAN PEDRO NAVA** (*D-Santa Barbara*) Appointed to the Commission by former Speaker of the Assembly John Pérez in April 2013. Government relations consultant. Former state Assemblymember from 2004 to 2010. Former civil litigator, deputy district attorney and member of the state Coastal Commission. Elected chair of the Commission in March 2014.

**VICE CHAIRMAN JACK FLANIGAN** (*R-Granite Bay*) Appointed to the Commission by Governor Edmund G. Brown Jr. in April 2012. A member of the Flanigan Law Firm. Co-founded California Strategies, a public affairs consulting firm, in 1997.

**SCOTT BARNETT** (*R-San Diego*) Appointed to the Commission by former Speaker of the Assembly Toni Atkins in February 2016. Founder of Scott Barnett LLC, a public advocacy company, whose clients include local non-profits, public charter schools, organized labor and local businesses. Former member of Del Mar City Council and San Diego Unified School District Board of Trustees.

**DAVID BEIER** (*D-San Francisco*) Appointed to the Commission by Governor Edmund G. Brown Jr. in June 2014. Managing director of Bay City Capital. Former senior officer of Genentech and Amgen. Former counsel to the U.S. House of Representatives Committee on the Judiciary. Serves on the board of directors for the Constitution Project.

**SENATOR ANTHONY CANNELLA** (*R-Ceres*) Appointed to the Commission by the Senate Rules Committee in January 2014. Elected in November 2010 and re-elected in 2014 to represent the 12th Senate District. Represents Merced and San Benito counties and a portion of Fresno, Madera, Monterey and Stanislaus counties.

**ASSEMBLYMEMBER CHAD MAYES** (*R-Yucca Valley*) Appointed to the Commission by former Speaker of the Assembly Toni Atkins in September 2015. Elected in November 2014 to represent the 42nd Assembly District. Represents Beaumont, Hemet, La Quinta, Palm Desert, Palm Springs, San Jacinto, Twentynine Palms, Yucaipa, Yucca Valley and surrounding areas.

**DON PERATA** (*D-Orinda*) Appointed to the Commission in February 2014 and reappointed in January 2015 by the Senate Rules Committee. Political consultant. Former president pro tempore of the state Senate, from 2004 to 2008. Former Assemblymember, Alameda County supervisor and high school teacher.

**ASSEMBLYMEMBER SEBASTIAN RIDLEY-THOMAS** (*D-Los Angeles*) Appointed to the Commission by former Speaker of the Assembly Toni Atkins in January 2015. Elected in December 2013 and re-elected in 2014 to represent the 54th Assembly District. Represents Century City, Culver City, Westwood, Mar Vista, Palms, Baldwin Hills, Windsor Hills, Ladera Heights, View Park, Crenshaw, Leimert Park, Mid City, and West Los Angeles.

**SENATOR RICHARD ROTH** (*D-Riverside*) Appointed to the Commission by the Senate Rules Committee in February 2013. Elected in November 2012 to represent the 31st Senate District. Represents Corona, Coronita, Eastvale, El Cerrito, Highgrove, Home Gardens, Jurupa Valley, March Air Reserve Base, Mead Valley, Moreno Valley, Norco, Perris and Riverside.

**JONATHAN SHAPIRO** (*D-Beverly Hills*) Appointed to the Commission in April 2010 and reappointed in January 2014 by the Senate Rules Committee. Writer and producer for Amazon Studios, FX, HBO and Warner Brothers. Former counsel to Kirkland & Ellis LLP, chief of staff to Lt. Governor Cruz Bustamante, counsel for the law firm of O'Melveny & Myers LLP, federal prosecutor for the U.S. Department of Justice Criminal Division in Washington, D.C., and the Central District of California.

**JANNA SIDLEY** (*D-Los Angeles*) Appointed to the Little Hoover Commission by Governor Edmund Brown Jr. in April 2016. General counsel at the Port of Los Angeles since 2013. Former deputy city attorney at the Los Angeles City Attorney's Office from 2003 to 2013.

**HELEN TORRES** (*NPP-San Bernardino*) Appointed to the Little Hoover Commission by Governor Edmund Brown Jr. in April 2016. Executive director of Hispanas Organized for Political Equality (HOPE), a women's leadership and advocacy organization.

**SEAN VARNER** (*R-Riverside*) Appointed to the Little Hoover Commission by Governor Edmund Brown Jr. in April 2016. Managing partner at Varner & Brandt LLP where he practices as a transactional attorney focusing on mergers and acquisitions, finance, real estate and general counsel work.

Full biographies available on the Commission's website at [www.lhc.ca.gov](http://www.lhc.ca.gov).

**“Democracy itself is a process of change, and satisfaction and complacency are enemies of good government.”**

*Governor Edmund G. “Pat” Brown,  
addressing the inaugural meeting of the Little Hoover Commission,  
April 24, 1962, Sacramento, California*

## *Center Unified School District*

**AGENDA REQUEST FOR:**

**Dept/Site:** Business Department

**Date:** March 15, 2017

**To:** Board of Trustees

**From:** Lisa Coronado *LC*  
Director of Fiscal Services

**Action Item** X

**Information Item**

**# Attached Pages** 31

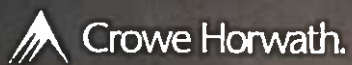
**SUBJECT:**

**Auditor Selection  
For Fiscal Years 2016/17, 2017/18, and 2018/19**

Lisa Coronado, Director of Fiscal Services is asking for your approval on a new three year contract for external auditors. A request for proposal (RFP) was sent to several auditing firms on the approved California State Controller's Office and selected from the proposals submitted.

Crowe Horwath, LLP scored highest on the auditor selection weighted rubric. Their firm stood out because of the team who will be assigned to our audit, their audit technology tools, their additional services provided at no charge, and their accessibility. Crowe Horwath's fees are for 16/17 \$27,000, 17/18 \$27,800 and 18/19 \$28,600.

**RECOMMENDATION:** To approve the new contract for auditing services to Crowe Horwath, LLP as presented.



Smart decisions. Lasting value.™

# Proposal to Provide Audit Services

February 24, 2017

**Submitted to:**

Center Joint Unified School District  
Attn: Audit Proposal  
8408 Watt Avenue  
Antelope, CA 95843

**Submitted by:**

Matthew A. Nethaway, Partner  
Crowe Horwath LLP  
400 Capitol Mall, Suite 1400  
Sacramento, California 95814-4498  
Direct 916.492.5124  
Tel 916.441.1000  
Fax 916.441.1110  
[matt.nethaway@crowehorwath.com](mailto:matt.nethaway@crowehorwath.com)



## Table of Contents

<b>Proposal Form.....</b>	<b>1</b>
<b>Statement of Qualifications .....</b>	<b>2</b>
<b>Firm Overview and Experience .....</b>	<b>3</b>
<b>Engagement Team Overview .....</b>	<b>8</b>
<b>Approach .....</b>	<b>9</b>
<b>Additional Information.....</b>	<b>16</b>
<b>Appendix A: Resumes .....</b>	<b>17</b>



Crowe Horwath LLP  
Independent Member Crowe Horwath International

400 Capitol Mall, Suite 1400  
Sacramento, California 95814-4498  
Tel 916.441.1000  
Fax 916.441.1110  
www.crowehorwath.com

February 24, 2017

Center Joint Unified School District  
Attn: Audit Proposal  
8408 Watt Avenue  
Antelope, CA 95843

Crowe Horwath LLP (Crowe) appreciates the opportunity to present our proposal to Center Joint Unified School District (District) to provide independent audit services for a three (3) year period beginning with the audit of fiscal year 2016-2017.

Our years of experience working with school districts, combined with our knowledge of financial systems, have provided us with a clear understanding of the performance expectations for the professional services firm you select to serve as your independent auditor. We believe we are uniquely qualified to serve the District for the following reasons:

- **We audit some of the largest K-12 school districts in the state of California.** Our current client list includes large school districts such as San Diego Unified School District, Fresno Unified School District, Elk Grove Unified School District, Sacramento City Unified School District, Kern High School District and Berkeley Unified School District. In total, we currently audit over 80 K-12 school districts and county offices.
- **We have extensive experience working with school districts in Sacramento County:** Over the past 20 years we have worked with many of the educational entities in Sacramento County, including Elk Grove Unified School District, Folsom Cordova Unified School District, Natomas Unified School District, River Delta Unified School District, Sacramento City Unified School District, San Juan Unified School District, Galt Joint Union High School District.
- **Deep Specialization.** Your engagement team spends virtually their entire career committed to the California K-12 industry. Your engagement team will include specialists in auditing governmental financial statements, state compliance for K-12 school districts and county offices, federal compliance and conducting performance audits for education facilities bonds.
- **We are experts in California school district finance and compliance.** We are actively involved in development of the audit guide with over 15 years of participation in the Audit Guide Task Force. We provide professional training through organizations such as CASBO, CAJPA, the AICPA and the California Society of CPA Education Foundation.
- **We are experts in implementation of new accounting standards.** Fiscal year 2015 brought significant changes to school district financial statements with the implementation of GASB 68 (Pension Accounting). Our government practice leader, Kevin Smith, as a member of the AICPA State and Local Government Expert Panel, shared his knowledge of newly released white papers and knowledge of how pension systems nationwide were planning to implement the new standards and their impact on local entities. Locally, Jeff Jensen and Matthew Nethaway worked with the California Department of Education to develop the new conversion entries in SACS. Further, Crowe developed a comprehensive spreadsheet for our clients to easily handle the new on-behalf STRS calculations and general ledger exports to make the new conversion entries easy to complete. Crowe's thought leadership will allow management and the School District's Board of Education to stay abreast of the latest updates and any impact to the School District's financial position. Your team is currently working on developing an implementation plan for GASB Statement No. 75 (OPEB Accounting) and we will ensure you are prepared when that standard is implemented during the year ending June 30, 2018.



- **Additional Services Provided at No Charge.** In addition to providing audit services, we pride ourselves at delivering value throughout the year. The following are just some of the free value added services we will provide to the School District:
  - Evaluation and consulting for closing entries
  - GASB 34 conversion entries
  - Annual Crowe School Business Seminar
  - Implementation assistance for new accounting standards
  - Assistance with new compliance standards
  - Availability for ongoing consultation on accounting and auditing topics
  - Attendance at the annual Board of Trustees meeting

The fees presented in our proposal reflect our knowledge of the operations of the District that we obtained from our many years of providing services to other school districts of similar size. Our full service approach will ensure that you are updated throughout the year as changes occur to the regulatory environment and to the audit requirements related to the District's programs.

#### **Understanding of the Work to be Performed**

Based upon our review of the request for proposal document, it is our understanding that Crowe will provide the following services:

- Conduct a comprehensive financial audit of all District funds, including:
  - An opinion on the District's financial statements
  - A report on the study and evaluation of internal control systems together with findings and recommendations
  - A report on compliance with laws, rules and regulations pertaining to federal and state programs
  - Other statements or reports to satisfy state, county, and local governments' requirements, particularly the requirements of the California State Controller's Office
  - Current year findings and any prior year deficiency, weakness, or condition that is still unresolved and continuing
- Conduct an exit conference with appropriate personnel of the District
- Attend meetings with staff of the District as may be required during the course of the audit
- Prepare written reports relative to any lack of documentation at the conclusion of field audits and prior to exit conferences

#### **Concluding Comments**

We feel confident that our proposal addresses your current and future service needs. We look forward to reviewing its content with you. We recognize that there is no substitute for our depth of resources, technical proficiency and good business judgment. We welcome this opportunity to describe the many factors that differentiate our Firm from our competition and how we can deliver the quality service the District deserves. Should you have any questions or require additional information, please do not hesitate to contact us directly.

Sincerely,



Matthew A. Nethaway  
Partner

## Proposal Form

We have provided this required form on the following page.

*Due to varying file types, this page will not be reflected in the Table of Contents.*

## CENTER JOINT UNIFIED SCHOOL DISTRICT

### PROPOSAL FORM

Submitted herewith is our proposal to perform the annual Financial and Compliance Audit for Center Joint Unified School District within the County of Sacramento for the school year beginning July 1, 2016.

We propose to conduct the prescribed audit and submit the audit report in compliance with generally accepted auditing standards and shall include, to the extent applicable, the audit procedures required by the Controller of the State of California as detailed in the publication Standards and Procedures for Audit of California K-12 Local Educational Agencies and other such publications on school district audit procedures as have been, or shall be, issued during the period of this contract. The audit shall be performed in accordance with generally accepted auditing standards for financial and compliance audits, as promulgated by the U.S. General Accounting Office (GAO) in Governmental Auditing Standards and the standards issued by the Office of the State Controller. In addition, the audit shall be in accordance with the requirements established by the Single Audit Act of 1984 (P.L. 98-502) and any Education Code Requirements pertaining thereto.

The scope of the audit shall not be limited to that provided in the aforementioned publications in the event that in the opinion of the Auditor, particular circumstances warrant extension thereof.

The audit shall include all funds of the district, but not limited to, General Fund, Charter School Fund, Special Revenue Funds, Building Funds, Bond Interest and Redemption Fund, Cafeteria Fund, Student Body Funds, and Fixed Asset and Long Term Debt Account groups. Each audit shall also include an audit of attendance procedures.

The audit shall be conducted by a Certified Public Accountant, or Public Accountant, licensed by the State Board of Accountancy.

The undersigned agrees to perform the audits specified at a total cost not to exceed the amount indicated, including all costs of conducting the audit, and also including the appropriate number of copies of the Audit Report, unless circumstances disclosed by the audits indicate that more detailed verification is required, in addition to that which would be sufficient under ordinary circumstances. In this case a negotiated rate of compensation will be agreed upon prior to commencement of the additional verification.

The audit shall be performed in accordance with the requirements outlined in the Audit Agreement and shall be performed by personnel identified in the Statement of Qualification.

District	Oct 16 CBEDS	Estimated Hours	16/17 Cost	17/18 Cost	18/19 Cost
Center Joint Unified School District	4,523	185	\$27,000	\$27,800	\$28,600

Crowe Horwath LLP

Name of Accounting Firm

February 24, 2017

Date

Matthew A. Nethaway

By

Partner

Title

## Statement of Qualifications

We have provided this required form on the following pages.

*Due to varying file types, these pages will not be reflected in the Table of Contents.*

CENTER JOINT UNIFIED SCHOOL DISTRICT

**STATEMENT OF QUALIFICATIONS**  
Contract for School District Audits

1. Name of Firm: Crowe Horwath LLP

2. Address: 400 Capitol Mall, Suite 1400, Sacramento, California 95814-4498

3. Telephone #: 916.492.5124

4. Fax #: 916.441.1110

5. Name of Partner(s) who will have primary responsibility for the audit: \_\_\_\_\_

Matthew A. Nethaway, Partner

6. Names of Personnel with their classification who will be assigned to the audit:

Name	Classification
Matthew Nethaway	Partner
Jeffrey Jensen	Concurring Review Partner
Jennifer Hall	Senior Manager

See Engagement Team Overview on page 8 for overview of personnel and Appendix A for  
resumes of personnel listed above.

Please include resumes of staff, including county office and school district auditing  
experience.

7. List of California School District Audits the firm has performed or is under contract to perform: We have provided a list of school district and county office of education audits in the  
proposal, see page 4.

8. List any school district audits performed by your firm that were not certified by the Office of the State Controller, and include the reason. We had no audits that were

not certified by the Office of the State Controller.

9. Percentage of audit work the firm anticipates accomplishing in each month.

April	<u>40%</u>	May	<u>          </u>	June	<u>          </u>	July	<u>          </u>
Aug	<u>          </u>	Sept	<u>10%</u>	Oct	<u>40%</u>	Nov	<u>5%</u>
Dec	<u>5%</u>	Jan	<u>          </u>	Feb	<u>          </u>	Mar	<u>          </u>

10. Indicate how your firm will support the ongoing reporting requirements of GASB 34.

As part of our annual LEA seminar we provide a refresher covering the requirements of GASB 34

how to prepare the conversion entries within SACS. In addition, we assist clients in

preparing the conversion entries.

11. Describe additional services your firm is able to provide, (i.e., training, management assistance, workshops): We provide the following professional services to other Districts

we work with, please see page 5 of proposal for listing of services ("Additional Services").

12. Additional comments regarding the firm's qualifications: We have provided

additional information in the following Sections of our proposal: Firm Overview and Experience,

Engagement Team Overview, Approach, and Client Experience.

13. Please provide a copy of the Audit Preparation Package you provide clients in preparation of the actual audit.

Crowe Horwath LLP  
Name of Accounting Firm

Matthew A. Nethaway  
By

February 24, 2017  
Date

Partner  
Title

## Firm Overview and Experience

### About Us

Crowe Horwath LLP is one of the largest public accounting, consulting, and technology firms in the United States. Connecting deep industry and specialized knowledge with innovative technology, our dedicated professionals create value for our clients with integrity and objectivity. We accomplish this by listening to our clients – about their businesses, trends in their industries, and the challenges they face. We forge each relationship with the intention of delivering exceptional client service while upholding our core values and our industry's strong professional standards. Crowe invests in tomorrow because we know smart decisions build lasting value for our clients, people, and profession.

### Deep Specialization

Our vision is built on deep specialization and a "One Crowe" approach – a focus on our clients, our people, and the hallmarks of our profession: integrity, objectivity, and independence. By aligning our specialists along industry lines, we bring deeper and broader knowledge to our services. This industry specialization gives us a better view to understand your District and the unique challenges you face. You can trust us to help you with your industry challenges because of our proven reputation and track record for credibility among key industry players, including professional organizations.

### Technology-Driven Solutions

At Crowe, innovation is part of our culture. Our accomplished software development team works in conjunction with our firm's thought leaders and industry specialists to cultivate original, practical solutions that help address our clients' most pressing challenges. Connecting deep industry knowledge with innovative technology, we help clients streamline and effectively manage complex processes.

### Exceptional Client Experience

Our professionals are committed to maintaining the firm's reputation for technical excellence, team effectiveness, and high-quality service. The Crowe client relationship model provides the framework for delivering exceptional service and client satisfaction while upholding the industry's strong professional ethics and standards. These high expectations are articulated in our client experience strategy. We hold ourselves accountable to the standards of superior performance by monitoring our service through feedback tools to track client satisfaction, engagement value, and timely issue resolution.

### Position in the Industry: One of the Nation's Largest Public Accounting and Consulting Firms

Crowe ranks as the eighth largest U.S. public accounting and consulting firm (based on U.S. net revenue) according to the 2016 *Accounting Today Top 100 Firms List*.



### Areas of Specialization

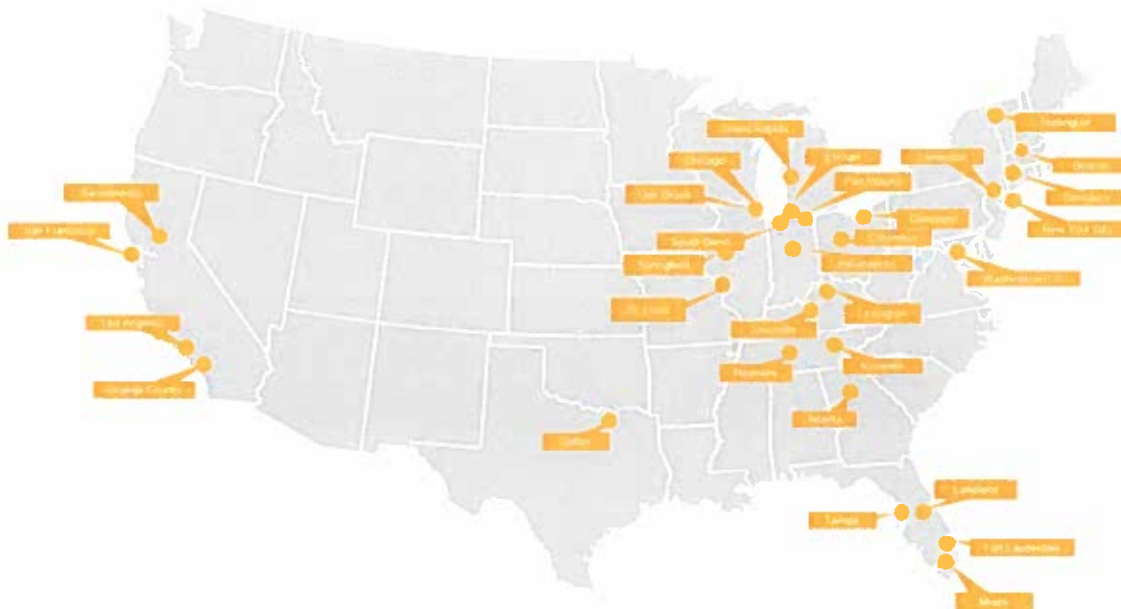
At Crowe, key industry focus ensures that personnel know the trends and issues specific to clients' businesses. By aligning specialists along industry lines, the firm can offer insight, and a depth and breadth of understanding that provides maximum opportunity for client success.

Principal industries include:

- Banking
- Financial Services
- Government
- Higher Education
- Not-for-Profit
- Retail Dealership
- Construction and Real Estate
- Food and Commodities
- Healthcare
- Manufacturing and Distribution
- Private Equity

## Office Locations

**Crowe serves clients coast to coast from the following office locations:**



**The proposed services will be provided from the following office:**

**Crowe Horwath LLP**  
**400 Capitol Mall, Suite 1400**  
**Sacramento, California 95814-4498**  
**Tel 916.441.1000**  
**Fax 916.441.1110**  
**[www.crowehorwath.com](http://www.crowehorwath.com)**

Crowe is organized by industry specialty areas, and we staff our engagements based on the skillsets of our professionals, regardless of their office location. Your engagement team will consist of personnel from our Sacramento office, which provides services to a diverse client base across many industries.

**California K-21 School Districts and County Offices of Education**

We serve some of the largest education entities in the State of California. The listing below includes those California School District and County Office of Education audit clients that we have served:

- Alum Rock School District
- Antioch Unified School District
- Auburn Union School District
- Berkeley Unified School District
- Berryessa Union School District
- Campbell Union High School District
- Central Unified School District
- Colfax Elementary School District
- Davis Joint Unified School District
- Delhi Unified School District
- Mountain View-Los Altos Union High School District
- Natomas Unified School District
- Newcastle Elementary School District
- Placer County Office of Education
- Placer Hills Union School District
- Placer Union High School District
- River Delta Unified School District
- Riverbank Unified School District
- Roseville Joint Union High School District



- Dry Creek Joint Elementary School District
- Dublin Unified School District
- Elk Grove Unified School District
- Elverta Joint Elementary School District
- Eureka Union School District
- Fairfield-Suisun Unified School District
- Folsom Cordova Unified School District
- Fresno Unified School District
- Galt Joint Union High School District
- Hayward Unified School District
- Humboldt County Office of Education
- Kern High School District
- Lincoln Unified School District
- Loomis Union School District
- Menlo Park City School District
- Milpitas Unified School District
- Monterey Peninsula Unified School District
- Mount Pleasant School District
- Sacramento City Unified School District
- San Diego Unified School District
- San Juan Unified School District
- San Lorenzo Unified School District
- Santa Clara County Office of Education
- Santa Clara Unified School District
- Santa Cruz City Schools
- Stockton Unified School District
- Sutter County Superintendent of Schools
- Sutter Union High School District
- Sylvan Union School District
- Tahoe Truckee Unified School District
- Visalia Unified School District
- Washington Unified School District
- Western Placer Unified School District
- Woodland Joint Unified School District
- Yuba City Unified School District

### **Additional Services**

Over the years we have been privileged to provide the following professional services to other school districts we work with:

- Technical training, support and implementation of new GASB requirements
- Consultation for new state audit guide requirements
- Associated student body workshops
- Year-end closing workshops
- Agreed-upon procedures related to associated student body organizations
- Consulting procedures for computerized attendance systems
- Performance audits for Proposition 39 Bonds
- Audit procedures for First Five District Programs

### **California Audit Guide Experience**

California Education Code Section 41020 requires California Local Education Agencies to have annual financial and compliance audits. As part of that process, the Education Audit Appeals Panel annually publishes its Standards and Procedures for Audits of California K-12 Local Education Agencies (the Audit Guide). In developing this Audit Guide, the California State Controller's Office spearheads an "Audit Guide Taskforce" which includes representatives from the California Department of Education, California Department of Finance, California County Superintendents Association, California Teachers Association and California State Board of Accountancy. For more than 15 years, Crowe Horwath LLP has been on this Taskforce, representing the State Board of Accountancy. This representation on the Taskforce has provided tremendous insight into the State compliance requirements.

## National Government Practice

Crowe has diverse, in-depth governmental experience that delivers insight and a clear understanding of the challenges and solutions of public sector agencies. Crowe has been serving the needs of government organizations *for more than 50 years*. We work with many different types of government organizations, including school districts, municipalities, counties, public transportation organizations, special service districts, library districts, State agencies, and quasi-governmental entities.

Crowe's Government Services Team is comprised of 200 professionals, across many of our disciplines and has worked with hundreds of public sector clients on thousands of engagements throughout the United States to streamline systems and processes, optimize revenue, and enable entities to meet reporting and compliance requirements. Our approach is to bring the best experience to the client to best serve the needs of the client. In today's environment, specialized skills are needed and our team spends their time serving clients in the public sector so that the clients receive the best expertise the firm has to offer.

Crowe solutions help address the financial and operational issues most critical to governments in challenging economic times. Our diverse skills sets – business process, technology, finance, accounting, fraud investigation, risk consulting, economic development, and performance - allows us to deliver effective, cost-efficient services and provides your audit team with an in-depth understanding of the unique needs of a local government.

### Government Publications and Seminars

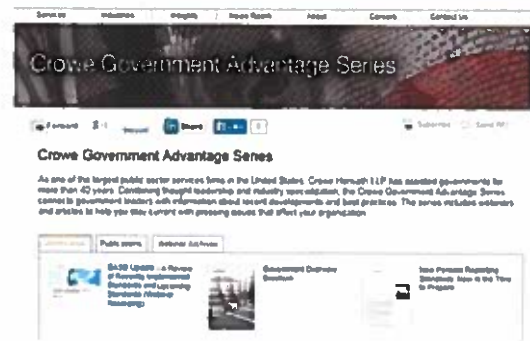
You want practical, timely, reliable information from knowledgeable, respected thought leaders. To keep you informed, Crowe publishes articles, white papers, newsletters, technical updates, and e-communications.

We publish *Government Advantage* quarterly to provide thought leadership and helpful tips on key issues gathered from our years of experience in helping governments achieve their mission.

Combining thought leadership and industry specialization, the Government Advantage series connects business officers with recent developments and best practices. Live seminars, web-based tutorials and published alerts help our clients stay current with issues that affect their organizations.

We also help our clients stay current by inviting them to participate in our in-house continuing professional education courses, providing thought leadership through our webinars and seminars. Our industry groups within the firm offer audit and accounting updates where clients are invited to participate to gain current knowledge on topical issues.

Please visit <http://www.crowehorwath.com/industries/government/> for an interactive map of our services and our current calendar of events.



### Federal / Uniform Guidance Programs Experience

Crowe possesses valuable experience with the Single Audit Act and OMB Uniform Guidance requirements auditing billions in federal funds on an annual basis. We currently audit over 200 clients that follow GASB Standards, over 110 clients that follow GAGAS (Yellow Book) Standards and approximately 100 clients that follow Uniform Guidance requirements.

Federal Programs we have experience auditing include:

Agency	Program Title
<b>Education</b>	Title I, Part A, Basic Low Income and Neglected
	Title II, Part A, Improving Teacher Quality
	Title III, Immigrant Education
	Title III, Limited English Proficiency
	Migrant Education
	Special Education IDEA (Preschool, Basic and Local Assistance)
	Educational Technology State Grants
	Title IV 21st Century Community Learning Centers Program Pell Grant
<b>Agriculture</b>	National School Lunch Program
	School Breakfast Program
	Special Milk Program for Children
	Forest Reserve
<b>Human Services</b>	Consolidated Health Centers
	Head Start
	Medical Assistance Program
	Medicaid Matching
	State Survey and Certification of Health Care Providers and Suppliers
<b>Labor</b>	Temporary Assistance for Needy Families
	Community Based Job Training
	WIA Adult Program
	WIA Youth Activities
	WIA Dislocated Workers

## Audit of Computerized Systems

Our Sacramento office has significant experience in auditing computerized systems typically used by California school districts. Our planned audit approach incorporates developing an understanding of your computer systems utilized to account for the fiscal transactions and attendance of the District. Our proposed team includes professionals who are solely focused on understanding your information technology framework and ensure proper security and access controls are appropriate. The Senior Manager and Partner will be responsible for designing the IT audit approach. Specific computer system testing would be completed by personnel with more than 5 years of experience in auditing computer systems.

In addition, our audit team is experienced in working with SACS and are well versed in the reports needed to complete specific testing for financial statement line items and required compliance testing.

## Engagement Team Overview

Crowe has built its reputation on close senior level involvement and maintaining a strong client relationship. The ultimate success of our client relationships is largely attributable to one key component – our people. The proposed engagement team is well qualified to provide quality, timely, and personalized services to you.

We have also structured our engagement team with extensive partner involvement. You will find our average partner-to-staff leverage ratio is higher than most other firms. By having partners involved in the daily execution, we reduce the time required to respond to accounting issues and thereby close the expectation gap. We are able to achieve this leverage by making significant investments in technology, uniform platforms and methodology, investments that allow us to work smarter and more efficiently.

The work that we will perform will be conducted in a timely, planned and orderly manner, without the uncertainty and confusion associated with a delayed, last minute performance. The proposed team takes pride in their client service ethic and in responding promptly to client inquiries. Their policy is to check voice mail throughout the day and return phone calls usually on the day received or within 24 hours at the latest. Likewise, they are typically able to access e-mail even when out of the office and respond promptly. Your Engagement Team is available to address your needs and concerns.

An overview of how we plan to structure your engagement team is as follows:

Key Personnel	Title	Responsibilities
Matthew Nethaway, CPA	Partner, Practice Leader	Mr. Nethaway will be the key client contact and will be responsible for overall audit quality and timely completion of the audit.
Jeffrey Jensen, CPA	Concurring Review Partner	Mr. Jensen will provide technical assistance on critical accounting matters and will be responsible for ensuring the District's audit is properly planned.
Brian Archambeault, CPA	Quality Control Partner	Mr. Archambeault is responsible for ensuring technical standards have been properly applied by the engagement team.
Jennifer Hall, CPA	Senior Manager	Ms. Hall will develop the audit programs, the overall audit plan, and direct communication with the District regarding the status of the audit progress.

### Resumes

We have provided resumes of the key individuals listed above in **Appendix A** of our proposal. The resumes detail relevant experience as well years of experience, licenses and certifications, professional affiliations and educational background.

## Approach

### Transition Plan

A smooth transition is important to both the District and Crowe. You have been audited by the same firm for a number of years and may have grown accustomed to certain ways of doing things. This is a chance to re-think how you perceive your internal financial management, audit and business partner relationships and start fresh. However, with a change in auditors, both Crowe and the District must be willing to invest the time necessary to properly facilitate change. We expect to make an investment in our relationship which will be mutually beneficial to our organizations.

Upon approval of Crowe as the District's auditors, we will schedule a planning meeting to meet with management to discuss roles and expectations of Crowe and the District. Other audit planning meetings may be scheduled to discuss specific accounting and financial reporting and to analyze the programs and operational activity as well as new developments.

Key elements of an effective transition plan include:

- Developing client and auditor expectations and performance measurements
- Developing time lines for audit services
- Communicating our audit approach

We will move quickly to execute the engagement letter. We will perform our formal due diligence and client acceptance procedures after you have communicated with your previous audit firm. As part of that process we will assist you in requesting that Crowe have access to the current firm's workpapers and schedule a time to review those workpapers. The above services are included in the fee agreement we have provided.

### Financial Audit Approach

We believe a well-planned audit approach is critical to the success of this engagement and our relationship with the District. Crowe focuses significant efforts in the planning stages of the audit to work closely with District staff in the development of the overall approach, preparation and deliverables. The audit schedule, developed as part of a thorough planning process, will be adopted by Crowe to meet the District's deadlines.

### Key Elements of the Audit Process

The engagement team and District staff will participate, as applicable, in key elements of the risk-based audit approach that include:





### Phase I: Audit Planning

- **Strategic Analysis.** We gain an understanding of your internal business dynamics, including organizational objectives, performance indicators, and business risks and controls.

### Phase II: Process Analysis

- **Business Process Analysis.** After gaining a better understanding of your organization, we further document your key business processes by evaluating the risks inherent in these processes and the controls in place to manage them.
- **Risk Assessment.** We evaluate your strategic and process risk and assess the effectiveness of your controls.

### Phase III: Fieldwork

- **Business Measurement.** Based on the procedures completed above, we design and perform substantive audit procedures including testing account balance details, to obtain additional audit evidence.

### Phase IV: Reporting

- **Performance Improvement.** We discuss with you key audit areas, potential issues, and our recommendations as they arise instead of waiting for the end of the audit process. We focus on ideas for improvement using cost/benefit analysis.
- **Reporting.** We present the results of our audit procedures in the audited financial statements of each entity, management letter recommendations, and SAS 114 letter to the Board of Trustees.

### Key Activities

Key activities of each phase are described below:



Planning allows us to develop our audit objectives and decide how and when we will achieve those objectives. We develop procedures based upon our industry experience as auditors. This includes understanding your organization, assessing risk - including the risk of fraud, understanding of your internal controls, analyzing the types of transactions that have or are likely to have occurred, and discussing these ideas with management.

During the planning phase we also focus on performing the necessary Statement on Auditing Standards No. 99 – Consideration of Fraud in a Financial Statement Audit procedures, including brainstorming sessions, fraud risk assessments, and discussions with the Board of Trustees representative and management.

We will hold a planning meeting to discuss audit scope, timelines and expectations. This is a critical discussion to assist both the entity and Crowe in managing the audits to challenge procedures, work paper preparation, and processes to gain future engagement enhancements.



During the Process Analysis Phase we document our understanding of the internal control structure. After documenting the operations of your systems through discussions with your staff, we determine whether control policies and procedures in place are functioning properly in significant business processes. We review the design and operation of each entity's internal control systems and structure. The purpose of the review is to provide us with sufficient information to properly design our audit tests. This testing is usually conducted during our interim audit procedures. During this interim phase we also devote a significant amount of time to complete the applicable State Compliance areas.



Through our extensive experience auditing California K-12 school districts, we already understand not all compliance areas apply to your District, therefore we will use our time efficiently to only test those applicable to the District. Our sampling approach to compliance, absent any specific requirements from the State Audit Guide, is to follow the AICPA's recommendations on compliance sample sizes.

Year-end fieldwork is the next phase of the continuous audit planning process. It involves updating our understanding of the business operation, business processes, internal controls, financial and non-financial indicators, and results of reviews to affirm that our audit programs are addressing risks. Based on our documentation of the District's control structures and testing of those systems through test of controls, allows us to focus our year-end testing on an analytical approach. Our analytical procedures will vary by financial statement line-item and opinion unit of the District's operations. Our year-end fieldwork will focus on the operating results, year-end balance sheet account reconciliations, and putting all the pieces together to provide meaningful and materially accurate information to stakeholders of each entity.



The audit culminates with the issuance of our reports on the audited financial statements. At the completion of the audit, we also submit our management letter, which provides recommendations to improve internal accounting controls and administrative efficiencies. We also report on certain matters to be communicated under SAS 114, which includes a discussion of new accounting pronouncements, passed and material posted audit adjustments, and significant audit estimates, along with other items. Draft reports will be provided to management. Once reports have been reviewed by management, we would be available to meet with the Board of Trustees to review the reports and address any questions.

## Single Audit Approach / Uniform Guidance

The Crowe audit team has experience with more than 100 single audit clients and with several Federal and state cognizant agencies. During the audits, we have worked closely with a variety of Federal agencies including the departments of Agriculture, Education, Labor, Transportation, Health and Human Services, and Housing and Urban Development, and the Environmental Protection Agency.

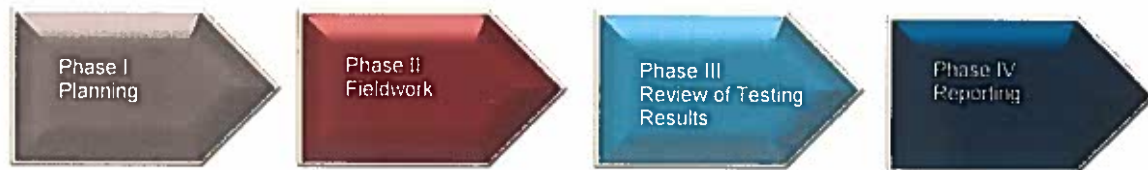
We will begin our Single Audit procedures and program specific grant procedures by developing a comprehensive understanding of laws and regulations that have a direct, material effect on the determination of amounts in your financial statements. This understanding will be based on:

- Identification of Federal/state award programs and total federal/state expenditures
- Determination of major Federal award programs
- Discussions with your staff
- Review of Board minutes, prior audits, and grant and contractual agreements
- Review of the relevant Federal program requirements from the "OMB Compliance Supplement" issued by the Office of Management and Budget and the "Catalog of Federal Domestic Assistance"

Crowe's Single Audit approach is based on guidance available in OMB Uniform Guidance and Government Auditing Standards issued by the Comptroller General of the United States. When testing your major federal/state programs, we follow the suggested audit procedures included in Uniform Guidance. For Federal or state programs for which guidance is not available, we will establish programs using applicable grant agreements and federal regulations.

**Key Elements of the Single Audit Process**

Crowe's audit team will work closely with your management team through the entire Single Audit process which includes the following elements:

**Phase I - Planning**

- Gain an understanding of your major internal control systems and environment related to your major Federal/state grants
- Review your administrative systems for Federal and other grant programs
- Assess risk related to Federal programs
- Conduct a brainstorming session in accordance with SAS 99, including Federal and other grant program administration
- Obtain the "Schedule of Expenditures of Federal Awards" (SEFA)
- Review your prior year SEFA and "Schedule of Findings and Questioned Costs"
- Prepare an analysis of federal programs according to type (i.e. Type A or Type B Program)
- Determine major programs by type based on the audit risk analysis in the assessment performed
- Determine the reliance to be placed on your systems of internal control for Federal and other grant programs through documentation and control testing

**Phase II - Fieldwork**

- Review audit programs from the Compliance Supplement to determine the adequacy of the programs
- Review and document the requirements of the programs to be tested
- Revise programs as necessary based on program requirements
- Interview staff, management, counsel, and officials based on planning
- Determine sample selection methodology and the types of procedures that will be performed using selected transactions and documents
- Select the transactions and documents for testing
- Perform the audit procedures as documented in the audit programs
- Document testing results
- Evaluate the results of testing and determine areas that require further examination

**Phase III - Review of Testing Results**

- Establish the review protocol for evaluation of results
- Review potential findings and questioned costs and communicate with your management
- Review compliance requirements and compare expected results to the exceptions noted to evaluate materiality
- Draft a summary of the testing results



**Phase IV - Reporting**

- Review Federal, state, and other grant reporting requirements
- Determine which internal control findings are significant deficiencies or material weaknesses
- Prepare findings and draft the auditor's reports
- Review draft reports with your management
- Evaluate management feedback and proposed corrective action, make revisions as necessary, and finalize the reports

**Audit Technology Tools**

Crowe utilizes several key technology systems to improve audit efficiency and effectiveness. Our use of technology in the audit process benefits you in the following ways:

- **Efficiency.** Your audit files are designed with you in mind including planning forms, audit programs and procedures, and other unique aspects of the District. This promotes efficiency and allows for easy documentation, exchange and review of information.
- **Communication.** When you have a question, all client information is at our fingertips to access at any time no matter where we are located, even from prior year audits. Questions on workpapers or other issues can be accumulated and sent via e-mail or CiRT® in order to reduce the number of interruptions to your daily routine during audit fieldwork.
- **Technical Information.** In addition to our extensive industry experience, the Accounting Research Manager (ARM) system allows us to provide up-to-date technical information quickly. Accounting standards and support can be provided to management at any time during the audit process.

Our auditing philosophy, commitment, attitude and technology effectively distinguish us with our clients and in the marketplace.

**Crowe Insight Center for Audit™**

The Crowe Insight Center for Audit is a software application for the comprehensive delivery of audit services to organizations under audit. It includes:

- Proprietary audit methodology
- Documentation in accordance with auditing standards
- Project management capabilities for interaction with subject matter experts
- Capabilities for electronic interchange of data with clients using managed workflow

Crowe Insight™ enhances the effectiveness and efficiency of the audit process and facilitates staff coordination and supervision regardless of geography.

**CiRT®**

In most engagements, a significant amount of time is spent gathering key documents, reports, and reconciliations; preparing certain schedules and analyses; and responding to various questionnaires. To meet the challenges of managing this complex information-gathering process, Crowe has developed a secure web-based repository, the CiRT® solution, which improves communication and effectively organizes this critical information.

CiRT® benefits include:

- Saves time;
- Facilitates efficient communication;
- Promotes task delegation and prioritization;
- Reduces duplicate requests and minimizes disruptions; and
- Enables efficient project management.

With this innovative tool, clients can manage workflow through a centralized individual who can assign and delegate requests to other company personnel; track project activity by assigned individual, due date, and status with a user friendly, easy-to-use, dashboard interface; quickly view and monitor project progress with an at-a-glance report feature; and access how-to videos and training materials through the enhanced learning center.

Through a single portal, CiRT® allows you to gain visibility into multiple projects. Originally designed to streamline complex audit processes, CiRT® is now adapted for Crowe tax, risk management, and performance projects. That means the District can expect fewer duplicative requests for information and improved consistency and efficiency. We view CiRT® as a competitive advantage and intend to continue innovating, remaining in the forefront of process automation.

### **Monarch**

Monarch is a report extraction utility which allows the auditor to selectively convert the fields contained within standard business application reports into data files for further analysis.

### **Audit Control Language**

ACL (Audit Control Language) is a data manipulation utility which allows the auditor to interpret data from virtually any type of data file format for the following purposes: footing, sorting, summarizing, selecting, extracting, re-calculating, sampling, matching, merging, re-aging, and detecting gaps/duplicates.

These techniques may include testing the accuracy, completeness and integrity of individual accounts or transactions. Or, they may be used to address the need to perform ad-hoc and perhaps exhaustive application of differing criteria to analyze the operational quality of assets represented by such data.

Because of the tremendous speed and storage capabilities of such tools, our financial auditors will be able to electronically examine a much higher percentage of original data than if left to purely manual testing methods. In summary, with the use of Monarch and ACL, our audit procedures can be far more effective in providing value-added information regarding your business applications.

### **Accounting Research Manager**

Accounting Research Manager (ARM) is a comprehensive online database of expert-written analytical accounting, auditing, as well as primary source data. It includes the full suite of publications from the Governmental Accounting Standards Board, the GAO, Financial Accounting Standards Board, Emerging Issues Task Force, Securities and Exchange Commission, American Institute of Certified Public Accountants, and International Accounting Standards Board. In addition, interpretive analyses are provided in many areas.

## Timeline and Segmentation

We have provided below a tentative schedule for performing key phases of the audits. If appointed, we will work with the District to finalize the associated timelines for the audit. The depth of our California based resources will allow us to adjust schedules to best align with the needs of the District.



## Additional Information

### Why Do Our Clients Choose Crowe?

Clients tell us when our technical expertise, industry knowledge, and applied technology come together, exceptional service and value result. At Crowe Horwath LLP, we take pride in our relationships with our clients. Our vision is that our people come to work every day motivated to provide our clients with an exceptional experience in every interaction and to help our professionals maintain objectivity in the delivery of our services.

### How Do We Do This?

We have learned from our clients that there are certain attributes important to their overall experience, and each client perceives value differently. To help us meet our clients' expectations, we conduct an engagement survey that allows our clients to evaluate our performance. Proof of this can be found in what our clients say about us, in our client engagement survey results, and through recognition we've received from client experience organizations.



In addition, if a client is faced with a challenge or issue that is unresolvable with their Crowe partner, we encourage clients to contact our dedicated client feedback manager by calling 877.430.3900, or emailing [clientfeedback@crowehorwath.com](mailto:clientfeedback@crowehorwath.com). The client feedback manager works with our clients and Crowe leaders to understand the issue(s), and resolve the situation while ensuring that similar circumstances do not happen again.

### Client Engagement Survey Results

Our 2015 client engagement surveys show that Crowe has achieved a 90 percent client engagement index score. According to our survey administrator, PeopleMetrics, our score is 35 points higher than the industry average of 55 percent. An engaged client is one who agrees that it really likes working with us, is likely to continue to work with us, would go out of its way to keep working with us, and will recommend us to its colleagues.

### Recent Awards



For the fifth year in a row (2015), Crowe has been recognized as one of the five best-performing companies across PeopleMetrics' customer base. In addition, PeopleMetrics' customer base selected two Crowe professionals to be PeopleMetrics Brand Ambassadors.



Crowe and its client experience professionals have been recognized by the Customer Experience Professionals Association (CXPA) as a company that is delivering great experiences to clients and as a "Customer Experience Impact Award" winner.



Crowe's exceptional client experience team received the Customer Experience Innovation Award from the Customer Experience Professionals Association (CXPA). This is the most prestigious award a company can receive from the CXPA, as it recognizes new practices that improve customer experience, result in strong business impact and advance the field of customer experience for other organizations.



Crowe received the Customer Experience Excellence Award from the Temkin Group in 2016 based on their efforts to improve client experience in a sustainable manner.

## Appendix A: Resumes

We have provided our resumes on the following pages.



**Matthew A. Nethaway**  
CPA – Partner

### Profile

Mr. Nethaway has over 19 years of experience in the governmental audit practice and functions as an engagement partner directing the audit process for school districts, county offices of education, community colleges and numerous other governmental agencies. He directs the firm's California Education Audit Practice, serving clients in a range of governmental engagements.

### Professional and Industry Experience

Mr. Nethaway is considered to be an expert in governmental accounting directing and performing performance audits for large governmental agencies. He is a member of the California K-12 Audit Guide Taskforce, which is responsible for reviewing the components of, and recommending changes to, the State's audit guide for California public school districts and charter schools.

### Publications and Speaking Engagements

- CalCPA Education Foundation Annual Conference
- California Association of School Business Officials
- California Association of Joint Powers Authorities

### Professional Affiliations

- American Institute of Certified Public Accountants
- California Society of Certified Public Accountants
- California Association of Joint Powers Authorities
- California Association of School Business Officials

### Education & Certifications

- Bachelor of Science, Business Administration/Accounting
  - San Diego State University | San Diego, California
- Certified Public Accountant (CPA)

### Client Focus

#### Services:

- Audit
- Accounting Standards Development and Quality Control
- Technical Training and Oversight
- OMB A-133 Compliance
- Membership Accounting
- Billing and Revenue Recognition
- Grant Compliance Audits (State and Federal)
- Performance Audits
- Bond/Debt Issuance Structure and Analysis

#### Industries:

- Public Sector

#### Community Involvement:

- Big Brothers Big Sisters, Sacramento Foundation | Board Member



## Client Listing

### Local Educational Entities

- San Diego Unified School District
- Elk Grove Unified School District
- San Juan Unified School District
- Sacramento City Unified School District
- Stockton Unified School District
- Hayward Unified School District
- Western Placer Unified School District
- Humboldt County Office of Education
- Campbell Union High School District
- Placer County Office of Education
- Marysville Unified School District
- Tahoe Truckee Unified School District

### Not-for-Profit

- California Dental Association
- California Optometric Association
- California Hospital Association
- Center for AIDS Research and Education  
Sacramento
- California Pacific Medical Center Foundation  
and Sutter Medical Center Foundation
- Sacramento Region Community Foundation
- California Dental Association Foundation
- California Optometric Association Foundation

### Higher Education

- Sierra Joint Community College District
- San Joaquin-Delta Community College  
District



**Jeffrey A. Jensen**  
CPA – Partner

### Profile

Mr. Jensen has over 16 years of experience in the government audit practice. He directs the audit process for over 30 government clients, including community colleges, school districts and special districts.

Mr. Jensen also actively works with the firm's not-for-profit clients including private foundations and state-wide trade associations.

### Professional and Industry Experience

Mr. Jensen specializes in audits requiring compliance with OMB Circular A-133/Uniform Grant Guidance and regularly leads internal training related to new and existing requirements.

He conducts performance audits for over 15 large governmental agencies. In connection with these performance audits, large samples of expenditures made from bond proceeds are agreed to supporting documentation and evaluated to ensure that expenditures are allowable under the terms of the bond agreement.

Mr. Jensen also assists in designing special projects to evaluate internal control processes and provide recommended improvements.

### Publications and Speaking Engagements

- Association of College Business Officials | Speaker
- Community College Internal Auditor Conference | Speaker
- California Association of School Business Officials Conference | Speaker

### Education & Certifications

- Bachelor of Science, Business Administration/Accounting
  - California State University | Fresno, California
- Certified Public Accountant (CPA)

### Client Focus

#### Services:

- Audit

#### Industries:

- Public Sector

### Community Involvement

- Youth Development Network | President

### Professional Affiliations

- American Institute of Certified Public Accountants
- California Society of Certified Public Accountants
- California Association of School Business Officials



## Client Listing

### Local Educational Entities

- Fresno Unified School District
- Kern High School District
- Central Unified School District
- Visalia Unified School District
- Yuba City Unified School District
- Campbell Union High School District
- Fairfield-Suisun Unified School District
- Antioch Unified School District
- Davis Joint Unified School District
- Folsom Cordova Unified School District
- Woodland Unified School District
- Stockton Unified School District
- Dailey Charter School
- State Center Community College District
- Marin Community College District
- San Joaquin Delta Community College District
- Hartnell Community College District

### Foundations

- Delta College Foundation
- Antelope Valley College Foundation
- College of Marin Foundation
- Hartnell College Foundation
- California Hospital Association Foundation

### Government

- California Student Aid Commission
- California Public Utilities Commission



**Brian R. Archambeault**  
CPA – Partner  
Assurance Professional Practice

### Profile

Brian is a partner in Assurance Professional Practice (APP), which is Crowe's national office. In his current role, he leads the segment of the national office overseeing the public sector services audit practice. Responsibilities include providing quality control, including matters related to accounting, auditing, ethics, independence, audit quality and inspections, as well as professional standards consultation process.

Prior to joining Crowe's national office, he served as a senior manager in the public sector services audit practice. He has more than twenty years of total experience.

### Speaking Experience:

- Brian has presented at many internal Crowe trainings for professional staff

### Publications:

- Authors newsletters and comment letters to accounting proposals on behalf of Crowe Horwath

### Professional and Industry Experience

Brian's has experience with many types of governmental entities, including cities, counties, townships, K-12 school districts, public 4-year universities, community colleges, transportation and other business type activity entities, public risk insurance pools, joint power authorities, state pension & other post-retirement benefit plans. He also has extensive experience with not-for-profit entities, including private colleges, foundations, social service organizations, and healthcare entities.

He is a technical leader and provides guidance with the following service offerings:

- Audits under Generally Accepted Government Auditing Standards (GAGAS)
- OMB Circular A-133/Uniform Guidance
- Audits under the Consolidated HUD Audit Guide
- Agreed Upon Procedures
- Compliance Examinations
- Performance Audits

### Professional Affiliations

- American Institute of Certified Public Accountants
- Indiana CPA Society

### Education & Certifications

- Bachelor of Business Administration, Accountancy
  - University of Notre Dame, Indiana
- Certified Public Accountant



**Jennifer R. Hall**  
CPA – Senior Manager

### Profile

Ms. Hall has more than 12 years of experience. Currently, she devotes a significant portion of her time to public sector organizations – governments, joint powers authorities and not-for-profit organizations, including those receiving federal and state financial assistance. She also has experience and works with retail dealerships, insurance, and financial institutions.

### Professional and Industry Experience

- Audit planning, fieldwork, supervision and financial statement preparation
- Audit procedures under Uniform Guidance (formerly OMB Circular A-133)
- Engagement manager on healthcare, not-for-profit, governmental and financial institution engagements
- Provides one-on-one client service for any questions on accounting matters throughout the year

### Publications and Speaking Engagements

- California Association of School Business Officials | Annual Conference Speaker

### Professional Affiliations

- American Institute of Certified Public Accountants
- California Society of Certified Public Accountants
- California Association of School Business Officials | Eastern Section Accounting Committee Member

### Education & Certifications

- Bachelor of Science, Business Administration, Accounting
  - California State University | Sacramento, California
- Certified Public Accountant (CPA)

### Client Focus

#### Services:

- External audits
- Financial reporting
- Specialized audits

#### Industries:

- Public Sector
  - Government
  - Not-for-Profit
- Retail Dealer
- Financial Services

### Community Involvement

- American Red Cross - Capitol Region Chapter | Past Board Member
- Metro Chamber's Leadership Sacramento Class of 2013 | Graduate
- Junior League of Sacramento | Past Member

## Client Listing

### School Districts

- Elk Grove Unified School District
- San Juan Unified School District
- Natomas Unified School District
- Folsom-Cordova Unified School District
- Alum Rock Union Elementary School District
- Santa Cruz City Schools
- Kern High School District

### Not-for-Profit

- The Women's Foundation
- California Pacific Medical Center Foundation
- CARES Community Health
- CARES Foundation
- Little Sisters of the Poor of Los Angeles
- Goodwill Industries of Southern California

### Government and JPA

- California Energy Commission
- North Bay Schools Insurance Authority
- Tri-County Schools Insurance Group
- Schools Excess Liability Fund

### Financial Institutions

- Sierra Vista Bank
- El Dorado Savings Bank
- NorCal Community Bancorp
- Mission National Bank

### Insurance

- Premier Access Insurance Company
- Access Dental Plan

# Center Unified School District

**AGENDA REQUEST FOR:**

**Dept./Site:** Business Department

**Date:** March 15, 2017

**Action Item** X

**To:** CJUSD Board of Trustees

**Information Item**

**From:** Lisa Coronado *LC*  
Director of Fiscal Services

**# Attached Pages**

**SUBJECT:**

**Second Interim Report  
For Fiscal Year 2016/17**

Lisa Coronado, Director of Fiscal Services, is presenting the 2016/17 Second Interim report for approval. This report is based on all known budget guidelines set forth by the Fiscal Crisis & Management Assistance Team, School Services of California and the adopted State budget. The expenditure and revenue activity covers the period of July 1, 2016 through January 31, 2017.

**RECOMMENDATION:** To approve the 2016/17 Second Interim Report as presented.

**Center Joint Unified School District**  
**2016-17 Second Interim Report and Multiyear Fiscal Projection**  
**As of January 31, 2017**  
Presented March 15, 2017

Interim budget reports provide a picture of a district's financial condition during the fiscal year. The Governing Board of a school district certifies the district's financial condition to the county office of education through these reports. The Second Interim Report is from July 1<sup>st</sup> through January 31<sup>st</sup>, and projects financial activity through June 30<sup>th</sup>. Discussed below is a summary of the State budget and budget guidelines as provided by the county office of education, as well as the financial condition of the Center Joint Unified School District as of the second reporting period. In addition, the Second Interim Report contains detailed budget, multi-year projections, and estimated cash flow reports.

**2017-18 Budget Outlook and Changes from 2016-17 Enacted State Budget**

Governor Brown presented his proposed state budget for 2017-18 on January 10<sup>th</sup>. The Governor's budget includes \$744 million towards the Local Control Funding Formula (LCFF), which is the amount needed to fund the statutory cost-of-living adjustment (COLA). Therefore, the Governor's proposal results in a Proposition 98 guarantee of \$73.5 billion, which is a decrease of \$953 million when compared to the 2016-17 Budget Act.

The Governor's budget also contains a decrease for 2016-17 in the amount of \$506 million from the enacted state budget due to lower-than-expected General Fund tax revenue. Therefore, the Proposition 98 guarantee is now estimated at \$71.4 billion. Further, as a result of a decrease in the 2016-17 Proposition 98 minimum funding guarantee caused by lower-than-projected state revenues, the Governor's budget includes a one-time LCFF cash deferral, which encompasses moving \$859.1 million of LCFF expenditures from June 2017 to July 2017.

Illustrated below are the major differences between the primary factors that were utilized to prepare the District's First Interim Report and the major factors contained in the Governor's 2017-18 proposed state budget:

**LCFF Gap Funding and Cost-of-Living-Adjustment (COLA):** Illustrated below is a comparison of the gap funding percentages, and COLA percentages between the 2016-17 enacted state budget and the Governor's 2017-18 proposed state budget:

Description	2015-16	2016-17	2017-18	2018-19
LCFFGapFunding % – Proposed (May 2016)	52.20%	54.84%	73.96%	41.22%
LCFFGapFunding % – Enacted (June 2016)	52.56%	54.18%	72.99%	40.36%
LCFFGapFunding % – Revised (January 2017)	52.56%	55.28%	23.67%	53.85%
Annual COLA – Proposed (May 2016)	1.02%	0.00%	1.11%	2.42%
Annual COLA – Enacted (June 2016)	1.02%	0.00%	1.11%	2.42%
Annual COLA – Revised (January 2017)	1.02%	0.00%	1.48%	2.40%

**K-12 One-Time and Block Grant Mandate Funding:** LEAs are continued to expect to receive approximately \$214 per ADA for one-time mandate funds. The 2017-18 proposed budget encompasses approximately \$48 per ADA of funding that was not included in budget forecasts for the 2017-18. The rates for the mandate block grant are expected to remain constant.

### **Routine Restricted Maintenance Account**

Due to the passage of Proposition 51, any local educational agency that applies for state bond funds and receives a Proposition 51 apportionment by the State Allocation Board (SAB) would be subject to conditions set forth by the bond measure. The Proposition 51 ballot initiative contained language that the School Facility Program (SFP) is administered as it existed on January 1, 2015 including the provision of contributing the full three percent of General Fund expenditures into the routine restricted maintenance account (RRMA). This requirement, however, does not apply to projects funded by Propositions 1A, 47, and 55 as those bond measures did not contain similar language. Therefore, districts would either be required to contribute the three percent if participating in Proposition 51 (timing of contribution yet to be determined), or continue to follow the guidance of AB 104 and gradually increase their contributions as follows:

- 2015-16 & 2016-17:
  - The minimum contribution shall be the lesser of 2014-15 contributions or three percent of total General Fund expenditures
- 2017-18 to 2019-20:
  - The greater of the following:
    - the lesser of 2014-15 contributions or three percent of total General Fund expenditures
    - or
    - two percent of the total General Fund expenditures for that year
- 2020-21:
  - Three percent of General Fund expenditures

### **Reserves**

**District Reserve Requirements (Senate Bill 858):** The 2014 State Budget Act and the passage of Proposition 2 in November 2014 established a hard cap on district reserves, if all of the following conditions are met:

- The Proposition 98 maintenance factor must be fully repaid
- Proposition 98 must be funded based on Test 1
- Proposition 98 provides sufficient funds to support enrollment growth and the statutory COLA
- A deposit must be made into the Proposition 98 reserve when capital gains revenues exceed 8% of General Fund revenues

Currently, the cap is not expected to be in effect for fiscal years 2016-17 and 2017-18.

Senate Bill (SB) 858 also requires that school districts, starting with the 2015-16 adopted budgets, must add new procedures to the public hearing. The new required procedure consists of providing the following disclosures at the public hearing for the budget adoption:

- The minimum reserve level required in each year
- The amount of assigned and unassigned ending fund balance that exceeds the minimum in each year
- Reasons for the reserve being greater than the minimum

On January 21, 2015, the Legislative Analyst's Office (LAO) released a report regarding Senate Bill 858, which illustrated the rationale behind school district reserve levels, the benefits of prudent reserves, and the risks of reduced reserves. The report details five main reasons that school districts maintain adequate reserves:

- Managing cash flow
- Mitigating volatility in funding or expenditures
- Saving for larger purchases
- Addressing unexpected costs
- Reducing costs of borrowing

Further, the LAO described specific risks to school districts that lower their reserves in accordance with the SB 858 cap, including:

- The minimum cap would allow most districts to maintain only a few weeks of payroll
- Emergency facility repairs and other unexpected costs would place districts with low reserves in a precarious position
- Districts with reserves below the caps have been about twice as likely to be flagged for fiscal intervention
- Districts with lower reserves could have their credit ratings reduced, increasing the cost of borrowing money

The experience of the most recent recession has clearly demonstrated the minimum levels are insufficient to protect educational programs from severe disruption in an economic downturn. The typical 3% reserve minimum represents less than two weeks of payroll for many districts.

#### **2016-17 Center Joint Unified School District Primary Budget Components**

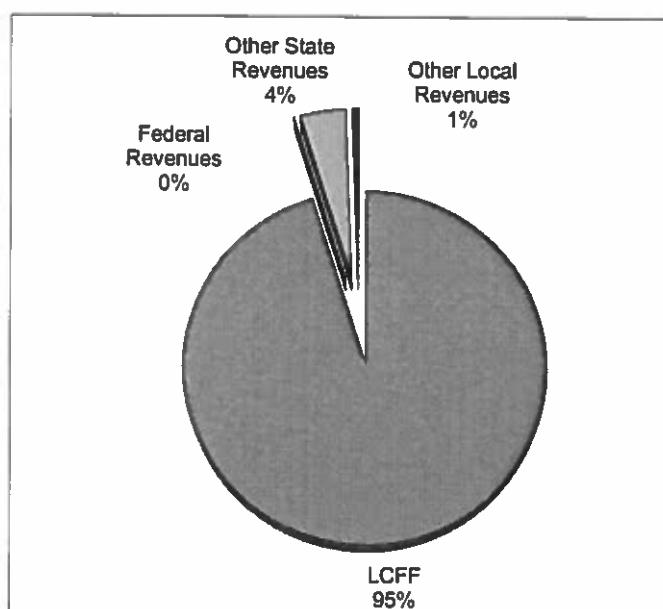
- ❖ Average Daily Attendance (ADA) is estimated at 4210.06 (excludes COE ADA of 41.16)
  - Due to declining enrollment the funded ADA will be based on the prior year ADA of 4238.58.
- ❖ The District's estimated unduplicated pupil percentage for supplemental & concentration funding is estimated to be 64.41%.
- ❖ Lottery revenue is estimated to be \$144 per ADA for unrestricted purposes and \$45 per ADA for restricted purposes.
- ❖ Mandated Cost Block Grant remains at \$28 for K-8 ADA and \$56 for 9-12 ADA.
- ❖ One-Time Mandated Cost reimbursement is \$214 per ADA.
- ❖ Except as illustrated under Contributions to Restricted Programs, all federal and state restricted categorical programs are self-funded.



### **General Fund Unrestricted Revenue Components**

Center Joint Unified School District receives funding for its general operations from various sources. A summary of the major funding sources is illustrated below:

Description	Amount
Local Control Funding Formula	\$38,456,036
Federal Revenues	\$7,258
Other State Revenues	\$1,711,600
Other Local Revenues	\$241,447
<b>TOTAL</b>	<b>\$40,416,341</b>



### **Education Protection Account**

As approved by the voters on November 6, 2012, The Schools and Local Public Safety Protection Act of 2012 (Proposition 30) temporarily increased the state's sales tax rate and the personal income tax rates for taxpayers in high tax brackets.

The creation of the EPA by Proposition 30 provides that a portion of K-14 general purpose funds must be utilized for instructional purposes. Revenues generated from Proposition 30 are deposited into a State account called the Education Protection Account (EPA). The District will receive funds from the EPA based on its proportionate share of statewide general purpose funds. A corresponding reduction is made to its general purpose funds.

K-14 local agencies have the sole authority to determine how the funds received from the EPA are spent, but with these provisions:

- The spending plan must be approved by the governing board during a public meeting

- EPA funds cannot be used for the salaries or benefits of administrators or any other administrative costs (as determined through the account code structure)
- Each year, the local agency must publish on its website an accounting of how much money was received from the EPA and how the funds were expended

Further, the annual financial audit includes verification that the EPA funds were used as specified by Proposition 30. If EPA funds are not expended in accordance with the requirements of Proposition 30, civil or criminal penalties could be incurred.

Illustrated below is how the District's EPA funds are appropriated for 2016-17. The amounts will be revised throughout the year based on information received from the state and changes in employee costs.

<b>Education Protection Account (EPA) Budget 2016-17 Fiscal Year</b>	
Description	Amount
<b>BEGINNING BALANCE</b>	\$70
<b>BUDGETED EPA REVENUES:</b>	
<i>Estimated EPA Funds</i>	\$5,644,538
<b>BUDGETED EPA EXPENDITURES:</b>	
<i>Certificated Instructional Staff Salaries</i>	\$4,375,443
<i>Certificated Instructional Staff Benefits</i>	\$1,269,165
<b>TOTAL</b>	\$5,644,608
<b>ENDING BALANCE</b>	\$0

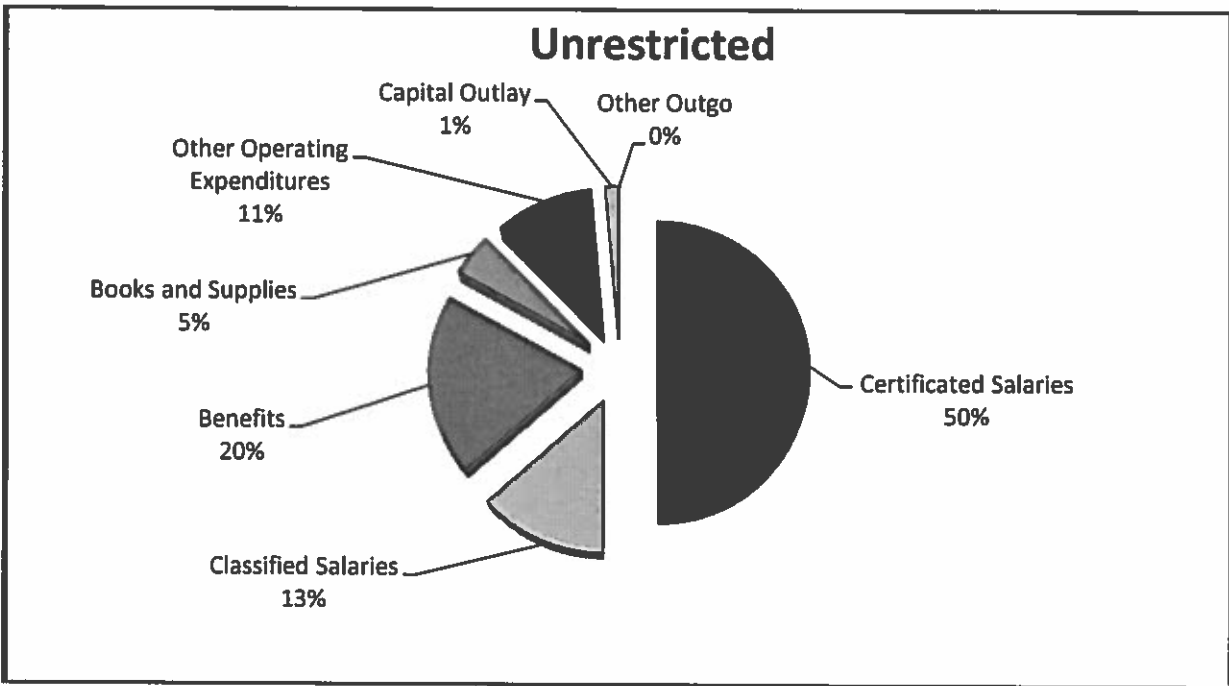
Subsequently, on November 8, 2016, the voters approved the California Children's Education and Health Care Protection Act (Proposition 55) that maintains increased personal income tax rates for taxpayers in high tax brackets through 2030. Proposition 55 did not extend the sales tax increase; therefore, the temporary sales tax increase expired at the end of calendar year 2016. The sales tax expiration is not expected to have an impact on the EPA revenues received by LEAs.

#### **Unrestricted Operating Expenditure Components**

The General Fund is used for the majority of the functions within the District. As illustrated below, salaries and benefits encompass approximately 83% of the District's unrestricted budget in 2016-17.

Description	Unrestricted
Certificated Salaries	\$16,630,918
Classified Salaries	\$4,441,278
Benefits (Payroll Taxes and Health & Welfare Contributions)	\$6,600,646
Books and Supplies	\$1,552,012
Other Operating Expenditures	\$3,601,677
Capital Outlay	\$452,503
Other Outgo (Excluded Indirect Cost Recapture)	\$0
<b>TOTAL</b>	<b>\$33,279,034</b>

Following is a graphical description of expenditures by percentage:



#### **Contributions to/from Restricted Programs**

The budget includes the following transfers of unrestricted resources to restricted programs to cover restricted program expenditures in excess of revenue:

Description	Amount
Restricted Maintenance Account	\$1,000,000
Special Education	\$5,224,191
Federal Program Monitoring	\$77,350
<b>TOTAL CONTRIBUTIONS</b>	<b>\$6,301,541</b>

#### **General Fund Variances of 10% or More**

The following budget lines have variances of 10% or more when comparing the Adopted Budget to the Second Interim report:

- **Federal Revenue:** Increases reflect new Title III funds, a higher Title I allocation, and transfer of funds from general fund to federal programs as a result of Federal Program Monitoring findings.
- **Other State Revenue:** Mandated cost reimbursements were not included in the Adopted Budget, but have been included in this Second Interim report.
- **Books and Supplies:** New funds, such as College and Career Readiness Grant, are placed in Books and Supplies so that site and department leaders can make budget transfers as needed.

- Other Outgo: A budget reduction was made because we have no students in state special schools this school year.
- Indirect Costs: An increase reflects indirect costs being captured from all allowable grants.

### **Cash Flow**

As described above, the Governor's State Budget proposes to implement an apportionment deferral that moves \$859.1 million of LCFF costs from June 2017 to July 2017. Rather than reducing each month's apportionment, the entire amount is taken in June. Therefore, approximately 28% of June's expected payment will be deferred to July 2017. Despite the cash deferral, the District is anticipating having positive monthly cash balances during 2016-17.

### **Fund Summaries**

Fund 09: Center Joint Unified School District is the sponsoring authority for Global Youth Charter School. It is a seat based school serving grades 7-12. At this time, Global Youth is deficit spending and drawing down reserve. In April, the District will determine if Global Youth will have enough funds to remain open.

Fund 17: The Special Reserve Fund is covering the shortfall in the Developer Fee Fund. The remaining balance is available to cover cash shortages that occur within the District.

Fund 25: New developments are generating revenues that will reduce the Capital Facilities Fund's negative balance.

### **Projected Ending Fund Balances:**

	<b>FUND</b>	<b>2016-17</b>
01	GENERAL (UNRESTRICTED & RESTRICTED)	\$6,985,051
09	CHARTER SCHOOLS	\$78,064
11	ADULT EDUCATION	\$83,199
13	CAFETERIA	\$19,941
14	DEFERRED MAINTENANCE	\$42,959
17	SPECIAL RESERVE	\$2,370,113
21	BUILDING FUND	\$54,852
25	CAPITAL FACILITIES	(\$1,089,980)
	<b>TOTAL</b>	<b>\$8,544,199</b>

## Multiyear Projection

### *General Planning Factors:*

Illustrated below are the latest factors released by the Department of Finance (DOF) for Districts to utilize (2015-16 is illustrated for comparison purposes):

<i>PlanningFactor</i>	<i>FiscalYear</i>			
	2015-16	2016-17	2017-18	2018-19
COLA(DOF)	1.02%	0.00%	1.48%	2.40%
LCFFGapFundingPercentage(DOF)	52.56%	55.28%	23.67%	53.85%
STRSEmployerRates	10.73%	12.58%	14.43%	16.28%
PERSEmployerRates(PERSBoard/Actuary)	11.847%	13.888%	15.80%	18.70%
Lottery-unrestrictedperADA	\$144	\$144	\$144	\$144
Lottery-Prop.20perADA	\$45	\$45	\$45	\$51
MandatedCostperADA/OneTimeAllocations(DOF)	\$529	\$214	\$48	\$0
MandateBlockGrantforDistricts:9-12perADA	\$56	\$56	\$56	\$56
Educator Effectiveness Funding	\$1,466 per Cert. FTE	\$0	\$0	\$0
RoutineRestrictedMaintenanceAccount * Percentage of total general fund expenditures  (Note: Due to the November 2016 facility bond proposition passing, the RRMA requirement may revert to 3% for applicable LEAs. Please refer to description noted above.)	Lesser of: 3%* or 2014-15 Amount	Lesser of: 3% or 2014-15 Amount	*Greater of: Lesser of 3% / 2014-15 Amount or 2%	*Greater of: Lesser of 3% / 2014-15 Amount or 2%

Various aspects of the planning factors illustrated above will be further discussed below with the District's specific revenue and expenditure assumptions.

### *Revenue:*

The Department of Finance (DOF) released the following estimated COLA percentages. Illustrated below is a comparison of the estimated gap funding factors for DOF & School Services of California (SSC):

<i>Description</i>	2015-16	2016-17	2017-18	2018-19
COLA(DOF & SSC)	1.02%	0.00%	1.48%	2.40%
LCFFGapFundingPercentage(DOF)	52.56%	55.28%	23.67%	53.85%
LCFFGapFundingPercentage(SSC)	52.56%	55.28%	23.67%	34.42%

Enrollment trends show a slight decline; however, new home construction should bring in additional students. Therefore, enrollment is held steady in projections.

The Local Control Funding Formula is estimated to be adjusted per Department of Finance's estimates of COLA and funding percentages towards the District's LCFF Target.

Restricted federal revenue is estimated to decrease in 2017-18 and 2018-19 due to removing one-time revenues associated with the following grants: College and Career Readiness, CA Clean Energy, CRANE, CTEIG.

Unrestricted state revenue is expected to decrease from 2016-17 due to the loss of one-time mandate funds.

***Contributions:***

The increase of contributions to restricted programs is primarily due to budgeting for restricted step and column increases, as well as for expected pension increases. The large increase from 2016-17 to 2017-18 reflects the drawing down of fund balance in 2016-17. The District also contributes to its routine restricted maintenance account according to the requirements set in statute.

***Expenditures:***

Salary increases reflect step and column movement. Adjustment increases were added to unrestricted certificated salaries for the hiring of 3-4 teachers to complete Center High's block schedule staffing. Adjustments were made to restricted classified salaries to account for two new instructional specialist positions. In addition, adjustments were made to account for employees who were hired mid-year and; therefore, do not have their full annual salary reflected in the pre-populated multi-year projection. And, as detailed below, salary increases take into account increased retirement contribution costs.

On December 21, 2016, the California Public Employees' Retirement System (CalPERS) Board took action to approve lowering what is known as the "discount rate" from 7.5% to 7.0% over three years beginning in 2018-19. This action effectively lowers what CalPERS projects will be the annual rate of return on its entire investment portfolio (i.e. investment return percentage). By reducing the current discount rate from 7.5% to 7.375% in 2018-19, 7.25% in 2019-20, and then 7.0% in 2020-21, the CalPERS Board will be scheduling higher employer contribution rates that will significantly exceed previous projected increases. As illustrated in the table below, the District's First Interim Report estimated employer contributions at 19.8% in 2020-21 and remaining constant thereafter. However, the new projected schedule shows the 2020-21 rate moving upward to 24.9% for that year, with a top rate of 28.2% in 2023-24; essentially more than doubling the current employer rate of 13.888%.

CalPERS Rate Comparison								
	2016-17 Actual	2017-18 Projected	2018-19 Projected	2019-20 Projected	2020-21 Projected	2021-22 Projected	2022-23 Projected	2023-24 Projected
Rates @ 1 <sup>st</sup> Interim	13.888%	15.50%	17.10%	18.60%	19.80%	19.80%	19.80%	19.80%
Updated Proposed Rates	13.888%	15.80%	18.70%	21.60%	24.90%	26.40%	27.40%	28.20%
Member % (Pre-PEPRA)	7%	7%	7%	7%	7%	TBD	TBD	TBD
Member % (Post-PEPRA)	6%	6%	6%	6%	6%	TBD	TBD	TBD

Assembly Bill 1469(CalSTRS full-funding plan) increased the contribution rates that employers, employees and the State pay to support the California State Teachers' Retirement System (CalSTRS). Similar to CalPERS, the CalSTRS Board lowered its assumed rate of return on its investment portfolio from 7.5% to 7.0% and adopted new demographic assumptions on February 10<sup>th</sup>. Under Assembly Bill (AB) 1469 both state and employer contribution rates may be increased by the CalSTRS Board in order to maintain the goal of reaching full funding of the retirement system by 2046.

Current law increases contribution rates to 19.1% beginning July 1, 2020, and also gives the Board authority to increase rates to 20.1% beginning July 1, 2021, and to 20.25% beginning July 1, 2022. Further, under AB 1469, the state contribution rate can also increase above its current 8.828% of payroll. The increases are limited to a 0.5% increase annually, but has no upper boundary similar to the employer rate contribution. In addition, new CalSTRS members (hired after January 1, 2013) are required to pay at least half of the normal cost of the DB program; thus, these members' contributions would increase by 0.5% effective July 1, 2017.

Please note that projected rate increases are not known at this time. Therefore, illustrated below are the rates that are currently known.

CalSTRSRatesperEducationCodeSections22901.7and22950.5					
Description	2016-17 Actual	2017-18 Approved	2018-19 Approved	2019-20 Approved	2020-21 Approved
Employer %	12.58%	14.43%	16.28%	18.13%	19.10%
Member % (2%at60)	10.25%	10.25%	10.25%	10.25%	10.25%
Member % (2%at62)	9.205%	9.205%	9.205%	9.205%	9.205%

Supplies, services, capital outlay, and indirect costs are estimated to decrease for 2017-18 due to the removal of expenditures related to funds carried over from 2015-16 and expenditures of one-time funds received during 2016-17. In addition, there is a decrease associated with the end of previously discussed grants which is consistent with the revenue decline.

In 2017-18 Books and Supplies, \$500,000 is budgeted to complete a Center High curriculum adoption and for new ongoing costs related to the Wonders adoption. Both costs are unknown at this time, so this figure will be adjusted before budget adoption.

***Estimated Ending Fund Balances:***

The District estimates that the General Fund is projected to deficit spend by \$130,429 in 2016-17 and \$1,065,435 in 2017-18 resulting in an ending unassigned General Fund balance of approximately \$3.3 million at the end of 2017-18. Of that amount, it should be noted that \$1.6 million is from mandated claim reimbursements which are earmarked for expenditures related to the implementation of academic standards.

Based on current revenue and expenditure projections, along with existing ending fund balance, the District is able to meet its minimum economic uncertainty reserve.

Illustrated below are the components of the estimated ending General Fund balance:

Description	2016-17	2017-18	2018-19
Nonspendable Reserves	\$92,744	\$92,744	\$92,744
Restricted Fund Balance	\$1,101,394	\$1,101,386	\$1,101,386
Other Assignments and Commitments	\$826	\$0	\$0
State Reserve for Economic Uncertainty (REU) - 3%	\$1,402,285	\$1,390,764	\$1,386,905
Amount Above (Below) REU	\$4,387,802	\$3,334,721	\$3,500,037
<b>Total - Estimated Ending Fund Balance</b>	<b>\$6,985,051</b>	<b>\$5,919,615</b>	<b>\$6,081,072</b>

***Conclusion:***

The projection supports that the District will be able to meet its financial obligations for the current and subsequent years. Therefore, the Center Joint Unified School District certifies that its financial condition is positive.



Description	Resource Codes	Object Codes	Original Budget (A)	Board Approved Operating Budget (B)	Actuals To Date (C)	Projected Year Totals (D)	Difference (Col B & D) (E)	% Diff (E/B) (F)
<b>A. REVENUES</b>								
1) LCFF Sources		8010-8099	38,663,476.00	38,663,476.00	21,779,886.35	38,456,036.00	(207,440.00)	-0.5%
2) Federal Revenue		8100-8299	6,724.00	6,724.00	7,258.00	7,258.00	534.00	7.9%
3) Other State Revenue		8300-8599	734,568.80	734,568.80	1,155,819.24	1,711,600.00	977,031.20	133.0%
4) Other Local Revenue		8600-8799	155,500.00	155,500.00	169,573.78	241,447.00	85,947.00	55.3%
5) TOTAL, REVENUES			39,560,268.80	39,560,268.80	23,112,537.37	40,416,341.00		
<b>B. EXPENDITURES</b>								
1) Certificated Salaries		1000-1999	16,597,891.00	16,597,891.00	9,360,715.22	16,630,918.00	(33,027.00)	-0.2%
2) Classified Salaries		2000-2999	4,152,008.41	4,152,008.41	2,517,555.93	4,441,278.41	(289,270.00)	-7.0%
3) Employee Benefits		3000-3999	6,804,349.44	6,804,349.44	3,731,317.14	6,600,646.44	203,703.00	3.0%
4) Books and Supplies		4000-4999	1,126,845.00	1,126,845.00	891,963.24	1,552,011.98	(425,166.98)	-37.7%
5) Services and Other Operating Expenditures		5000-5999	3,356,046.00	3,356,046.00	1,497,666.84	3,601,677.09	(245,631.09)	-7.3%
6) Capital Outlay		6000-6999	0.00	0.00	120,072.07	452,503.00	(452,503.00)	New
7) Other Outgo (excluding Transfers of Indirect Costs)		7100-7299						
		7400-7499	5,050.00	5,050.00	0.00	0.00	5,050.00	100.0%
8) Other Outgo - Transfers of Indirect Costs		7300-7399	(120,251.00)	(120,251.00)	0.00	(254,704.00)	134,453.00	-111.8%
9) TOTAL, EXPENDITURES			31,921,938.85	31,921,938.85	18,119,290.44	33,024,330.92		
<b>C. EXCESS (DEFICIENCY) OF REVENUES OVER EXPENDITURES BEFORE OTHER FINANCING SOURCES AND USES (A5 - B9)</b>								
			7,638,329.95	7,638,329.95	4,993,246.93	7,392,010.08		
<b>D. OTHER FINANCING SOURCES/USES</b>								
1) Interfund Transfers								
a) Transfers In		8900-8929	0.00	0.00	0.00	0.00	0.00	0.0%
b) Transfers Out		7600-7629	278,721.00	278,721.00	1,312.78	278,721.00	0.00	0.0%
2) Other Sources/Uses								
a) Sources		8930-8979	0.00	0.00	0.00	0.00	0.00	0.0%
b) Uses		7630-7699	0.00	0.00	0.00	0.00	0.00	0.0%
3) Contributions		8980-8999	(6,471,082.80)	(6,471,082.80)	0.00	(6,301,541.39)	169,541.41	-2.6%
4) TOTAL, OTHER FINANCING SOURCES/USES			(6,749,803.80)	(6,749,803.80)	(1,312.78)	(6,580,262.39)		

Description	Resource Codes	Object Codes	Original Budget (A)	Board Approved Operating Budget (B)	Actuals To Date (C)	Projected Year Totals (D)	Difference (Col B & D) (E)	% Diff (E/B) (F)
<b>E. NET INCREASE (DECREASE) IN FUND BALANCE (C + D4)</b>			888,526.15	888,526.15	4,991,934.15	811,747.69		
<b>F. FUND BALANCE, RESERVES</b>								
1) Beginning Fund Balance								
a) As of July 1 - Unaudited		9791	5,034,986.22	5,034,986.22		5,034,986.22	0.00	0.0%
b) Audit Adjustments		9793	36,931.33	36,931.33		36,931.33	0.00	0.0%
c) As of July 1 - Audited (F1a + F1b)			5,071,917.55	5,071,917.55		5,071,917.55		
d) Other Restatements		9795	0.00	0.00		0.00	0.00	0.0%
e) Adjusted Beginning Balance (F1c + F1d)			5,071,917.55	5,071,917.55		5,071,917.55		
2) Ending Balance, June 30 (E + F1e)			5,960,443.70	5,960,443.70		5,883,665.24		
Components of Ending Fund Balance								
a) Nonspendable								
Revolving Cash		9711	10,000.00	10,000.00		10,000.00		
Stores		9712	82,744.06	82,744.06		82,744.06		
Prepaid Expenditures		9713	0.00	0.00		0.00		
All Others		9719	0.00	0.00		0.00		
b) Restricted		9740	0.00	0.00		0.00		
c) Committed								
Stabilization Arrangements		9750	0.00	0.00		0.00		
Other Commitments		9760	0.00	0.00		0.00		
d) Assigned								
Other Assignments		9780	0.00	0.00		826.00		
e) Unassigned/Unappropriated								
Reserve for Economic Uncertainties		9789	1,313,285.00	1,313,285.00		1,402,284.76		
Unassigned/Unappropriated Amount		9790	4,554,414.64	4,554,414.64		4,387,810.42		

Description	Resource Codes	Object Codes	Original Budget (A)	Board Approved Operating Budget (B)	Actuals To Date (C)	Projected Year Totals (D)	Difference (Col B & D) (E)	% Diff (E/B) (F)
<b>LCFF SOURCES</b>								
Principal Apportionment								
State Aid - Current Year		8011	26,738,420.00	26,738,420.00	14,573,699.00	25,615,182.00	(1,123,238.00)	-4.2%
Education Protection Account State Aid - Current Year		8012	5,689,836.00	5,689,836.00	2,780,704.00	5,644,538.00	(45,298.00)	-0.8%
State Aid - Prior Years		8019	0.00	0.00	0.00	0.00	0.00	0.0%
Tax Relief Subventions								
Homeowners' Exemptions		8021	50,762.00	50,762.00	26,153.29	50,718.00	(44.00)	-0.1%
Timber Yield Tax		8022	0.00	0.00	0.00	0.00	0.00	0.0%
Other Subventions/In-Lieu Taxes		8029	0.00	0.00	0.00	0.00	0.00	0.0%
County & District Taxes								
Secured Roll Taxes		8041	4,529,162.00	4,529,162.00	2,648,388.96	4,820,725.00	291,563.00	6.4%
Unsecured Roll Taxes		8042	131,608.00	131,608.00	162,872.34	139,302.00	7,694.00	5.8%
Prior Years' Taxes		8043	67,427.00	67,427.00	129,135.54	43,510.00	(23,917.00)	-35.5%
Supplemental Taxes		8044	124,147.00	124,147.00	42,048.76	207,870.00	83,723.00	67.4%
Education Revenue Augmentation Fund (ERAF)		8045	1,414,712.00	1,414,712.00	1,416,850.38	2,011,481.00	596,769.00	42.2%
Community Redevelopment Funds (SB 617/699/1992)		8047	0.00	0.00	0.00	0.00	0.00	0.0%
Penalties and Interest from Delinquent Taxes		8048	0.00	0.00	0.00	0.00	0.00	0.0%
Miscellaneous Funds (EC 41604)								
Royalties and Bonuses		8081	0.00	0.00	0.00	0.00	0.00	0.0%
Other In-Lieu Taxes		8082	699.00	699.00	34.08	699.00	0.00	0.0%
Less: Non-LCFF (50%) Adjustment		8089	0.00	0.00	0.00	0.00	0.00	0.0%
Subtotal, LCFF Sources			38,746,773.00	38,746,773.00	21,779,886.35	38,534,025.00	(212,748.00)	-0.5%
<b>LCFF Transfers</b>								
Unrestricted LCFF								
Transfers - Current Year	0000	8091	0.00	0.00	0.00	0.00	0.00	0.0%
All Other LCFF								
Transfers - Current Year	All Other	8091	0.00	0.00	0.00	0.00	0.00	0.0%
Transfers to Charter Schools in Lieu of Property Taxes		8096	(83,297.00)	(83,297.00)	0.00	(77,989.00)	5,308.00	-6.4%
Property Taxes Transfers		8097	0.00	0.00	0.00	0.00	0.00	0.0%
LCFF/Revenue Limit Transfers - Prior Years		8099	0.00	0.00	0.00	0.00	0.00	0.0%
TOTAL, LCFF SOURCES			38,663,476.00	38,663,476.00	21,779,886.35	38,456,036.00	(207,440.00)	-0.5%
<b>FEDERAL REVENUE</b>								
Maintenance and Operations		8110	0.00	0.00	0.00	0.00	0.00	0.0%
Special Education Entitlement		8181	0.00	0.00	0.00	0.00		
Special Education Discretionary Grants		8182	0.00	0.00	0.00	0.00		
Child Nutrition Programs		8220	0.00	0.00	0.00	0.00		
Donated Food Commodities		8221	0.00	0.00	0.00	0.00		
Forest Reserve Funds		8260	0.00	0.00	0.00	0.00	0.00	0.0%
Flood Control Funds		8270	0.00	0.00	0.00	0.00	0.00	0.0%
Wildlife Reserve Funds		8280	0.00	0.00	0.00	0.00	0.00	0.0%
FEMA		8281	0.00	0.00	0.00	0.00	0.00	0.0%
Interagency Contracts Between LEAs		8285	0.00	0.00	0.00	0.00	0.00	0.0%
Pass-Through Revenues from Federal Sources		8287	0.00	0.00	0.00	0.00		
NCLB: Title I, Part A, Basic Grants								
Low-Income and Neglected	3010	8290						
NCLB: Title I, Part D, Local Delinquent Program	3025	8290						
NCLB: Title II, Part A, Teacher Quality	4035	8290						

Description	Resource Codes	Object Codes	Original Budget (A)	Board Approved Operating Budget (B)	Actuals To Date (C)	Projected Year Totals (D)	Difference (Col B & D) (E)	% Diff (E/B) (F)
NCLB: Title III, Immigration Education Program	4201	8290						
NCLB: Title III, Limited English Proficient (LEP) Student Program	4203	8290						
NCLB: Title V, Part B, Public Charter Schools Grant Program (PCSGP)	4610	8290						
Other No Child Left Behind	3012-3020, 3030-3199, 4036-4126, 5510	8290						
Vocational and Applied Technology Education	3500-3699	8290						
Safe and Drug Free Schools	3700-3799	8290						
All Other Federal Revenue	All Other	8290	6,724.00	6,724.00	7,258.00	7,258.00	534.00	7.9%
<b>TOTAL, FEDERAL REVENUE</b>			6,724.00	6,724.00	7,258.00	7,258.00	534.00	7.9%
<b>OTHER STATE REVENUE</b>								
Other State Apportionments								
ROC/P Entitlement Prior Years	6360	8319						
Special Education Master Plan Current Year	6500	8311						
Prior Years	6500	8319						
All Other State Apportionments - Current Year	All Other	8311	0.00	0.00	0.00	0.00	0.00	0.0%
All Other State Apportionments - Prior Years	All Other	8319	0.00	0.00	0.00	0.00	0.00	0.0%
Child Nutrition Programs		8520	0.00	0.00	0.00	0.00		
Mandated Costs Reimbursements		8550	135,000.00	135,000.00	913,638.00	1,068,248.00	933,248.00	691.3%
Lottery - Unrestricted and Instructional Materials		8560	594,568.80	594,568.80	229,147.99	638,352.00	43,783.20	7.4%
Tax Relief Subventions								
Restricted Levies - Other								
Homeowners' Exemptions		8575	0.00	0.00	0.00	0.00		
Other Subventions/In-Lieu Taxes		8576	0.00	0.00	0.00	0.00		
Pass-Through Revenues from State Sources		8587	0.00	0.00	0.00	0.00	0.00	0.0%
After School Education and Safety (ASES)	6010	8590						
Charter School Facility Grant	6030	8590						
Career Technical Education Incentive Grant Program	6387	8590						
Drug/Alcohol/Tobacco Funds	6650, 6690	8590						
California Clean Energy Jobs Act	6230	8590						
Specialized Secondary	7370	8590						
American Indian Early Childhood Education	7210	8590						
Quality Education Investment Act	7400	8590						
Common Core State Standards Implementation	7405	8590						
All Other State Revenue	All Other	8590	5,000.00	5,000.00	13,033.25	5,000.00	0.00	0.0%
<b>TOTAL, OTHER STATE REVENUE</b>			734,568.80	734,568.80	1,155,819.24	1,711,600.00	977,031.20	133.0%

Description	Resource Codes	Object Codes	Original Budget (A)	Board Approved Operating Budget (B)	Actuals To Date (C)	Projected Year Totals (D)	Difference (Col B & D) (E)	% Diff (E/B) (F)
<b>OTHER LOCAL REVENUE</b>								
Other Local Revenue								
County and District Taxes								
Other Restricted Levies								
Secured Roll		8615	0.00	0.00	0.00	0.00		
Unsecured Roll		8616	0.00	0.00	0.00	0.00		
Prior Years' Taxes		8617	0.00	0.00	0.00	0.00		
Supplemental Taxes		8618	0.00	0.00	0.00	0.00		
Non-Ad Valorem Taxes								
Parcel Taxes		8621	0.00	0.00	0.00	0.00	0.00	0.0%
Other		8622	0.00	0.00	0.00	0.00	0.00	0.0%
Community Redevelopment Funds								
Not Subject to LCFF Deduction		8625	0.00	0.00	0.00	0.00		
Penalties and Interest from Delinquent Non-LCFF Taxes		8629	0.00	0.00	0.00	0.00		
Sales								
Sale of Equipment/Supplies		8631	0.00	0.00	0.00	0.00	0.00	0.0%
Sale of Publications		8632	0.00	0.00	0.00	0.00	0.00	0.0%
Food Service Sales		8634	0.00	0.00	0.00	0.00	0.00	0.0%
All Other Sales		8639	0.00	0.00	32.33	33.00	33.00	New
Leases and Rentals		8650	65,000.00	65,000.00	50,756.00	65,000.00	0.00	0.0%
Interest		8660	7,500.00	7,500.00	45,984.43	85,582.00	78,082.00	1041.1%
Net Increase (Decrease) in the Fair Value of Investments		8662	0.00	0.00	0.00	0.00	0.00	0.0%
Fees and Contracts								
Adult Education Fees		8671	0.00	0.00	0.00	0.00	0.00	0.0%
Non-Resident Students		8672	0.00	0.00	0.00	0.00	0.00	0.0%
Transportation Fees From Individuals		8675	18,000.00	18,000.00	10,406.64	18,000.00	0.00	0.0%
Interagency Services		8677	0.00	0.00	0.00	0.00	0.00	0.0%
Mitigation/Developer Fees		8681	0.00	0.00	0.00	0.00	0.00	0.0%
All Other Fees and Contracts		8689	0.00	0.00	0.00	0.00	0.00	0.0%
Other Local Revenue								
Plus: Misc Funds Non-LCFF (50%) Adjustment		8691	0.00	0.00	0.00	0.00	0.00	0.0%
Pass-Through Revenues From Local Sources		8697	0.00	0.00	0.00	0.00		
All Other Local Revenue		8699	5,000.00	5,000.00	12,557.38	12,832.00	7,832.00	156.6%
Tuition		8710	0.00	0.00	0.00	0.00	0.00	0.0%
All Other Transfers In		8781-8783	60,000.00	60,000.00	49,837.00	60,000.00	0.00	0.0%
Transfers Of Apportionments								
Special Education SELPA Transfers								
From Districts or Charter Schools	6500	8791						
From County Offices	6500	8792						
From JPAs	6500	8793						
ROC/P Transfers								
From Districts or Charter Schools	6360	8791						
From County Offices	6360	8792						
From JPAs	6360	8793						
Other Transfers of Apportionments								
From Districts or Charter Schools	All Other	8791	0.00	0.00	0.00	0.00	0.00	0.0%
From County Offices	All Other	8792	0.00	0.00	0.00	0.00	0.00	0.0%
From JPAs	All Other	8793	0.00	0.00	0.00	0.00	0.00	0.0%
All Other Transfers In from All Others		8799	0.00	0.00	0.00	0.00	0.00	0.0%
<b>TOTAL, OTHER LOCAL REVENUE</b>			<b>155,500.00</b>	<b>155,500.00</b>	<b>169,573.78</b>	<b>241,447.00</b>	<b>85,947.00</b>	<b>55.3%</b>
<b>TOTAL, REVENUES</b>			<b>39,560,268.80</b>	<b>39,560,268.80</b>	<b>23,112,537.37</b>	<b>40,416,341.00</b>	<b>856,072.20</b>	<b>2.2%</b>

Description	Resource Codes	Object Codes	Original Budget (A)	Board Approved Operating Budget (B)	Actuals To Date (C)	Projected Year Totals (D)	Difference (Col B & D) (E)	% Diff (E/B) (F)
Certificated Teachers' Salaries		1100	14,563,558.00	14,563,558.00	8,142,471.85	14,387,860.00	175,698.00	1.2%
Certificated Pupil Support Salaries		1200	425,817.00	425,817.00	239,359.80	443,756.00	(17,939.00)	-4.2%
Certificated Supervisors' and Administrators' Salaries		1300	1,495,952.00	1,495,952.00	879,894.79	1,634,298.00	(138,346.00)	-9.2%
Other Certificated Salaries		1900	112,564.00	112,564.00	98,988.78	165,004.00	(52,440.00)	-46.6%
<b>TOTAL, CERTIFICATED SALARIES</b>			<b>16,597,891.00</b>	<b>16,597,891.00</b>	<b>9,360,715.22</b>	<b>16,630,918.00</b>	<b>(33,027.00)</b>	<b>-0.2%</b>
<b>CLASSIFIED SALARIES</b>								
Classified Instructional Salaries		2100	207,005.00	207,005.00	107,304.13	188,965.00	18,040.00	8.7%
Classified Support Salaries		2200	1,994,717.00	1,994,717.00	1,156,909.00	2,067,460.00	(72,743.00)	-3.6%
Classified Supervisors' and Administrators' Salaries		2300	289,461.00	289,461.00	182,697.23	328,591.00	(39,130.00)	-13.5%
Clerical, Technical and Office Salaries		2400	1,467,913.41	1,467,913.41	937,719.53	1,679,222.41	(211,309.00)	-14.4%
Other Classified Salaries		2900	192,912.00	192,912.00	132,926.04	177,040.00	15,872.00	8.2%
<b>TOTAL, CLASSIFIED SALARIES</b>			<b>4,152,008.41</b>	<b>4,152,008.41</b>	<b>2,517,555.93</b>	<b>4,441,278.41</b>	<b>(289,270.00)</b>	<b>-7.0%</b>
<b>EMPLOYEE BENEFITS</b>								
STRS		3101-3102	2,088,299.50	2,088,299.50	1,178,521.43	2,074,527.50	13,772.00	0.7%
PERS		3201-3202	585,501.94	585,501.94	312,939.24	562,988.94	22,513.00	3.8%
OASDI/Medicare/Alternative		3301-3302	566,235.00	566,235.00	314,737.13	555,215.00	11,020.00	1.9%
Health and Welfare Benefits		3401-3402	2,991,322.00	2,991,322.00	1,652,816.69	2,960,316.00	31,006.00	1.0%
Unemployment Insurance		3501-3502	10,638.00	10,638.00	5,978.20	10,701.00	(65.00)	-0.6%
Workers' Compensation		3601-3602	360,822.00	360,822.00	205,520.22	365,595.00	(4,773.00)	-1.3%
OPEB, Allocated		3701-3702	19,500.00	19,500.00	(535.80)	1,469.00	18,031.00	92.5%
OPEB, Active Employees		3751-3752	0.00	0.00	0.00	0.00	0.00	0.0%
Other Employee Benefits		3901-3902	182,033.00	182,033.00	61,340.03	69,834.00	112,199.00	61.6%
<b>TOTAL, EMPLOYEE BENEFITS</b>			<b>6,804,349.44</b>	<b>6,804,349.44</b>	<b>3,731,317.14</b>	<b>6,600,646.44</b>	<b>203,703.00</b>	<b>3.0%</b>
<b>BOOKS AND SUPPLIES</b>								
Approved Textbooks and Core Curricula Materials		4100	75,000.00	75,000.00	289,003.24	312,623.00	(237,623.00)	-316.8%
Books and Other Reference Materials		4200	19,900.00	19,900.00	3,907.28	24,021.00	(4,121.00)	-20.7%
Materials and Supplies		4300	726,295.00	726,295.00	339,200.48	811,727.00	(85,432.00)	-11.8%
Noncapitalized Equipment		4400	305,650.00	305,650.00	259,852.24	403,640.98	(97,990.98)	-32.1%
Food		4700	0.00	0.00	0.00	0.00	0.00	0.0%
<b>TOTAL, BOOKS AND SUPPLIES</b>			<b>1,126,845.00</b>	<b>1,126,845.00</b>	<b>891,963.24</b>	<b>1,552,011.98</b>	<b>(425,166.98)</b>	<b>-37.7%</b>
<b>SERVICES AND OTHER OPERATING EXPENDITURES</b>								
Subagreements for Services		5100	0.00	0.00	0.00	0.00	0.00	0.0%
Travel and Conferences		5200	51,153.00	51,153.00	21,436.80	68,642.00	(17,489.00)	-34.2%
Dues and Memberships		5300	21,860.00	21,860.00	11,616.67	22,949.00	(1,089.00)	-5.0%
Insurance		5400-5450	285,170.00	285,170.00	135,640.00	285,170.00	0.00	0.0%
Operations and Housekeeping Services		5500	1,208,000.00	1,208,000.00	579,876.03	1,208,000.00	0.00	0.0%
Rentals, Leases, Repairs, and Noncapitalized Improvements		5600	189,250.00	189,250.00	20,797.27	152,202.00	37,048.00	19.6%
Transfers of Direct Costs		5710	(81,033.00)	(81,033.00)	(10,166.89)	(65,357.00)	(15,676.00)	19.3%
Transfers of Direct Costs - Interfund		5750	(2,000.00)	(2,000.00)	(676.59)	(2,000.00)	0.00	0.0%
Professional/Consulting Services and Operating Expenditures		5800	1,517,346.00	1,517,346.00	715,927.32	1,785,627.09	(268,281.09)	-17.7%
Communications		5900	166,300.00	166,300.00	23,216.23	146,444.00	19,856.00	11.9%
<b>TOTAL, SERVICES AND OTHER OPERATING EXPENDITURES</b>			<b>3,356,046.00</b>	<b>3,356,046.00</b>	<b>1,497,666.84</b>	<b>3,601,677.09</b>	<b>(245,631.09)</b>	<b>-7.3%</b>

Description	Resource Codes	Object Codes	Original Budget (A)	Board Approved Operating Budget (B)	Actuals To Date (C)	Projected Year Totals (D)	Difference (Col B & D) (E)	% Diff (E/B) (F)
<b>CAPITAL OUTLAY</b>								
Land		6100	0.00	0.00	0.00	0.00	0.00	0.0%
Land Improvements		6170	0.00	0.00	0.00	0.00	0.00	0.0%
Buildings and Improvements of Buildings		6200	0.00	0.00	1,160.00	1,160.00	(1,160.00)	New
Books and Media for New School Libraries or Major Expansion of School Libraries		6300	0.00	0.00	0.00	0.00	0.00	0.0%
Equipment		6400	0.00	0.00	48,239.46	380,668.00	(380,668.00)	New
Equipment Replacement		6500	0.00	0.00	70,672.61	70,675.00	(70,675.00)	New
<b>TOTAL, CAPITAL OUTLAY</b>			0.00	0.00	120,072.07	452,503.00	(452,503.00)	New
<b>OTHER OUTGO (excluding Transfers of Indirect Costs)</b>								
Tuition								
Tuition for Instruction Under Interdistrict Attendance Agreements		7110	0.00	0.00	0.00	0.00	0.00	0.0%
State Special Schools		7130	0.00	0.00	0.00	0.00	0.00	0.0%
Tuition, Excess Costs, and/or Deficit Payments to Districts or Charter Schools		7141	0.00	0.00	0.00	0.00	0.00	0.0%
Payments to County Offices		7142	0.00	0.00	0.00	0.00	0.00	0.0%
Payments to JPAs		7143	0.00	0.00	0.00	0.00	0.00	0.0%
Transfers of Pass-Through Revenues To Districts or Charter Schools		7211	0.00	0.00	0.00	0.00	0.00	0.0%
To County Offices		7212	0.00	0.00	0.00	0.00	0.00	0.0%
To JPAs		7213	0.00	0.00	0.00	0.00	0.00	0.0%
Special Education SELPA Transfers of Apportionments								
To Districts or Charter Schools	6500	7221						
To County Offices	6500	7222						
To JPAs	6500	7223						
ROC/P Transfers of Apportionments								
To Districts or Charter Schools	6360	7221						
To County Offices	6360	7222						
To JPAs	6360	7223						
Other Transfers of Apportionments	All Other	7221-7223	0.00	0.00	0.00	0.00	0.00	0.0%
All Other Transfers		7281-7283	0.00	0.00	0.00	0.00	0.00	0.0%
All Other Transfers Out to All Others		7299	0.00	0.00	0.00	0.00	0.00	0.0%
Debt Service								
Debt Service - Interest		7438	0.00	0.00	0.00	0.00	0.00	0.0%
Other Debt Service - Principal		7439	5,050.00	5,050.00	0.00	0.00	5,050.00	100.0%
<b>TOTAL, OTHER OUTGO (excluding Transfers of Indirect Costs)</b>			5,050.00	5,050.00	0.00	0.00	5,050.00	100.0%
<b>OTHER OUTGO - TRANSFERS OF INDIRECT COSTS</b>								
Transfers of Indirect Costs		7310	(49,508.00)	(49,508.00)	0.00	(201,804.00)	152,296.00	-307.6%
Transfers of Indirect Costs - Interfund		7350	(70,743.00)	(70,743.00)	0.00	(52,900.00)	(17,843.00)	25.2%
<b>TOTAL, OTHER OUTGO - TRANSFERS OF INDIRECT COSTS</b>			(120,251.00)	(120,251.00)	0.00	(254,704.00)	134,453.00	-111.8%
<b>TOTAL, EXPENDITURES</b>			31,921,938.85	31,921,938.85	18,119,290.44	33,024,330.92	(1,102,392.07)	-3.5%

2016-17 Second Interim  
General Fund  
Unrestricted (Resources 0000-1999)  
Revenues, Expenditures, and Changes in Fund Balance

Description	Resource Codes	Object Codes	Original Budget (A)	Board Approved Operating Budget (B)	Actuals To Date (C)	Projected Year Totals (D)	Difference (Col B & D) (E)	% Diff (E/B) (F)
<b>INTERFUND TRANSFERS</b>								
<b>INTERFUND TRANSFERS IN</b>								
From: Special Reserve Fund		8912	0.00	0.00	0.00	0.00	0.00	0.0%
From: Bond Interest and Redemption Fund		8914	0.00	0.00	0.00	0.00	0.00	0.0%
Other Authorized Interfund Transfers In		8919	0.00	0.00	0.00	0.00	0.00	0.0%
(a) TOTAL, INTERFUND TRANSFERS IN			0.00	0.00	0.00	0.00	0.00	0.0%
<b>INTERFUND TRANSFERS OUT</b>								
To: Child Development Fund		7611	0.00	0.00	0.00	0.00	0.00	0.0%
To: Special Reserve Fund		7612	0.00	0.00	0.00	0.00	0.00	0.0%
To: State School Building Fund/ County School Facilities Fund		7613	0.00	0.00	0.00	0.00	0.00	0.0%
To: Cafeteria Fund		7616	0.00	0.00	1,312.78	1,315.00	(1,315.00)	New
Other Authorized Interfund Transfers Out		7619	278,721.00	278,721.00	0.00	277,406.00	1,315.00	0.5%
(b) TOTAL, INTERFUND TRANSFERS OUT			278,721.00	278,721.00	1,312.78	278,721.00	0.00	0.0%
<b>OTHER SOURCES/USES</b>								
<b>SOURCES</b>								
State Apportionments Emergency Apportionments		8931	0.00	0.00	0.00	0.00	0.00	0.0%
<b>Proceeds</b>								
Proceeds from Sale/Lease- Purchase of Land/Buildings		8953	0.00	0.00	0.00	0.00	0.00	0.0%
<b>Other Sources</b>								
Transfers from Funds of Lapsed/Reorganized LEAs		8965	0.00	0.00	0.00	0.00	0.00	0.0%
Long-Term Debt Proceeds Proceeds from Certificates of Participation		8971	0.00	0.00	0.00	0.00	0.00	0.0%
Proceeds from Capital Leases		8972	0.00	0.00	0.00	0.00	0.00	0.0%
Proceeds from Lease Revenue Bonds		8973	0.00	0.00	0.00	0.00	0.00	0.0%
All Other Financing Sources		8979	0.00	0.00	0.00	0.00	0.00	0.0%
(c) TOTAL, SOURCES			0.00	0.00	0.00	0.00	0.00	0.0%
<b>USES</b>								
Transfers of Funds from Lapsed/Reorganized LEAs		7651	0.00	0.00	0.00	0.00	0.00	0.0%
All Other Financing Uses		7699	0.00	0.00	0.00	0.00	0.00	0.0%
(d) TOTAL, USES			0.00	0.00	0.00	0.00	0.00	0.0%
<b>CONTRIBUTIONS</b>								
Contributions from Unrestricted Revenues		8980	(6,471,082.80)	(6,471,082.80)	0.00	(6,301,541.39)	169,541.41	-2.6%
Contributions from Restricted Revenues		8990	0.00	0.00	0.00	0.00	0.00	0.0%
(e) TOTAL, CONTRIBUTIONS			(6,471,082.80)	(6,471,082.80)	0.00	(6,301,541.39)	169,541.41	-2.6%
<b>TOTAL, OTHER FINANCING SOURCES/USES</b>								
(a - b + c - d + e)			(6,749,803.80)	(6,749,803.80)	(1,312.78)	(6,580,262.39)	169,541.41	-2.5%



Description	Resource Codes	Object Codes	Original Budget (A)	Board Approved Operating Budget (B)	Actuals To Date (C)	Projected Year Totals (D)	Difference (Col B & D) (E)	% Diff (E/B) (F)
<b>A. REVENUES</b>								
1) LCFF Sources		8010-8099	0.00	0.00	0.00	0.00	0.00	0.0%
2) Federal Revenue		8100-8299	2,501,260.00	2,501,260.00	724,790.34	2,826,900.00	325,640.00	13.0%
3) Other State Revenue		8300-8599	782,939.00	782,939.00	619,862.30	1,482,598.00	699,659.00	89.4%
4) Other Local Revenue		8600-8799	1,925,128.00	1,925,128.00	1,059,939.16	1,925,128.00	0.00	0.0%
5) TOTAL, REVENUES			5,209,327.00	5,209,327.00	2,404,591.80	6,234,626.00		
<b>B. EXPENDITURES</b>								
1) Certificated Salaries		1000-1999	3,915,933.00	3,915,933.00	2,380,299.46	4,220,254.40	(304,321.40)	-7.8%
2) Classified Salaries		2000-2999	2,713,184.00	2,713,184.00	1,630,713.56	2,982,114.64	(268,930.64)	-9.9%
3) Employee Benefits		3000-3999	2,201,201.00	2,201,201.00	1,286,127.18	2,317,200.85	(115,999.85)	-5.3%
4) Books and Supplies		4000-4999	858,799.00	858,799.00	311,338.26	2,030,258.75	(1,171,459.75)	-136.4%
5) Services and Other Operating Expenditures		5000-5999	1,401,392.00	1,401,392.00	499,975.29	1,391,707.88	9,684.12	0.7%
6) Capital Outlay		6000-6999	0.00	0.00	68,302.53	85,004.00	(85,004.00)	New
7) Other Outgo (excluding Transfers of Indirect Costs)		7100-7299						
		7400-7499	420,000.00	420,000.00	15,731.75	250,000.00	170,000.00	40.5%
8) Other Outgo - Transfers of Indirect Costs		7300-7399	49,508.00	49,508.00	0.00	201,804.00	(152,296.00)	-307.6%
9) TOTAL, EXPENDITURES			11,560,017.00	11,560,017.00	6,192,488.03	13,478,344.52		
<b>C. EXCESS (DEFICIENCY) OF REVENUES OVER EXPENDITURES BEFORE OTHER FINANCING SOURCES AND USES (A5 - B9)</b>			(6,350,690.00)	(6,350,690.00)	(3,787,896.23)	(7,243,718.52)		
<b>D. OTHER FINANCING SOURCES/USES</b>								
1) Interfund Transfers								
a) Transfers In		8900-8929	0.00	0.00	0.00	0.00	0.00	0.0%
b) Transfers Out		7600-7629	15,393.00	15,393.00	0.00	0.00	15,393.00	100.0%
2) Other Sources/Uses								
a) Sources		8930-8979	0.00	0.00	0.00	0.00	0.00	0.0%
b) Uses		7630-7699	0.00	0.00	0.00	0.00	0.00	0.0%
3) Contributions		8980-8999	6,471,083.00	6,471,083.00	0.00	6,301,541.39	(169,541.61)	-2.6%
4) TOTAL, OTHER FINANCING SOURCES/USES			6,455,690.00	6,455,690.00	0.00	6,301,541.39		

Description	Resource Codes	Object Codes	Original Budget (A)	Board Approved Operating Budget (B)	Actuals To Date (C)	Projected Year Totals (D)	Difference (Col B & D) (E)	% Diff (E/B) (F)
<b>E. NET INCREASE (DECREASE) IN FUND BALANCE (C + D4)</b>			105,000.00	105,000.00	(3,787,896.23)	(942,177.13)		
<b>F. FUND BALANCE, RESERVES</b>								
1) Beginning Fund Balance								
a) As of July 1 - Unaudited		9791	2,043,562.83	2,043,562.83		2,043,562.83	0.00	0.0%
b) Audit Adjustments		9793	0.00	0.00		0.00	0.00	0.0%
c) As of July 1 - Audited (F1a + F1b)			2,043,562.83	2,043,562.83		2,043,562.83		
d) Other Restatements		9795	0.00	0.00		0.00	0.00	0.0%
e) Adjusted Beginning Balance (F1c + F1d)			2,043,562.83	2,043,562.83		2,043,562.83		
2) Ending Balance, June 30 (E + F1e)			2,148,562.83	2,148,562.83		1,101,385.70		
Components of Ending Fund Balance								
a) Nonspendable								
Revolving Cash		9711	0.00	0.00		0.00		
Stores		9712	0.00	0.00		0.00		
Prepaid Expenditures		9713	0.00	0.00		0.00		
All Others		9719	0.00	0.00		0.00		
b) Restricted		9740	2,148,562.83	2,148,562.83		1,101,393.70		
c) Committed								
Stabilization Arrangements		9750	0.00	0.00		0.00		
Other Commitments		9760	0.00	0.00		0.00		
d) Assigned								
Other Assignments		9780	0.00	0.00		0.00		
e) Unassigned/Unappropriated								
Reserve for Economic Uncertainties		9789	0.00	0.00		0.00		
Unassigned/Unappropriated Amount		9790	0.00	0.00		(8.00)		

Description	Resource Codes	Object Codes	Original Budget (A)	Board Approved Operating Budget (B)	Actuals To Date (C)	Projected Year Totals (D)	Difference (Col B & D) (E)	% Diff (E/B) (F)
<b>LCFF SOURCES</b>								
Principal Apportionment								
State Aid - Current Year		8011	0.00	0.00	0.00	0.00		
Education Protection Account State Aid - Current Year		8012	0.00	0.00	0.00	0.00		
State Aid - Prior Years		8019	0.00	0.00	0.00	0.00		
Tax Relief Subventions								
Homeowners' Exemptions		8021	0.00	0.00	0.00	0.00		
Timber Yield Tax		8022	0.00	0.00	0.00	0.00		
Other Subventions/In-Lieu Taxes		8029	0.00	0.00	0.00	0.00		
County & District Taxes								
Secured Roll Taxes		8041	0.00	0.00	0.00	0.00		
Unsecured Roll Taxes		8042	0.00	0.00	0.00	0.00		
Prior Years' Taxes		8043	0.00	0.00	0.00	0.00		
Supplemental Taxes		8044	0.00	0.00	0.00	0.00		
Education Revenue Augmentation Fund (ERAF)		8045	0.00	0.00	0.00	0.00		
Community Redevelopment Funds (SB 617/699/1992)		8047	0.00	0.00	0.00	0.00		
Penalties and Interest from Delinquent Taxes		8048	0.00	0.00	0.00	0.00		
Miscellaneous Funds (EC 41604)								
Royalties and Bonuses		8081	0.00	0.00	0.00	0.00		
Other In-Lieu Taxes		8082	0.00	0.00	0.00	0.00		
Less: Non-LCFF (50%) Adjustment		8089	0.00	0.00	0.00	0.00		
<b>Subtotal, LCFF Sources</b>			<b>0.00</b>	<b>0.00</b>	<b>0.00</b>	<b>0.00</b>		
<b>LCFF Transfers</b>								
Unrestricted LCFF								
Transfers - Current Year	0000	8091						
All Other LCFF								
Transfers - Current Year	All Other	8091	0.00	0.00	0.00	0.00	0.00	0.0%
Transfers to Charter Schools in Lieu of Property Taxes		8096	0.00	0.00	0.00	0.00		
Property Taxes Transfers		8097	0.00	0.00	0.00	0.00	0.00	0.0%
LCFF/Revenue Limit Transfers - Prior Years		8099	0.00	0.00	0.00	0.00	0.00	0.0%
<b>TOTAL, LCFF SOURCES</b>			<b>0.00</b>	<b>0.00</b>	<b>0.00</b>	<b>0.00</b>	<b>0.00</b>	<b>0.0%</b>
<b>FEDERAL REVENUE</b>								
Maintenance and Operations		8110	0.00	0.00	0.00	0.00	0.00	0.0%
Special Education Entitlement		8181	853,018.00	853,018.00	0.00	853,018.00	0.00	0.0%
Special Education Discretionary Grants		8182	114,136.00	114,136.00	0.00	114,136.00	0.00	0.0%
Child Nutrition Programs		8220	0.00	0.00	0.00	0.00	0.00	0.0%
Donated Food Commodities		8221	0.00	0.00	0.00	0.00	0.00	0.0%
Forest Reserve Funds		8260	0.00	0.00	0.00	0.00		
Flood Control Funds		8270	0.00	0.00	0.00	0.00		
Wildlife Reserve Funds		8280	0.00	0.00	0.00	0.00		
FEMA		8281	0.00	0.00	0.00	0.00	0.00	0.0%
Interagency Contracts Between LEAs		8285	0.00	0.00	0.00	0.00	0.00	0.0%
Pass-Through Revenues from Federal Sources		8287	0.00	0.00	0.00	0.00	0.00	0.0%
NCLB: Title I, Part A, Basic Grants								
Low-Income and Neglected	3010	8290	1,040,659.00	1,040,659.00	554,958.95	1,347,915.00	307,256.00	29.5%
NCLB: Title I, Part D, Local Delinquent Program	3025	8290	0.00	0.00	0.00	0.00	0.00	0.0%
NCLB: Title II, Part A, Teacher Quality	4035	8290	118,687.00	118,687.00	51,927.00	117,023.00	(1,664.00)	-1.4%

Description	Resource Codes	Object Codes	Original Budget (A)	Board Approved Operating Budget (B)	Actuals To Date (C)	Projected Year Totals (D)	Difference (Col B & D) (E)	% Diff (E/B) (F)
NCLB: Title III, Immigration Education Program	4201	8290	0.00	0.00	2,766.00	11,065.00	11,065.00	New
NCLB: Title III, Limited English Proficient (LEP) Student Program	4203	8290	63,822.00	63,822.00	37,653.00	61,344.00	(2,478.00)	-3.9%
NCLB: Title V, Part B, Public Charter Schools Grant Program (PCSGP)	4610	8290	0.00	0.00	0.00	0.00	0.00	0.0%
Other No Child Left Behind	3012-3020, 3030-3199, 4038-4126, 5510	8290	0.00	0.00	0.00	0.00	0.00	0.0%
Vocational and Applied Technology Education	3500-3699	8290	40,720.00	40,720.00	0.00	42,143.00	1,423.00	3.5%
Safe and Drug Free Schools	3700-3799	8290	0.00	0.00	0.00	0.00	0.00	0.0%
All Other Federal Revenue	All Other	8290	270,218.00	270,218.00	77,485.39	280,256.00	10,038.00	3.7%
<b>TOTAL, FEDERAL REVENUE</b>			<b>2,501,260.00</b>	<b>2,501,260.00</b>	<b>724,790.34</b>	<b>2,826,900.00</b>	<b>325,640.00</b>	<b>13.0%</b>
<b>OTHER STATE REVENUE</b>								
Other State Apportionments								
ROC/P Entitlement								
Prior Years	6360	8319	0.00	0.00	0.00	0.00	0.00	0.0%
Special Education Master Plan								
Current Year	6500	8311	0.00	0.00	0.00	0.00	0.00	0.0%
Prior Years	6500	8319	0.00	0.00	0.00	0.00	0.00	0.0%
All Other State Apportionments - Current Year	All Other	8311	0.00	0.00	0.00	0.00	0.00	0.0%
All Other State Apportionments - Prior Years	All Other	8319	0.00	0.00	0.00	0.00	0.00	0.0%
Child Nutrition Programs		8520	0.00	0.00	0.00	0.00	0.00	0.0%
Mandated Costs Reimbursements		8550	0.00	0.00	0.00	0.00	0.00	0.0%
Lottery - Unrestricted and Instructional Materials		8560	183,024.00	183,024.00	19,529.89	199,485.00	16,461.00	9.0%
Tax Relief Subventions								
Restricted Levies - Other								
Homeowners' Exemptions		8575	0.00	0.00	0.00	0.00	0.00	0.0%
Other Subventions/In-Lieu Taxes		8576	0.00	0.00	0.00	0.00	0.00	0.0%
Pass-Through Revenues from State Sources		8587	0.00	0.00	0.00	0.00	0.00	0.0%
After School Education and Safety (ASES)	6010	8590	0.00	0.00	0.00	0.00	0.00	0.0%
Charter School Facility Grant	6030	8590	0.00	0.00	0.00	0.00	0.00	0.0%
Career Technical Education Incentive Grant Program	6387	8590	0.00	0.00	341,074.00	341,074.00	341,074.00	New
Drug/Alcohol/Tobacco Funds	6650, 6690	8590	0.00	0.00	0.00	0.00	0.00	0.0%
California Clean Energy Jobs Act	6230	8590	166,810.00	166,810.00	0.00	258,053.00	91,243.00	54.7%
Specialized Secondary	7370	8590	0.00	0.00	0.00	0.00	0.00	0.0%
American Indian Early Childhood Education	7210	8590	0.00	0.00	0.00	0.00	0.00	0.0%
Quality Education Investment Act	7400	8590	0.00	0.00	0.00	0.00	0.00	0.0%
Common Core State Standards Implementation	7405	8590	0.00	0.00	0.00	0.00	0.00	0.0%
All Other State Revenue	All Other	8590	433,105.00	433,105.00	259,258.41	683,986.00	250,881.00	57.9%
<b>TOTAL, OTHER STATE REVENUE</b>			<b>782,939.00</b>	<b>782,939.00</b>	<b>619,862.30</b>	<b>1,482,598.00</b>	<b>699,659.00</b>	<b>89.4%</b>

Description	Resource Codes	Object Codes	Original Budget (A)	Board Approved Operating Budget (B)	Actuals To Date (C)	Projected Year Totals (D)	Difference (Col B & D) (E)	% Diff (E/B) (F)
<b>OTHER LOCAL REVENUE</b>								
Other Local Revenue								
County and District Taxes								
Other Restricted Levies								
Secured Roll		8615	0.00	0.00	0.00	0.00	0.00	0.0%
Unsecured Roll		8616	0.00	0.00	0.00	0.00	0.00	0.0%
Prior Years' Taxes		8617	0.00	0.00	0.00	0.00	0.00	0.0%
Supplemental Taxes		8618	0.00	0.00	0.00	0.00	0.00	0.0%
Non-Ad Valorem Taxes								
Parcel Taxes		8621	0.00	0.00	0.00	0.00	0.00	0.0%
Other		8622	0.00	0.00	0.00	0.00	0.00	0.0%
Community Redevelopment Funds								
Not Subject to LCFF Deduction		8625	0.00	0.00	0.00	0.00	0.00	0.0%
Penalties and Interest from Delinquent Non-LCFF Taxes		8629	0.00	0.00	0.00	0.00	0.00	0.0%
Sales								
Sale of Equipment/Supplies		8631	0.00	0.00	500.00	0.00	0.00	0.0%
Sale of Publications		8632	0.00	0.00	0.00	0.00	0.00	0.0%
Food Service Sales		8634	0.00	0.00	0.00	0.00	0.00	0.0%
All Other Sales		8639	0.00	0.00	0.00	0.00	0.00	0.0%
Leases and Rentals		8650	105,000.00	105,000.00	72,839.01	105,000.00	0.00	0.0%
Interest		8660	0.00	0.00	0.00	0.00	0.00	0.0%
Net Increase (Decrease) in the Fair Value of Investments		8662	0.00	0.00	0.00	0.00	0.00	0.0%
Fees and Contracts								
Adult Education Fees		8671	0.00	0.00	0.00	0.00		
Non-Resident Students		8672	0.00	0.00	0.00	0.00		
Transportation Fees From Individuals		8675	0.00	0.00	0.00	0.00	0.00	0.0%
Interagency Services		8677	11,500.00	11,500.00	0.00	11,500.00	0.00	0.0%
Mitigation/Developer Fees		8681	0.00	0.00	0.00	0.00	0.00	0.0%
All Other Fees and Contracts		8689	0.00	0.00	0.00	0.00	0.00	0.0%
Other Local Revenue								
Plus: Misc Funds Non-LCFF (50%) Adjustme		8691	0.00	0.00	0.00	0.00		
Pass-Through Revenues From Local Sources		8697	0.00	0.00	0.00	0.00	0.00	0.0%
All Other Local Revenue		8699	1,200.00	1,200.00	1,385.15	1,200.00	0.00	0.0%
Tuition		8710	0.00	0.00	0.00	0.00	0.00	0.0%
All Other Transfers In		8781-8783	0.00	0.00	0.00	0.00	0.00	0.0%
Transfers Of Apportionments								
Special Education SELPA Transfers								
From Districts or Charter Schools	6500	8791	0.00	0.00	0.00	0.00	0.00	0.0%
From County Offices	6500	8792	1,807,428.00	1,807,428.00	985,215.00	1,807,428.00	0.00	0.0%
From JPAs	6500	8793	0.00	0.00	0.00	0.00	0.00	0.0%
ROC/P Transfers								
From Districts or Charter Schools	6360	8791	0.00	0.00	0.00	0.00	0.00	0.0%
From County Offices	6360	8792	0.00	0.00	0.00	0.00	0.00	0.0%
From JPAs	6360	8793	0.00	0.00	0.00	0.00	0.00	0.0%
Other Transfers of Apportionments								
From Districts or Charter Schools	All Other	8791	0.00	0.00	0.00	0.00	0.00	0.0%
From County Offices	All Other	8792	0.00	0.00	0.00	0.00	0.00	0.0%
From JPAs	All Other	8793	0.00	0.00	0.00	0.00	0.00	0.0%
All Other Transfers In from All Others		8799	0.00	0.00	0.00	0.00	0.00	0.0%
<b>TOTAL, OTHER LOCAL REVENUE</b>			<b>1,925,128.00</b>	<b>1,925,128.00</b>	<b>1,059,939.16</b>	<b>1,925,128.00</b>	<b>0.00</b>	<b>0.0%</b>
<b>TOTAL, REVENUES</b>			<b>5,209,327.00</b>	<b>5,209,327.00</b>	<b>2,404,591.80</b>	<b>6,234,626.00</b>	<b>1,025,299.00</b>	<b>19.7%</b>

Description	Resource Codes	Object Codes	Original Budget (A)	Board Approved Operating Budget (B)	Actuals To Date (C)	Projected Year Totals (D)	Difference (Col B & D) (E)	% Diff (E/B) (F)
<b>CERTIFICATED SALARIES</b>								
Certificated Teachers' Salaries		1100	3,133,662.00	3,133,662.00	1,949,655.08	3,402,391.40	(268,729.40)	-8.6%
Certificated Pupil Support Salaries		1200	504,615.00	504,615.00	294,832.65	550,397.00	(45,782.00)	-9.1%
Certificated Supervisors' and Administrators' Salaries		1300	42,742.00	42,742.00	25,875.91	47,627.00	(4,885.00)	-11.4%
Other Certificated Salaries		1900	234,914.00	234,914.00	109,935.82	219,839.00	15,075.00	6.4%
<b>TOTAL, CERTIFICATED SALARIES</b>			<b>3,915,933.00</b>	<b>3,915,933.00</b>	<b>2,380,299.46</b>	<b>4,220,254.40</b>	<b>(304,321.40)</b>	<b>-7.8%</b>
<b>CLASSIFIED SALARIES</b>								
Classified Instructional Salaries		2100	1,837,168.00	1,837,168.00	1,115,852.61	2,026,761.00	(189,593.00)	-10.3%
Classified Support Salaries		2200	494,061.00	494,061.00	289,965.05	541,010.64	(46,949.64)	-9.5%
Classified Supervisors' and Administrators' Salaries		2300	139,642.00	139,642.00	81,457.74	151,289.00	(11,647.00)	-8.3%
Clerical, Technical and Office Salaries		2400	225,402.00	225,402.00	133,578.53	241,768.00	(16,366.00)	-7.3%
Other Classified Salaries		2900	16,911.00	16,911.00	9,839.63	21,286.00	(4,375.00)	-25.9%
<b>TOTAL, CLASSIFIED SALARIES</b>			<b>2,713,184.00</b>	<b>2,713,184.00</b>	<b>1,630,713.56</b>	<b>2,982,114.64</b>	<b>(268,930.64)</b>	<b>-9.9%</b>
<b>EMPLOYEE BENEFITS</b>								
STRS		3101-3102	510,079.00	510,079.00	306,998.70	543,000.78	(32,921.78)	-6.5%
PERS		3201-3202	353,183.00	353,183.00	203,737.21	377,760.00	(24,577.00)	-7.0%
OASDI/Medicare/Alternative		3301-3302	256,304.00	256,304.00	150,539.19	277,725.92	(21,421.92)	-8.4%
Health and Welfare Benefits		3401-3402	916,216.00	916,216.00	523,211.74	952,242.00	(36,026.00)	-3.9%
Unemployment Insurance		3501-3502	3,514.00	3,514.00	2,021.51	3,661.34	(347.34)	-9.9%
Workers' Compensation		3601-3602	109,948.00	109,948.00	69,586.89	124,136.81	(14,188.81)	-12.9%
OPEB, Allocated		3701-3702	0.00	0.00	0.00	0.00	0.00	0.0%
OPEB, Active Employees		3751-3752	0.00	0.00	0.00	0.00	0.00	0.0%
Other Employee Benefits		3901-3902	51,957.00	51,957.00	30,031.94	38,474.00	13,483.00	26.0%
<b>TOTAL, EMPLOYEE BENEFITS</b>			<b>2,201,201.00</b>	<b>2,201,201.00</b>	<b>1,286,127.18</b>	<b>2,317,200.85</b>	<b>(115,999.85)</b>	<b>-5.3%</b>
<b>BOOKS AND SUPPLIES</b>								
Approved Textbooks and Core Curricula Materials		4100	2,135.00	2,135.00	0.00	35.00	2,100.00	98.4%
Books and Other Reference Materials		4200	3,150.00	3,150.00	17,003.49	19,843.00	(16,693.00)	-529.9%
Materials and Supplies		4300	653,346.00	653,346.00	180,053.27	1,705,082.46	(1,051,736.46)	-161.0%
Noncapitalized Equipment		4400	200,168.00	200,168.00	114,281.50	305,298.29	(105,130.29)	-52.5%
Food		4700	0.00	0.00	0.00	0.00	0.00	0.0%
<b>TOTAL, BOOKS AND SUPPLIES</b>			<b>858,799.00</b>	<b>858,799.00</b>	<b>311,336.26</b>	<b>2,030,258.75</b>	<b>(1,171,459.75)</b>	<b>-136.4%</b>
<b>SERVICES AND OTHER OPERATING EXPENDITURES</b>								
Subagreements for Services		5100	0.00	0.00	0.00	0.00	0.00	0.0%
Travel and Conferences		5200	85,430.00	85,430.00	28,258.56	99,285.70	(13,855.70)	-16.2%
Dues and Memberships		5300	400.00	400.00	0.00	400.00	0.00	0.0%
Insurance		5400-5450	0.00	0.00	0.00	0.00	0.00	0.0%
Operations and Housekeeping Services		5500	0.00	0.00	0.00	0.00	0.00	0.0%
Rentals, Leases, Repairs, and Noncapitalized Improvements		5600	128,575.00	128,575.00	25,703.04	139,071.00	(10,496.00)	-8.2%
Transfers of Direct Costs		5710	81,033.00	81,033.00	11,037.92	65,357.00	15,676.00	19.3%
Transfers of Direct Costs - Interfund		5750	0.00	0.00	0.00	0.00	0.00	0.0%
Professional/Consulting Services and Operating Expenditures		5800	1,105,354.00	1,105,354.00	434,854.67	1,086,532.18	18,821.82	1.7%
Communications		5900	600.00	600.00	121.10	1,062.00	(462.00)	-77.0%
<b>TOTAL, SERVICES AND OTHER OPERATING EXPENDITURES</b>			<b>1,401,392.00</b>	<b>1,401,392.00</b>	<b>499,975.29</b>	<b>1,391,707.88</b>	<b>9,684.12</b>	<b>0.7%</b>

Description	Resource Codes	Object Codes	Original Budget (A)	Board Approved Operating Budget (B)	Actuals To Date (C)	Projected Year Totals (D)	Difference (Col B & D) (E)	% Diff (E/B) (F)
<b>CAPITAL OUTLAY</b>								
Land		6100	0.00	0.00	0.00	0.00	0.00	0.0%
Land Improvements		6170	0.00	0.00	0.00	0.00	0.00	0.0%
Buildings and Improvements of Buildings		6200	0.00	0.00	68,302.53	85,004.00	(85,004.00)	New
Books and Media for New School Libraries or Major Expansion of School Libraries		6300	0.00	0.00	0.00	0.00	0.00	0.0%
Equipment		6400	0.00	0.00	0.00	0.00	0.00	0.0%
Equipment Replacement		6500	0.00	0.00	0.00	0.00	0.00	0.0%
<b>TOTAL, CAPITAL OUTLAY</b>			0.00	0.00	68,302.53	85,004.00	(85,004.00)	New
<b>OTHER OUTGO (excluding Transfers of Indirect Costs)</b>								
Tuition								
Tuition for Instruction Under Interdistrict Attendance Agreements		7110	0.00	0.00	0.00	0.00	0.00	0.0%
State Special Schools		7130	220,000.00	220,000.00	0.00	0.00	220,000.00	100.0%
Tuition, Excess Costs, and/or Deficit Payments Payments to Districts or Charter Schools		7141	0.00	0.00	0.00	0.00	0.00	0.0%
Payments to County Offices		7142	200,000.00	200,000.00	15,731.75	250,000.00	(50,000.00)	-25.0%
Payments to JPAs		7143	0.00	0.00	0.00	0.00	0.00	0.0%
Transfers of Pass-Through Revenues To Districts or Charter Schools		7211	0.00	0.00	0.00	0.00	0.00	0.0%
To County Offices		7212	0.00	0.00	0.00	0.00	0.00	0.0%
To JPAs		7213	0.00	0.00	0.00	0.00	0.00	0.0%
Special Education SELPA Transfers of Apportionments To Districts or Charter Schools	6500	7221	0.00	0.00	0.00	0.00	0.00	0.0%
To County Offices	6500	7222	0.00	0.00	0.00	0.00	0.00	0.0%
To JPAs	6500	7223	0.00	0.00	0.00	0.00	0.00	0.0%
ROC/P Transfers of Apportionments To Districts or Charter Schools	6360	7221	0.00	0.00	0.00	0.00	0.00	0.0%
To County Offices	6360	7222	0.00	0.00	0.00	0.00	0.00	0.0%
To JPAs	6360	7223	0.00	0.00	0.00	0.00	0.00	0.0%
Other Transfers of Apportionments	All Other	7221-7223	0.00	0.00	0.00	0.00	0.00	0.0%
All Other Transfers		7281-7283	0.00	0.00	0.00	0.00	0.00	0.0%
All Other Transfers Out to All Others		7299	0.00	0.00	0.00	0.00	0.00	0.0%
Debt Service								
Debt Service - Interest		7438	0.00	0.00	0.00	0.00	0.00	0.0%
Other Debt Service - Principal		7439	0.00	0.00	0.00	0.00	0.00	0.0%
<b>TOTAL, OTHER OUTGO (excluding Transfers of Indirect Costs)</b>			420,000.00	420,000.00	15,731.75	250,000.00	170,000.00	40.5%
<b>OTHER OUTGO - TRANSFERS OF INDIRECT COSTS</b>								
Transfers of Indirect Costs		7310	49,508.00	49,508.00	0.00	201,804.00	(152,296.00)	-307.6%
Transfers of Indirect Costs - Interfund		7350	0.00	0.00	0.00	0.00	0.00	0.0%
<b>TOTAL, OTHER OUTGO - TRANSFERS OF INDIRECT COSTS</b>			49,508.00	49,508.00	0.00	201,804.00	(152,296.00)	-307.6%
<b>TOTAL, EXPENDITURES</b>			11,560,017.00	11,560,017.00	6,192,488.03	13,478,344.52	(1,918,327.52)	-16.6%

Description	Resource Codes	Object Codes	Original Budget (A)	Board Approved Operating Budget (B)	Actuals To Date (C)	Projected Year Totals (D)	Difference (Col B & D) (E)	% Diff (E/B) (F)
<b>INTERFUND TRANSFERS</b>								
<b>INTERFUND TRANSFERS IN</b>								
From: Special Reserve Fund		8912	0.00	0.00	0.00	0.00	0.00	0.0%
From: Bond Interest and Redemption Fund		8914	0.00	0.00	0.00	0.00		
Other Authorized Interfund Transfers In		8919	0.00	0.00	0.00	0.00	0.00	0.0%
(a) TOTAL, INTERFUND TRANSFERS IN			0.00	0.00	0.00	0.00	0.00	0.0%
<b>INTERFUND TRANSFERS OUT</b>								
To: Child Development Fund		7611	0.00	0.00	0.00	0.00	0.00	0.0%
To: Special Reserve Fund		7612	0.00	0.00	0.00	0.00	0.00	0.0%
To: State School Building Fund/ County School Facilities Fund		7613	0.00	0.00	0.00	0.00	0.00	0.0%
To: Cafeteria Fund		7616	0.00	0.00	0.00	0.00	0.00	0.0%
Other Authorized Interfund Transfers Out		7619	15,393.00	15,393.00	0.00	0.00	15,393.00	100.0%
(b) TOTAL, INTERFUND TRANSFERS OUT			15,393.00	15,393.00	0.00	0.00	15,393.00	100.0%
<b>OTHER SOURCES/USES</b>								
<b>SOURCES</b>								
State Apportionments Emergency Apportionments		8931	0.00	0.00	0.00	0.00		
<b>Proceeds</b>								
Proceeds from Sale/Lease- Purchase of Land/Buildings		8953	0.00	0.00	0.00	0.00	0.00	0.0%
<b>Other Sources</b>								
Transfers from Funds of Lapsed/Reorganized LEAs		8965	0.00	0.00	0.00	0.00	0.00	0.0%
Long-Term Debt Proceeds Proceeds from Certificates of Participation		8971	0.00	0.00	0.00	0.00	0.00	0.0%
Proceeds from Capital Leases		8972	0.00	0.00	0.00	0.00	0.00	0.0%
Proceeds from Lease Revenue Bonds		8973	0.00	0.00	0.00	0.00	0.00	0.0%
All Other Financing Sources		8979	0.00	0.00	0.00	0.00	0.00	0.0%
(c) TOTAL, SOURCES			0.00	0.00	0.00	0.00	0.00	0.0%
<b>USES</b>								
Transfers of Funds from Lapsed/Reorganized LEAs		7651	0.00	0.00	0.00	0.00	0.00	0.0%
All Other Financing Uses		7699	0.00	0.00	0.00	0.00	0.00	0.0%
(d) TOTAL, USES			0.00	0.00	0.00	0.00	0.00	0.0%
<b>CONTRIBUTIONS</b>								
Contributions from Unrestricted Revenues		8980	6,471,083.00	6,471,083.00	0.00	6,301,541.39	(169,541.61)	-2.6%
Contributions from Restricted Revenues		8990	0.00	0.00	0.00	0.00	0.00	0.0%
(e) TOTAL, CONTRIBUTIONS			6,471,083.00	6,471,083.00	0.00	6,301,541.39	(169,541.61)	-2.6%
<b>TOTAL, OTHER FINANCING SOURCES/USES</b>								
(a - b + c - d + e)			6,455,690.00	6,455,690.00	0.00	6,301,541.39	154,148.61	-2.4%



2016-17 Second Interim  
General Fund  
Summary - Unrestricted/Restricted  
Revenues, Expenditures, and Changes in Fund Balance

Description	Resource Codes	Object Codes	Original Budget (A)	Board Approved Operating Budget (B)	Actuals To Date (C)	Projected Year Totals (D)	Difference (Col B & D) (E)	% Diff (E/B) (F)
<b>A. REVENUES</b>								
1) LCFF Sources		8010-8099	38,663,476.00	38,663,476.00	21,779,886.35	38,456,036.00	(207,440.00)	-0.5%
2) Federal Revenue		8100-8299	2,507,984.00	2,507,984.00	732,048.34	2,834,158.00	326,174.00	13.0%
3) Other State Revenue		8300-8599	1,517,507.80	1,517,507.80	1,775,681.54	3,194,198.00	1,676,690.20	110.5%
4) Other Local Revenue		8600-8799	2,080,628.00	2,080,628.00	1,229,512.94	2,166,575.00	85,947.00	4.1%
5) TOTAL, REVENUES			44,769,595.80	44,769,595.80	25,517,129.17	46,650,967.00		
<b>B. EXPENDITURES</b>								
1) Certificated Salaries		1000-1999	20,513,824.00	20,513,824.00	11,741,014.68	20,851,172.40	(337,348.40)	-1.6%
2) Classified Salaries		2000-2999	6,865,192.41	6,865,192.41	4,148,269.49	7,423,393.05	(558,200.64)	-8.1%
3) Employee Benefits		3000-3999	9,005,550.44	9,005,550.44	5,017,444.32	8,917,847.29	87,703.15	1.0%
4) Books and Supplies		4000-4999	1,985,644.00	1,985,644.00	1,203,301.50	3,582,270.73	(1,596,626.73)	-80.4%
5) Services and Other Operating Expenditures		5000-5999	4,757,438.00	4,757,438.00	1,997,642.13	4,993,384.97	(235,946.97)	-5.0%
6) Capital Outlay		6000-6999	0.00	0.00	188,374.60	537,507.00	(537,507.00)	New
7) Other Outgo (excluding Transfers of Indirect Costs)		7100-7299						
		7400-7499	425,050.00	425,050.00	15,731.75	250,000.00	175,050.00	41.2%
8) Other Outgo - Transfers of Indirect Costs		7300-7399	(70,743.00)	(70,743.00)	0.00	(52,900.00)	(17,843.00)	25.2%
9) TOTAL, EXPENDITURES			43,481,955.85	43,481,955.85	24,311,778.47	46,502,675.44		
<b>C. EXCESS (DEFICIENCY) OF REVENUES OVER EXPENDITURES BEFORE OTHER FINANCING SOURCES AND USES (A5 - B9)</b>								
			1,287,639.95	1,287,639.95	1,205,350.70	148,291.56		
<b>D. OTHER FINANCING SOURCES/USES</b>								
1) Interfund Transfers								
a) Transfers In		8900-8929	0.00	0.00	0.00	0.00	0.00	0.0%
b) Transfers Out		7600-7629	294,114.00	294,114.00	1,312.78	278,721.00	15,393.00	5.2%
2) Other Sources/Uses								
a) Sources		8930-8979	0.00	0.00	0.00	0.00	0.00	0.0%
b) Uses		7630-7699	0.00	0.00	0.00	0.00	0.00	0.0%
3) Contributions		8980-8999	0.20	0.20	0.00	0.00	(0.20)	100.0%
4) TOTAL, OTHER FINANCING SOURCES/USES			(294,113.80)	(294,113.80)	(1,312.78)	(278,721.00)		

2016-17 Second Interim  
General Fund  
Summary - Unrestricted/Restricted  
Revenues, Expenditures, and Changes in Fund Balance

Description	Resource Codes	Object Codes	Original Budget (A)	Board Approved Operating Budget (B)	Actuals To Date (C)	Projected Year Totals (D)	Difference (Col B & D) (E)	% Diff (E/B) (F)
<b>E. NET INCREASE (DECREASE) IN FUND BALANCE (C + D4)</b>			993,526.15	993,526.15	1,204,037.92	(130,429.44)		
<b>F. FUND BALANCE, RESERVES</b>								
1) Beginning Fund Balance								
a) As of July 1 - Unaudited		9791	7,078,549.05	7,078,549.05		7,078,549.05	0.00	0.0%
b) Audit Adjustments		9793	36,931.33	36,931.33		36,931.33	0.00	0.0%
c) As of July 1 - Audited (F1a + F1b)			7,115,480.38	7,115,480.38		7,115,480.38		
d) Other Restatements		9795	0.00	0.00		0.00	0.00	0.0%
e) Adjusted Beginning Balance (F1c + F1d)			7,115,480.38	7,115,480.38		7,115,480.38		
2) Ending Balance, June 30 (E + F1e)			8,109,008.53	8,109,008.53		6,985,050.94		
Components of Ending Fund Balance								
a) Nonspendable								
Revolving Cash		9711	10,000.00	10,000.00		10,000.00		
Stores		9712	82,744.06	82,744.06		82,744.06		
Prepaid Expenditures		9713	0.00	0.00		0.00		
All Others		9719	0.00	0.00		0.00		
b) Restricted		9740	2,148,562.83	2,148,562.83		1,101,393.70		
c) Committed								
Stabilization Arrangements		9750	0.00	0.00		0.00		
Other Commitments		9760	0.00	0.00		0.00		
d) Assigned								
Other Assignments		9780	0.00	0.00		826.00		
e) Unassigned/Unappropriated								
Reserve for Economic Uncertainties		9789	1,313,285.00	1,313,285.00		1,402,284.76		
Unassigned/Unappropriated Amount		9790	4,554,414.64	4,554,414.64		4,387,802.42		

Description	Resource Codes	Object Codes	Original Budget (A)	Board Approved Operating Budget (B)	Actuals To Date (C)	Projected Year Totals (D)	Difference (Col B & D) (E)	% Diff (E/B) (F)
<b>LCFF SOURCES</b>								
Principal Apportionment								
State Aid - Current Year		8011	26,738,420.00	26,738,420.00	14,573,699.00	25,615,182.00	(1,123,238.00)	-4.2%
Education Protection Account State Aid - Current Year		8012	5,689,836.00	5,689,836.00	2,780,704.00	5,644,538.00	(45,298.00)	-0.8%
State Aid - Prior Years		8019	0.00	0.00	0.00	0.00	0.00	0.0%
Tax Relief Subventions								
Homeowners' Exemptions		8021	50,762.00	50,762.00	26,153.29	50,718.00	(44.00)	-0.1%
Timber Yield Tax		8022	0.00	0.00	0.00	0.00	0.00	0.0%
Other Subventions/In-Lieu Taxes		8029	0.00	0.00	0.00	0.00	0.00	0.0%
County & District Taxes								
Secured Roll Taxes		8041	4,529,162.00	4,529,162.00	2,648,388.96	4,820,725.00	291,563.00	6.4%
Unsecured Roll Taxes		8042	131,608.00	131,608.00	162,872.34	139,302.00	7,694.00	5.8%
Prior Years' Taxes		8043	87,427.00	67,427.00	129,135.54	43,510.00	(23,917.00)	-35.5%
Supplemental Taxes		8044	124,147.00	124,147.00	42,048.76	207,870.00	83,723.00	67.4%
Education Revenue Augmentation Fund (ERAF)		8045	1,414,712.00	1,414,712.00	1,416,850.38	2,011,481.00	596,769.00	42.2%
Community Redevelopment Funds (SB 617/699/1992)		8047	0.00	0.00	0.00	0.00	0.00	0.0%
Penalties and Interest from Delinquent Taxes		8048	0.00	0.00	0.00	0.00	0.00	0.0%
Miscellaneous Funds (EC 41604)								
Royalties and Bonuses		8081	0.00	0.00	0.00	0.00	0.00	0.0%
Other In-Lieu Taxes		8082	699.00	699.00	34.08	699.00	0.00	0.0%
Less: Non-LCFF (50%) Adjustment		8089	0.00	0.00	0.00	0.00	0.00	0.0%
<b>Subtotal, LCFF Sources</b>			<b>38,746,773.00</b>	<b>38,746,773.00</b>	<b>21,779,886.35</b>	<b>38,534,025.00</b>	<b>(212,748.00)</b>	<b>-0.5%</b>
<b>LCFF Transfers</b>								
Unrestricted LCFF								
Transfers - Current Year	0000	8091	0.00	0.00	0.00	0.00	0.00	0.0%
All Other LCFF								
Transfers - Current Year	All Other	8091	0.00	0.00	0.00	0.00	0.00	0.0%
Transfers to Charter Schools in Lieu of Property Taxes		8096	(83,297.00)	(83,297.00)	0.00	(77,989.00)	5,308.00	-6.4%
Property Taxes Transfers		8097	0.00	0.00	0.00	0.00	0.00	0.0%
LCFF/Revenue Limit Transfers - Prior Years		8099	0.00	0.00	0.00	0.00	0.00	0.0%
<b>TOTAL, LCFF SOURCES</b>			<b>38,663,476.00</b>	<b>38,663,476.00</b>	<b>21,779,886.35</b>	<b>38,456,036.00</b>	<b>(207,440.00)</b>	<b>-0.5%</b>
<b>FEDERAL REVENUE</b>								
Maintenance and Operations		8110	0.00	0.00	0.00	0.00	0.00	0.0%
Special Education Entitlement		8181	853,018.00	853,018.00	0.00	853,018.00	0.00	0.0%
Special Education Discretionary Grants		8182	114,136.00	114,136.00	0.00	114,136.00	0.00	0.0%
Child Nutrition Programs		8220	0.00	0.00	0.00	0.00	0.00	0.0%
Donated Food Commodities		8221	0.00	0.00	0.00	0.00	0.00	0.0%
Forest Reserve Funds		8260	0.00	0.00	0.00	0.00	0.00	0.0%
Flood Control Funds		8270	0.00	0.00	0.00	0.00	0.00	0.0%
Wildlife Reserve Funds		8280	0.00	0.00	0.00	0.00	0.00	0.0%
FEMA		8281	0.00	0.00	0.00	0.00	0.00	0.0%
Interagency Contracts Between LEAs		8285	0.00	0.00	0.00	0.00	0.00	0.0%
Pass-Through Revenues from Federal Sources		8287	0.00	0.00	0.00	0.00	0.00	0.0%
NCLB: Title I, Part A, Basic Grants								
Low-Income and Neglected	3010	8290	1,040,659.00	1,040,659.00	554,958.95	1,347,915.00	307,256.00	29.5%
NCLB: Title I, Part D, Local Delinquent Program	3025	8290	0.00	0.00	0.00	0.00	0.00	0.0%
NCLB: Title II, Part A, Teacher Quality	4035	8290	118,687.00	118,687.00	51,927.00	117,023.00	(1,664.00)	-1.4%

2016-17 Second Interim  
General Fund  
Summary - Unrestricted/Restricted  
Revenues, Expenditures, and Changes in Fund Balance

Description	Resource Codes	Object Codes	Original Budget (A)	Board Approved Operating Budget (B)	Actuals To Date (C)	Projected Year Totals (D)	Difference (Col B & D) (E)	% Diff (E/B) (F)
NCLB: Title III, Immigration Education Program	4201	8290	0.00	0.00	2,766.00	11,065.00	11,065.00	New
NCLB: Title III, Limited English Proficient (LEP) Student Program	4203	8290	63,822.00	63,822.00	37,653.00	61,344.00	(2,478.00)	-3.9%
NCLB: Title V, Part B, Public Charter Schools Grant Program (PCSGP)	4610	8290	0.00	0.00	0.00	0.00	0.00	0.0%
Other No Child Left Behind	3012-3020, 3030-3199, 4036-4126, 5510	8290	0.00	0.00	0.00	0.00	0.00	0.0%
Vocational and Applied Technology Education	3500-3699	8290	40,720.00	40,720.00	0.00	42,143.00	1,423.00	3.5%
Safe and Drug Free Schools	3700-3799	8290	0.00	0.00	0.00	0.00	0.00	0.0%
All Other Federal Revenue	All Other	8290	276,942.00	276,942.00	84,743.39	287,514.00	10,572.00	3.8%
<b>TOTAL, FEDERAL REVENUE</b>			<b>2,507,984.00</b>	<b>2,507,984.00</b>	<b>732,048.34</b>	<b>2,834,158.00</b>	<b>326,174.00</b>	<b>13.0%</b>
<b>OTHER STATE REVENUE</b>								
Other State Apportionments								
ROC/P Entitlement								
Prior Years	6360	8319	0.00	0.00	0.00	0.00	0.00	0.0%
Special Education Master Plan								
Current Year	6500	8311	0.00	0.00	0.00	0.00	0.00	0.0%
Prior Years	6500	8319	0.00	0.00	0.00	0.00	0.00	0.0%
All Other State Apportionments - Current Year	All Other	8311	0.00	0.00	0.00	0.00	0.00	0.0%
All Other State Apportionments - Prior Years	All Other	8319	0.00	0.00	0.00	0.00	0.00	0.0%
Child Nutrition Programs		8520	0.00	0.00	0.00	0.00	0.00	0.0%
Mandated Costs Reimbursements		8550	135,000.00	135,000.00	913,638.00	1,068,248.00	933,248.00	691.3%
Lottery - Unrestricted and Instructional Materials		8560	777,592.80	777,592.80	248,677.88	837,837.00	60,244.20	7.7%
Tax Relief Subventions								
Restricted Levies - Other								
Homeowners' Exemptions		8575	0.00	0.00	0.00	0.00	0.00	0.0%
Other Subventions/In-Lieu Taxes		8576	0.00	0.00	0.00	0.00	0.00	0.0%
Pass-Through Revenues from State Sources		8587	0.00	0.00	0.00	0.00	0.00	0.0%
After School Education and Safety (ASES)	6010	8590	0.00	0.00	0.00	0.00	0.00	0.0%
Charter School Facility Grant	6030	8590	0.00	0.00	0.00	0.00	0.00	0.0%
Career Technical Education Incentive Grant Program	6387	8590	0.00	0.00	341,074.00	341,074.00	341,074.00	New
Drug/Alcohol/Tobacco Funds	6650, 6690	8590	0.00	0.00	0.00	0.00	0.00	0.0%
California Clean Energy Jobs Act	6230	8590	166,810.00	166,810.00	0.00	258,053.00	91,243.00	54.7%
Specialized Secondary	7370	8590	0.00	0.00	0.00	0.00	0.00	0.0%
American Indian Early Childhood Education	7210	8590	0.00	0.00	0.00	0.00	0.00	0.0%
Quality Education Investment Act	7400	8590	0.00	0.00	0.00	0.00	0.00	0.0%
Common Core State Standards Implementation	7405	8590	0.00	0.00	0.00	0.00	0.00	0.0%
All Other State Revenue	All Other	8590	438,105.00	438,105.00	272,291.68	688,986.00	250,881.00	57.3%
<b>TOTAL, OTHER STATE REVENUE</b>			<b>1,517,507.80</b>	<b>1,517,507.80</b>	<b>1,775,681.54</b>	<b>3,194,198.00</b>	<b>1,676,690.20</b>	<b>110.5%</b>

Description	Resource Codes	Object Codes	Original Budget (A)	Board Approved Operating Budget (B)	Actuals To Date (C)	Projected Year Totals (D)	Difference (Col B & D) (E)	% Diff (E/B) (F)
<b>OTHER LOCAL REVENUE</b>								
Other Local Revenue								
County and District Taxes								
Other Restricted Levies								
Secured Roll		8615	0.00	0.00	0.00	0.00	0.00	0.0%
Unsecured Roll		8616	0.00	0.00	0.00	0.00	0.00	0.0%
Prior Years' Taxes		8617	0.00	0.00	0.00	0.00	0.00	0.0%
Supplemental Taxes		8618	0.00	0.00	0.00	0.00	0.00	0.0%
Non-Ad Valorem Taxes								
Parcel Taxes		8621	0.00	0.00	0.00	0.00	0.00	0.0%
Other		8622	0.00	0.00	0.00	0.00	0.00	0.0%
Community Redevelopment Funds								
Not Subject to LCFF Deduction		8625	0.00	0.00	0.00	0.00	0.00	0.0%
Penalties and Interest from Delinquent Non-LCFF Taxes		8629	0.00	0.00	0.00	0.00	0.00	0.0%
Sales								
Sale of Equipment/Supplies		8631	0.00	0.00	500.00	0.00	0.00	0.0%
Sale of Publications		8632	0.00	0.00	0.00	0.00	0.00	0.0%
Food Service Sales		8634	0.00	0.00	0.00	0.00	0.00	0.0%
All Other Sales		8639	0.00	0.00	32.33	33.00	33.00	New
Leases and Rentals		8650	170,000.00	170,000.00	123,595.01	170,000.00	0.00	0.0%
Interest		8660	7,500.00	7,500.00	45,984.43	85,582.00	78,082.00	1041.1%
Net Increase (Decrease) in the Fair Value of Investments		8662	0.00	0.00	0.00	0.00	0.00	0.0%
Fees and Contracts								
Adult Education Fees		8671	0.00	0.00	0.00	0.00	0.00	0.0%
Non-Resident Students		8672	0.00	0.00	0.00	0.00	0.00	0.0%
Transportation Fees From Individuals		8675	18,000.00	18,000.00	10,406.64	18,000.00	0.00	0.0%
Interagency Services		8677	11,500.00	11,500.00	0.00	11,500.00	0.00	0.0%
Mitigation/Developer Fees		8681	0.00	0.00	0.00	0.00	0.00	0.0%
All Other Fees and Contracts		8689	0.00	0.00	0.00	0.00	0.00	0.0%
Other Local Revenue								
Plus: Misc Funds Non-LCFF (50%) Adjustment		8691	0.00	0.00	0.00	0.00	0.00	0.0%
Pass-Through Revenues From Local Sources		8697	0.00	0.00	0.00	0.00	0.00	0.0%
All Other Local Revenue		8699	6,200.00	6,200.00	13,942.53	14,032.00	7,832.00	128.3%
Tuition		8710	0.00	0.00	0.00	0.00	0.00	0.0%
All Other Transfers In		8781-8783	60,000.00	60,000.00	49,837.00	60,000.00	0.00	0.0%
Transfers Of Apportionments								
Special Education SELPA Transfers								
From Districts or Charter Schools	6500	8791	0.00	0.00	0.00	0.00	0.00	0.0%
From County Offices	6500	8792	1,807,428.00	1,807,428.00	985,215.00	1,807,428.00	0.00	0.0%
From JPAs	6500	8793	0.00	0.00	0.00	0.00	0.00	0.0%
ROC/P Transfers								
From Districts or Charter Schools	6360	8791	0.00	0.00	0.00	0.00	0.00	0.0%
From County Offices	6360	8792	0.00	0.00	0.00	0.00	0.00	0.0%
From JPAs	6360	8793	0.00	0.00	0.00	0.00	0.00	0.0%
Other Transfers of Apportionments								
From Districts or Charter Schools	All Other	8791	0.00	0.00	0.00	0.00	0.00	0.0%
From County Offices	All Other	8792	0.00	0.00	0.00	0.00	0.00	0.0%
From JPAs	All Other	8793	0.00	0.00	0.00	0.00	0.00	0.0%
All Other Transfers In from All Others		8799	0.00	0.00	0.00	0.00	0.00	0.0%
<b>TOTAL, OTHER LOCAL REVENUE</b>			<b>2,080,628.00</b>	<b>2,080,628.00</b>	<b>1,229,512.94</b>	<b>2,166,575.00</b>	<b>85,947.00</b>	<b>4.1%</b>
<b>TOTAL, REVENUES</b>			<b>44,769,595.80</b>	<b>44,769,595.80</b>	<b>25,517,129.17</b>	<b>46,650,967.00</b>	<b>1,881,371.20</b>	<b>4.2%</b>

2016-17 Second Interim  
General Fund  
Summary - Unrestricted/Restricted  
Revenues, Expenditures, and Changes in Fund Balance

Description	Resource Codes	Object Codes	Original Budget (A)	Board Approved Operating Budget (B)	Actuals To Date (C)	Projected Year Totals (D)	Difference (Col B & D) (E)	% Diff (E/B) (F)
<b>CERTIFICATED SALARIES</b>								
Certificated Teachers' Salaries		1100	17,697,220.00	17,697,220.00	10,092,126.93	17,790,251.40	(93,031.40)	-0.5%
Certificated Pupil Support Salaries		1200	930,432.00	930,432.00	534,192.45	994,153.00	(63,721.00)	-6.8%
Certificated Supervisors' and Administrators' Salaries		1300	1,538,694.00	1,538,694.00	905,770.70	1,681,925.00	(143,231.00)	-9.3%
Other Certificated Salaries		1900	347,478.00	347,478.00	208,924.60	384,843.00	(37,365.00)	-10.8%
<b>TOTAL, CERTIFICATED SALARIES</b>			<b>20,513,824.00</b>	<b>20,513,824.00</b>	<b>11,741,014.68</b>	<b>20,851,172.40</b>	<b>(337,348.40)</b>	<b>-1.6%</b>
<b>CLASSIFIED SALARIES</b>								
Classified Instructional Salaries		2100	2,044,173.00	2,044,173.00	1,223,156.74	2,215,726.00	(171,553.00)	-8.4%
Classified Support Salaries		2200	2,488,778.00	2,488,778.00	1,448,894.05	2,608,470.64	(119,692.64)	-4.8%
Classified Supervisors' and Administrators' Salaries		2300	429,103.00	429,103.00	264,154.97	479,880.00	(50,777.00)	-11.8%
Clerical, Technical and Office Salaries		2400	1,693,315.41	1,693,315.41	1,071,298.06	1,920,990.41	(227,675.00)	-13.4%
Other Classified Salaries		2900	209,823.00	209,823.00	142,765.67	198,326.00	11,497.00	5.5%
<b>TOTAL, CLASSIFIED SALARIES</b>			<b>6,865,192.41</b>	<b>6,865,192.41</b>	<b>4,148,269.49</b>	<b>7,423,393.05</b>	<b>(558,200.64)</b>	<b>-8.1%</b>
<b>EMPLOYEE BENEFITS</b>								
STRS		3101-3102	2,598,378.50	2,598,378.50	1,485,520.13	2,617,528.28	(19,149.78)	-0.7%
PERS		3201-3202	938,684.94	938,684.94	516,676.45	940,748.94	(2,064.00)	-0.2%
OASDI/Medicare/Alternative		3301-3302	822,539.00	822,539.00	465,276.32	832,940.92	(10,401.92)	-1.3%
Health and Welfare Benefits		3401-3402	3,907,538.00	3,907,538.00	2,178,028.43	3,912,558.00	(5,020.00)	-0.1%
Unemployment Insurance		3501-3502	14,150.00	14,150.00	7,999.71	14,562.34	(412.34)	-2.9%
Workers' Compensation		3601-3602	470,770.00	470,770.00	275,107.11	489,731.81	(18,961.81)	-4.0%
OPEB, Allocated		3701-3702	19,500.00	19,500.00	(535.80)	1,469.00	18,031.00	92.5%
OPEB, Active Employees		3751-3752	0.00	0.00	0.00	0.00	0.00	0.0%
Other Employee Benefits		3901-3902	233,990.00	233,990.00	91,371.97	108,308.00	125,682.00	53.7%
<b>TOTAL, EMPLOYEE BENEFITS</b>			<b>9,005,550.44</b>	<b>9,005,550.44</b>	<b>5,017,444.32</b>	<b>8,917,847.29</b>	<b>87,703.15</b>	<b>1.0%</b>
<b>BOOKS AND SUPPLIES</b>								
Approved Textbooks and Core Curricula Materials		4100	77,135.00	77,135.00	289,003.24	312,658.00	(235,523.00)	-305.3%
Books and Other Reference Materials		4200	23,050.00	23,050.00	20,910.77	43,864.00	(20,814.00)	-90.3%
Materials and Supplies		4300	1,379,641.00	1,379,641.00	519,253.75	2,516,809.46	(1,137,168.46)	-82.4%
Noncapitalized Equipment		4400	505,818.00	505,818.00	374,133.74	708,939.27	(203,121.27)	-40.2%
Food		4700	0.00	0.00	0.00	0.00	0.00	0.0%
<b>TOTAL, BOOKS AND SUPPLIES</b>			<b>1,985,644.00</b>	<b>1,985,644.00</b>	<b>1,203,301.50</b>	<b>3,582,270.73</b>	<b>(1,596,626.73)</b>	<b>-80.4%</b>
<b>SERVICES AND OTHER OPERATING EXPENDITURES</b>								
Subagreements for Services		5100	0.00	0.00	0.00	0.00	0.00	0.0%
Travel and Conferences		5200	136,583.00	136,583.00	49,695.36	187,927.70	(31,344.70)	-22.9%
Dues and Memberships		5300	22,260.00	22,260.00	11,616.67	23,349.00	(1,089.00)	-4.9%
Insurance		5400-5450	285,170.00	285,170.00	135,640.00	285,170.00	0.00	0.0%
Operations and Housekeeping Services		5500	1,208,000.00	1,208,000.00	579,876.03	1,208,000.00	0.00	0.0%
Rentals, Leases, Repairs, and Noncapitalized Improvements		5600	317,825.00	317,825.00	46,500.31	291,273.00	26,552.00	8.4%
Transfers of Direct Costs		5710	0.00	0.00	871.03	0.00	0.00	0.0%
Transfers of Direct Costs - Interfund		5750	(2,000.00)	(2,000.00)	(676.59)	(2,000.00)	0.00	0.0%
Professional/Consulting Services and Operating Expenditures		5800	2,622,700.00	2,622,700.00	1,150,781.99	2,872,159.27	(249,459.27)	-9.5%
Communications		5900	166,900.00	166,900.00	23,337.33	147,508.00	19,394.00	11.6%
<b>TOTAL, SERVICES AND OTHER OPERATING EXPENDITURES</b>			<b>4,757,438.00</b>	<b>4,757,438.00</b>	<b>1,997,642.13</b>	<b>4,993,384.97</b>	<b>(235,946.97)</b>	<b>-5.0%</b>

Description	Resource Codes	Object Codes	Original Budget (A)	Board Approved Operating Budget (B)	Actuals To Date (C)	Projected Year Totals (D)	Difference (Col B & D) (E)	% Diff (E/B) (F)
<b>CAPITAL OUTLAY</b>								
Land		6100	0.00	0.00	0.00	0.00	0.00	0.0%
Land Improvements		6170	0.00	0.00	0.00	0.00	0.00	0.0%
Buildings and Improvements of Buildings		6200	0.00	0.00	69,462.53	86,164.00	(86,164.00)	New
Books and Media for New School Libraries or Major Expansion of School Libraries		6300	0.00	0.00	0.00	0.00	0.00	0.0%
Equipment		6400	0.00	0.00	48,239.46	380,668.00	(380,668.00)	New
Equipment Replacement		6500	0.00	0.00	70,672.81	70,675.00	(70,675.00)	New
<b>TOTAL, CAPITAL OUTLAY</b>			<b>0.00</b>	<b>0.00</b>	<b>188,374.60</b>	<b>537,507.00</b>	<b>(537,507.00)</b>	<b>New</b>
<b>OTHER OUTGO (excluding Transfers of Indirect Costs)</b>								
Tuition								
Tuition for Instruction Under Interdistrict Attendance Agreements		7110	0.00	0.00	0.00	0.00	0.00	0.0%
State Special Schools		7130	220,000.00	220,000.00	0.00	0.00	220,000.00	100.0%
Tuition, Excess Costs, and/or Deficit Payments								
Payments to Districts or Charter Schools		7141	0.00	0.00	0.00	0.00	0.00	0.0%
Payments to County Offices		7142	200,000.00	200,000.00	15,731.75	250,000.00	(50,000.00)	-25.0%
Payments to JPAs		7143	0.00	0.00	0.00	0.00	0.00	0.0%
Transfers of Pass-Through Revenues								
To Districts or Charter Schools		7211	0.00	0.00	0.00	0.00	0.00	0.0%
To County Offices		7212	0.00	0.00	0.00	0.00	0.00	0.0%
To JPAs		7213	0.00	0.00	0.00	0.00	0.00	0.0%
Special Education SELPA Transfers of Apportionments								
To Districts or Charter Schools	6500	7221	0.00	0.00	0.00	0.00	0.00	0.0%
To County Offices	6500	7222	0.00	0.00	0.00	0.00	0.00	0.0%
To JPAs	6500	7223	0.00	0.00	0.00	0.00	0.00	0.0%
ROC/P Transfers of Apportionments								
To Districts or Charter Schools	6360	7221	0.00	0.00	0.00	0.00	0.00	0.0%
To County Offices	6360	7222	0.00	0.00	0.00	0.00	0.00	0.0%
To JPAs	6360	7223	0.00	0.00	0.00	0.00	0.00	0.0%
Other Transfers of Apportionments	All Other	7221-7223	0.00	0.00	0.00	0.00	0.00	0.0%
All Other Transfers		7281-7283	0.00	0.00	0.00	0.00	0.00	0.0%
All Other Transfers Out to All Others		7299	0.00	0.00	0.00	0.00	0.00	0.0%
Debt Service								
Debt Service - Interest		7438	0.00	0.00	0.00	0.00	0.00	0.0%
Other Debt Service - Principal		7439	5,050.00	5,050.00	0.00	0.00	5,050.00	100.0%
<b>TOTAL, OTHER OUTGO (excluding Transfers of Indirect Costs)</b>			<b>425,050.00</b>	<b>425,050.00</b>	<b>15,731.75</b>	<b>250,000.00</b>	<b>175,050.00</b>	<b>41.2%</b>
<b>OTHER OUTGO - TRANSFERS OF INDIRECT COSTS</b>								
Transfers of Indirect Costs		7310	0.00	0.00	0.00	0.00		
Transfers of Indirect Costs - Interfund		7350	(70,743.00)	(70,743.00)	0.00	(52,900.00)	(17,843.00)	25.2%
<b>TOTAL, OTHER OUTGO - TRANSFERS OF INDIRECT COSTS</b>			<b>(70,743.00)</b>	<b>(70,743.00)</b>	<b>0.00</b>	<b>(52,900.00)</b>	<b>(17,843.00)</b>	<b>25.2%</b>
<b>TOTAL, EXPENDITURES</b>			<b>43,481,955.85</b>	<b>43,481,955.85</b>	<b>24,311,778.47</b>	<b>46,502,675.44</b>	<b>(3,020,719.59)</b>	<b>-6.9%</b>

2016-17 Second Interim  
General Fund  
Summary - Unrestricted/Restricted  
Revenues, Expenditures, and Changes in Fund Balance

Description	Resource Codes	Object Codes	Original Budget (A)	Board Approved Operating Budget (B)	Actuals To Date (C)	Projected Year Totals (D)	Difference (Col B & D) (E)	% Diff (E/B) (F)
<b>INTERFUND TRANSFERS</b>								
<b>INTERFUND TRANSFERS IN</b>								
From: Special Reserve Fund		8912	0.00	0.00	0.00	0.00	0.00	0.0%
From: Bond Interest and Redemption Fund		8914	0.00	0.00	0.00	0.00	0.00	0.0%
Other Authorized Interfund Transfers In		8919	0.00	0.00	0.00	0.00	0.00	0.0%
<b>(a) TOTAL, INTERFUND TRANSFERS IN</b>			0.00	0.00	0.00	0.00	0.00	0.0%
<b>INTERFUND TRANSFERS OUT</b>								
To: Child Development Fund		7611	0.00	0.00	0.00	0.00	0.00	0.0%
To: Special Reserve Fund		7612	0.00	0.00	0.00	0.00	0.00	0.0%
To: State School Building Fund/ County School Facilities Fund		7613	0.00	0.00	0.00	0.00	0.00	0.0%
To: Cafeteria Fund		7616	0.00	0.00	1,312.78	1,315.00	(1,315.00)	New
Other Authorized Interfund Transfers Out		7619	294,114.00	294,114.00	0.00	277,406.00	16,708.00	5.7%
<b>(b) TOTAL, INTERFUND TRANSFERS OUT</b>			294,114.00	294,114.00	1,312.78	278,721.00	15,393.00	5.2%
<b>OTHER SOURCES/USES</b>								
<b>SOURCES</b>								
State Apportionments Emergency Apportionments		8931	0.00	0.00	0.00	0.00	0.00	0.0%
Proceeds								
Proceeds from Sale/Lease- Purchase of Land/Buildings		8953	0.00	0.00	0.00	0.00	0.00	0.0%
Other Sources								
Transfers from Funds of Lapsed/Reorganized LEAs		8965	0.00	0.00	0.00	0.00	0.00	0.0%
Long-Term Debt Proceeds								
Proceeds from Certificates of Participation		8971	0.00	0.00	0.00	0.00	0.00	0.0%
Proceeds from Capital Leases		8972	0.00	0.00	0.00	0.00	0.00	0.0%
Proceeds from Lease Revenue Bonds		8973	0.00	0.00	0.00	0.00	0.00	0.0%
All Other Financing Sources		8979	0.00	0.00	0.00	0.00	0.00	0.0%
<b>(c) TOTAL, SOURCES</b>			0.00	0.00	0.00	0.00	0.00	0.0%
<b>USES</b>								
Transfers of Funds from Lapsed/Reorganized LEAs		7651	0.00	0.00	0.00	0.00	0.00	0.0%
All Other Financing Uses		7699	0.00	0.00	0.00	0.00	0.00	0.0%
<b>(d) TOTAL, USES</b>			0.00	0.00	0.00	0.00	0.00	0.0%
<b>CONTRIBUTIONS</b>								
Contributions from Unrestricted Revenues		8980	0.20	0.20	0.00	0.00		
Contributions from Restricted Revenues		8990	0.00	0.00	0.00	0.00		
<b>(e) TOTAL, CONTRIBUTIONS</b>			0.20	0.20	0.00	0.00	(0.20)	100.0%
<b>TOTAL, OTHER FINANCING SOURCES/USES</b>								
<b>(a - b + c - d + e)</b>			(294,113.80)	(294,113.80)	(1,312.78)	(278,721.00)	(15,392.80)	-5.2%



<b>Resource</b>	<b>Description</b>	<b>2016-17 Projected Year Totals</b>
5640	Medi-Cal Billing Option	123,923.58
6230	California Clean Energy Jobs Act	1,068.25
6264	Educator Effectiveness	5,489.61
6300	Lottery: Instructional Materials	33,894.51
6382	California Career Pathways Trust	97.00
6387	Career Technical Education Incentive Grant	1,026.00
6512	Special Ed: Mental Health Services	17,351.30
7338	College Readiness Block Grant	3,805.00
8150	Ongoing & Major Maintenance Account (RM.	7,339.00
9010	Other Restricted Local	907,399.45
Total, Restricted Balance		<u>1,101,393.70</u>

Description	Resource Codes	Object Codes	Original Budget (A)	Board Approved Operating Budget (B)	Actuals To Date (C)	Projected Year Totals (D)	Difference (Col B & D) (E)	% Diff Column B & D (F)
<b>A. REVENUES</b>								
1) LCFF Sources		8010-8099	529,947.00	529,947.00	248,928.00	422,400.00	(107,547.00)	-20.3%
2) Federal Revenue		8100-8299	0.00	0.00	0.00	0.00	0.00	0.0%
3) Other State Revenue		8300-8599	10,738.00	10,738.00	69,469.30	95,797.00	85,059.00	792.1%
4) Other Local Revenue		8600-8799	3,895.00	3,895.00	250.00	3,895.00	0.00	0.0%
5) TOTAL, REVENUES			544,580.00	544,580.00	318,645.30	522,092.00		
<b>B. EXPENDITURES</b>								
1) Certificated Salaries		1000-1999	331,317.00	331,317.00	172,538.11	304,833.00	26,484.00	8.0%
2) Classified Salaries		2000-2999	59,311.00	59,311.00	38,684.74	76,057.00	(16,746.00)	-28.2%
3) Employee Benefits		3000-3999	125,700.00	125,700.00	62,268.48	129,490.00	(3,790.00)	-3.0%
4) Books and Supplies		4000-4999	3,719.00	3,719.00	343.48	96,334.00	(92,615.00)	-2490.3%
5) Services and Other Operating Expenditures		5000-5999	1,860.00	1,860.00	1,613.11	5,180.00	(3,300.00)	-177.4%
6) Capital Outlay		6000-6999	0.00	0.00	0.00	0.00	0.00	0.0%
7) Other Outgo (excluding Transfers of Indirect Costs)		7100-7299, 7400-7499	0.00	0.00	0.00	0.00	0.00	0.0%
8) Other Outgo - Transfers of Indirect Costs		7300-7399	38,007.00	38,007.00	0.00	24,100.00	13,907.00	36.6%
9) TOTAL, EXPENDITURES			559,914.00	559,914.00	275,447.90	635,974.00		
<b>C. EXCESS (DEFICIENCY) OF REVENUES OVER EXPENDITURES BEFORE OTHER FINANCING SOURCES AND USES (A5 - B9)</b>			(15,334.00)	(15,334.00)	43,197.40	(113,882.00)		
<b>D. OTHER FINANCING SOURCES/USES</b>								
1) Interfund Transfers								
a) Transfers In		8900-8929	15,393.00	15,393.00	0.00	0.00	(15,393.00)	-100.0%
b) Transfers Out		7600-7629	0.00	0.00	0.00	0.00	0.00	0.0%
2) Other Sources/Uses								
a) Sources		8930-8979	0.00	0.00	0.00	0.00	0.00	0.0%
b) Uses		7630-7699	0.00	0.00	0.00	0.00	0.00	0.0%
3) Contributions		8980-8999	0.00	0.00	0.00	0.00	0.00	0.0%
4) TOTAL, OTHER FINANCING SOURCES/USES			15,393.00	15,393.00	0.00	0.00		

Description	Resource Codes	Object Codes	Original Budget (A)	Board Approved Operating Budget (B)	Actuals To Date (C)	Projected Year Totals (D)	Difference (Col B & D) (E)	% Diff Column B & D (F)
<b>E. NET INCREASE (DECREASE) IN FUND BALANCE (C + D4)</b>			59.00	59.00	43,197.40	(113,882.00)		
<b>F. FUND BALANCE, RESERVES</b>								
1) Beginning Fund Balance								
a) As of July 1 - Unaudited		9791	191,945.72	191,945.72		191,945.72	0.00	0.0%
b) Audit Adjustments		9793	0.00	0.00		0.00	0.00	0.0%
c) As of July 1 - Audited (F1a + F1b)			191,945.72	191,945.72		191,945.72		
d) Other Restatements		9795	0.00	0.00		0.00	0.00	0.0%
e) Adjusted Beginning Balance (F1c + F1d)			191,945.72	191,945.72		191,945.72		
2) Ending Balance, June 30 (E + F1e)			192,004.72	192,004.72		78,063.72		
Components of Ending Fund Balance								
a) Nonspendable								
Revolving Cash		9711	0.00	0.00		0.00		
Stores		9712	0.00	0.00		0.00		
Prepaid Expenditures		9713	0.00	0.00		0.00		
All Others		9719	0.00	0.00		0.00		
b) Restricted		9740	81,036.16	81,036.16		59,814.16		
c) Committed								
Stabilization Arrangements		9750	0.00	0.00		0.00		
Other Commitments		9760	0.00	0.00		0.00		
d) Assigned								
Other Assignments		9780	110,968.56	479.37		18,248.56		
e) Unassigned/Unappropriated								
Reserve for Economic Uncertainties		9789	0.00	110,469.19		0.00		
Unassigned/Unappropriated Amount		9790	0.00	0.00		0.00		

Description	Resource Codes	Object Codes	Original Budget (A)	Board Approved Operating Budget (B)	Actuals To Date (C)	Projected Year Totals (D)	Difference (Col B & D) (E)	% Diff Column B & D (F)
<b>LCFF SOURCES</b>								
Principal Apportionment								
State Aid - Current Year		8011	314,163.00	314,163.00	207,362.00	255,976.00	(58,187.00)	-18.5%
Education Protection Account State Aid - Current Year		8012	132,487.00	132,487.00	41,564.00	83,127.00	(49,360.00)	-37.3%
State Aid - Prior Years		8019	0.00	0.00	0.00	0.00	0.00	0.0%
<b>LCFF Transfers</b>								
Unrestricted LCFF Transfers - Current Year	0000	8091	0.00	0.00	0.00	0.00	0.00	0.0%
All Other LCFF Transfers - Current Year	All Other	8091	0.00	0.00	0.00	0.00	0.00	0.0%
Transfers to Charter Schools in Lieu of Property Taxes		8096	83,297.00	83,297.00	0.00	83,297.00	0.00	0.0%
Property Taxes Transfers		8097	0.00	0.00	0.00	0.00	0.00	0.0%
LCFF/Revenue Limit Transfers - Prior Years		8099	0.00	0.00	0.00	0.00	0.00	0.0%
<b>TOTAL, LCFF SOURCES</b>			<b>529,947.00</b>	<b>529,947.00</b>	<b>248,926.00</b>	<b>422,400.00</b>	<b>(107,547.00)</b>	<b>-20.3%</b>
<b>FEDERAL REVENUE</b>								
Maintenance and Operations		8110	0.00	0.00	0.00	0.00	0.00	0.0%
Special Education Entitlement		8181	0.00	0.00	0.00	0.00	0.00	0.0%
Special Education Discretionary Grants		8182	0.00	0.00	0.00	0.00	0.00	0.0%
Child Nutrition Programs		8220	0.00	0.00	0.00	0.00	0.00	0.0%
Donated Food Commodities		8221	0.00	0.00	0.00	0.00	0.00	0.0%
Interagency Contracts Between LEAs		8285	0.00	0.00	0.00	0.00	0.00	0.0%
NCLB: Title I, Part A, Basic Grants Low-Income and Neglected	3010	8290	0.00	0.00	0.00	0.00	0.00	0.0%
NCLB: Title I, Part D, Local Delinquent Program	3025	8290	0.00	0.00	0.00	0.00	0.00	0.0%
NCLB: Title II, Part A, Teacher Quality	4035	8290	0.00	0.00	0.00	0.00	0.00	0.0%
NCLB: Title III, Immigrant Education Program	4201	8290	0.00	0.00	0.00	0.00	0.00	0.0%
NCLB: Title III, Limited English Proficient (LEP) Student Program	4203	8290	0.00	0.00	0.00	0.00	0.00	0.0%
NCLB: Title V, Part B, Public Charter Schools Grant Program (PCSGP)	4610	8290	0.00	0.00	0.00	0.00	0.00	0.0%
Other No Child Left Behind	3012-3020, 3030-3199, 4036-4126, 5510	8290	0.00	0.00	0.00	0.00	0.00	0.0%
Vocational and Applied Technology Education	3500-3699	8290	0.00	0.00	0.00	0.00	0.00	0.0%
Safe and Drug Free Schools	3700-3799	8290	0.00	0.00	0.00	0.00	0.00	0.0%
All Other Federal Revenue	All Other	8290	0.00	0.00	0.00	0.00	0.00	0.0%
<b>TOTAL, FEDERAL REVENUE</b>			<b>0.00</b>	<b>0.00</b>	<b>0.00</b>	<b>0.00</b>	<b>0.00</b>	<b>0.0%</b>
<b>OTHER STATE REVENUE</b>								
Other State Apportionments								
Special Education Master Plan Current Year	6500	8311	0.00	0.00	0.00	0.00	0.00	0.0%
Prior Years	6500	8319	0.00	0.00	0.00	0.00	0.00	0.0%
All Other State Apportionments - Current Year	All Other	8311	0.00	0.00	0.00	0.00	0.00	0.0%
All Other State Apportionments - Prior Years	All Other	8319	0.00	0.00	0.00	0.00	0.00	0.0%
Child Nutrition Programs		8520	0.00	0.00	0.00	0.00	0.00	0.0%
Mandated Costs Reimbursements		8550	0.00	0.00	12,309.00	12,309.00	12,309.00	New
Lottery - Unrestricted and Instructional Materials		8560	10,738.00	10,738.00	1,832.30	8,488.00	(2,250.00)	-21.0%
After School Education and Safety (ASES)	6010	8590	0.00	0.00	0.00	0.00	0.00	0.0%

Description	Resource Codes	Object Codes	Original Budget (A)	Board Approved Operating Budget (B)	Actuals To Date (C)	Projected Year Totals (D)	Difference (Col B & D) (E)	% Diff Column B & D (F)
Charter School Facility Grant	6030	8590	0.00	0.00	0.00	0.00	0.00	0.0%
Drug/Alcohol/Tobacco Funds	6690	8590	0.00	0.00	0.00	0.00	0.00	0.0%
California Clean Energy Jobs Act	6230	8590	0.00	0.00	15,392.00	0.00	0.00	0.0%
Career Technical Education Incentive Grant Program	6387	8590	0.00	0.00	0.00	0.00	0.00	0.0%
Specialized Secondary	7370	8590	0.00	0.00	0.00	0.00	0.00	0.0%
Quality Education Investment Act	7400	8590	0.00	0.00	0.00	0.00	0.00	0.0%
Common Core State Standards Implementation	7405	8590	0.00	0.00	0.00	0.00	0.00	0.0%
All Other State Revenue	All Other	8590	0.00	0.00	39,938.00	75,000.00	75,000.00	New
<b>TOTAL, OTHER STATE REVENUE</b>			<b>10,738.00</b>	<b>10,738.00</b>	<b>69,469.30</b>	<b>95,797.00</b>	<b>85,059.00</b>	<b>792.1%</b>
<b>OTHER LOCAL REVENUE</b>								
Sales								
Sale of Equipment/Supplies		8631	0.00	0.00	0.00	0.00	0.00	0.0%
Sale of Publications		8632	0.00	0.00	0.00	0.00	0.00	0.0%
Food Service Sales		8634	0.00	0.00	0.00	0.00	0.00	0.0%
All Other Sales		8639	0.00	0.00	0.00	0.00	0.00	0.0%
Leases and Rentals		8650	0.00	0.00	0.00	0.00	0.00	0.0%
Interest		8660	3,895.00	3,895.00	250.00	3,895.00	0.00	0.0%
Net Increase (Decrease) in the Fair Value of Investments		8662	0.00	0.00	0.00	0.00	0.00	0.0%
Fees and Contracts								
Child Development Parent Fees		8673	0.00	0.00	0.00	0.00	0.00	0.0%
Transportation Fees From Individuals		8675	0.00	0.00	0.00	0.00	0.00	0.0%
Interagency Services		8677	0.00	0.00	0.00	0.00	0.00	0.0%
All Other Fees and Contracts		8689	0.00	0.00	0.00	0.00	0.00	0.0%
Other Local Revenue								
All Other Local Revenue		8689	0.00	0.00	0.00	0.00	0.00	0.0%
Tuition		8710	0.00	0.00	0.00	0.00	0.00	0.0%
All Other Transfers In		8781-8783	0.00	0.00	0.00	0.00	0.00	0.0%
Transfers of Apportionments								
Special Education SELPA Transfers								
From Districts or Charter Schools	6500	8791	0.00	0.00	0.00	0.00	0.00	0.0%
From County Offices	6500	8792	0.00	0.00	0.00	0.00	0.00	0.0%
From JPAs	6500	8793	0.00	0.00	0.00	0.00	0.00	0.0%
Other Transfers of Apportionments								
From Districts or Charter Schools	All Other	8791	0.00	0.00	0.00	0.00	0.00	0.0%
From County Offices	All Other	8792	0.00	0.00	0.00	0.00	0.00	0.0%
From JPAs	All Other	8793	0.00	0.00	0.00	0.00	0.00	0.0%
All Other Transfers In from All Others		8799	0.00	0.00	0.00	0.00	0.00	0.0%
<b>TOTAL, OTHER LOCAL REVENUE</b>			<b>3,895.00</b>	<b>3,895.00</b>	<b>250.00</b>	<b>3,895.00</b>	<b>0.00</b>	<b>0.0%</b>
<b>TOTAL REVENUES</b>			<b>544,580.00</b>	<b>544,580.00</b>	<b>318,645.30</b>	<b>522,092.00</b>		

Description	Resource Codes	Object Codes	Original Budget (A)	Board Approved Operating Budget (B)	Actuals To Date (C)	Projected Year Totals (D)	Difference (Col B & D) (E)	% Diff Column B & D (F)
<b>CERTIFICATED SALARIES</b>								
Certificated Teachers' Salaries		1100	225,481.00	225,481.00	109,830.35	189,030.00	36,451.00	16.2%
Certificated Pupil Support Salaries		1200	0.00	0.00	0.00	0.00	0.00	0.0%
Certificated Supervisors' and Administrators' Salaries		1300	105,836.00	105,836.00	62,355.02	115,803.00	(9,967.00)	-9.4%
Other Certificated Salaries		1900	0.00	0.00	352.74	0.00	0.00	0.0%
<b>TOTAL, CERTIFICATED SALARIES</b>			<b>331,317.00</b>	<b>331,317.00</b>	<b>172,538.11</b>	<b>304,833.00</b>	<b>26,484.00</b>	<b>8.0%</b>
<b>CLASSIFIED SALARIES</b>								
Classified Instructional Salaries		2100	0.00	0.00	0.00	0.00	0.00	0.0%
Classified Support Salaries		2200	11,959.00	11,959.00	7,838.32	15,752.00	(3,793.00)	-31.7%
Classified Supervisors' and Administrators' Salaries		2300	0.00	0.00	0.00	0.00	0.00	0.0%
Clerical, Technical and Office Salaries		2400	47,352.00	47,352.00	30,846.42	60,305.00	(12,953.00)	-27.4%
Other Classified Salaries		2900	0.00	0.00	0.00	0.00	0.00	0.0%
<b>TOTAL, CLASSIFIED SALARIES</b>			<b>59,311.00</b>	<b>59,311.00</b>	<b>38,684.74</b>	<b>76,057.00</b>	<b>(16,746.00)</b>	<b>-28.2%</b>
<b>EMPLOYEE BENEFITS</b>								
STRS		3101-3102	41,685.00	41,685.00	21,705.35	44,056.00	(2,371.00)	-5.7%
PERS		3201-3202	8,238.00	8,238.00	4,239.53	10,308.00	(2,068.00)	-25.1%
OASDI/Medicare/Alternative		3301-3302	9,347.00	9,347.00	5,312.84	10,819.00	(1,272.00)	-13.6%
Health and Welfare Benefits		3401-3402	57,477.00	57,477.00	27,271.05	57,007.00	470.00	0.8%
Unemployment Insurance		3501-3502	2,469.00	2,469.00	105.81	221.00	2,248.00	91.0%
Workers' Compensation		3601-3602	6,484.00	6,484.00	3,834.10	7,281.00	(787.00)	-12.3%
OPEB, Allocated		3701-3702	0.00	0.00	0.00	0.00	0.00	0.0%
OPEB, Active Employees		3751-3752	0.00	0.00	0.00	0.00	0.00	0.0%
Other Employee Benefits		3901-3902	0.00	0.00	0.00	0.00	0.00	0.0%
<b>TOTAL, EMPLOYEE BENEFITS</b>			<b>125,700.00</b>	<b>125,700.00</b>	<b>82,268.48</b>	<b>129,490.00</b>	<b>(3,790.00)</b>	<b>-3.0%</b>
<b>BOOKS AND SUPPLIES</b>								
Approved Textbooks and Core Curricula Materials		4100	0.00	0.00	0.00	0.00	0.00	0.0%
Books and Other Reference Materials		4200	0.00	0.00	0.00	0.00	0.00	0.0%
Materials and Supplies		4300	3,719.00	3,719.00	343.48	96,334.00	(92,615.00)	-2490.3%
Noncapitalized Equipment		4400	0.00	0.00	0.00	0.00	0.00	0.0%
Food		4700	0.00	0.00	0.00	0.00	0.00	0.0%
<b>TOTAL, BOOKS AND SUPPLIES</b>			<b>3,719.00</b>	<b>3,719.00</b>	<b>343.48</b>	<b>96,334.00</b>	<b>(92,615.00)</b>	<b>-2490.3%</b>
<b>SERVICES AND OTHER OPERATING EXPENDITURES</b>								
Subagreements for Services		5100	0.00	0.00	0.00	0.00	0.00	0.0%
Travel and Conferences		5200	660.00	660.00	0.00	660.00	0.00	0.0%
Dues and Memberships		5300	0.00	0.00	0.00	0.00	0.00	0.0%
Insurance		5400-5450	0.00	0.00	0.00	0.00	0.00	0.0%
Operations and Housekeeping Services		5500	0.00	0.00	0.00	0.00	0.00	0.0%
Rentals, Leases, Repairs, and Noncapitalized Improvements		5600	0.00	0.00	0.00	0.00	0.00	0.0%
Transfers of Direct Costs		5710	0.00	0.00	0.00	0.00	0.00	0.0%
Transfers of Direct Costs - Interfund		5750	0.00	0.00	675.24	0.00	0.00	0.0%
Professional/Consulting Services and Operating Expenditures		5800	1,200.00	1,200.00	937.87	4,500.00	(3,300.00)	-275.0%
Communications		5900	0.00	0.00	0.00	0.00	0.00	0.0%
<b>TOTAL, SERVICES AND OTHER OPERATING EXPENDITURES</b>			<b>1,660.00</b>	<b>1,660.00</b>	<b>1,613.11</b>	<b>5,160.00</b>	<b>(3,300.00)</b>	<b>-177.4%</b>

Description	Resource Codes	Object Codes	Original Budget (A)	Board Approved Operating Budget (B)	Actuals To Date (C)	Projected Year Totals (D)	Difference (Col B & D) (E)	% Diff Column B & D (F)
<b>CAPITAL OUTLAY</b>								
Land		6100	0.00	0.00	0.00	0.00	0.00	0.0%
Land Improvements		6170	0.00	0.00	0.00	0.00	0.00	0.0%
Buildings and Improvements of Buildings		6200	0.00	0.00	0.00	0.00	0.00	0.0%
Books and Media for New School Libraries or Major Expansion of School Libraries		6300	0.00	0.00	0.00	0.00	0.00	0.0%
Equipment		6400	0.00	0.00	0.00	0.00	0.00	0.0%
Equipment Replacement		6500	0.00	0.00	0.00	0.00	0.00	0.0%
<b>TOTAL, CAPITAL OUTLAY</b>			0.00	0.00	0.00	0.00	0.00	0.0%
<b>OTHER OUTGO (excluding Transfers of Indirect Costs)</b>								
Tuition								
Tuition for Instruction Under Interdistrict Attendance Agreements		7110	0.00	0.00	0.00	0.00	0.00	0.0%
Tuition, Excess Costs, and/or Deficit Payments Payments to Districts or Charter Schools		7141	0.00	0.00	0.00	0.00	0.00	0.0%
Payments to County Offices		7142	0.00	0.00	0.00	0.00	0.00	0.0%
Payments to JPAs		7143	0.00	0.00	0.00	0.00	0.00	0.0%
Other Transfers Out								
All Other Transfers		7281-7283	0.00	0.00	0.00	0.00	0.00	0.0%
All Other Transfers Out to All Others		7289	0.00	0.00	0.00	0.00	0.00	0.0%
Debt Service								
Debt Service - Interest		7438	0.00	0.00	0.00	0.00	0.00	0.0%
Other Debt Service - Principal		7439	0.00	0.00	0.00	0.00	0.00	0.0%
<b>TOTAL, OTHER OUTGO (excluding Transfers of Indirect Costs)</b>			0.00	0.00	0.00	0.00	0.00	0.0%
<b>OTHER OUTGO - TRANSFERS OF INDIRECT COSTS</b>								
Transfers of Indirect Costs		7310	0.00	0.00	0.00	0.00	0.00	0.0%
Transfers of Indirect Costs - Interfund		7350	38,007.00	38,007.00	0.00	24,100.00	13,907.00	36.6%
<b>TOTAL, OTHER OUTGO - TRANSFERS OF INDIRECT COSTS</b>			38,007.00	38,007.00	0.00	24,100.00	13,907.00	36.6%
<b>TOTAL, EXPENDITURES</b>			559,914.00	559,914.00	275,447.90	635,974.00		

Description	Resource Codes	Object Codes	Original Budget (A)	Board Approved Operating Budget (B)	Actuals To Date (C)	Projected Year Totals (D)	Difference (Col B & D) (E)	% Diff Column B & D (F)
<b>INTERFUND TRANSFERS</b>								
<b>INTERFUND TRANSFERS IN</b>								
Other Authorized Interfund Transfers In		8919	15,393.00	15,393.00	0.00	0.00	(15,393.00)	-100.0%
<b>(a) TOTAL, INTERFUND TRANSFERS IN</b>			15,393.00	15,393.00	0.00	0.00	(15,393.00)	-100.0%
<b>INTERFUND TRANSFERS OUT</b>								
Other Authorized Interfund Transfers Out		7619	0.00	0.00	0.00	0.00	0.00	0.0%
<b>(b) TOTAL, INTERFUND TRANSFERS OUT</b>			0.00	0.00	0.00	0.00	0.00	0.0%
<b>OTHER SOURCES/USES</b>								
<b>SOURCES</b>								
<b>Other Sources</b>								
Transfers from Funds of Lapsed/Reorganized LEAs		8965	0.00	0.00	0.00	0.00	0.00	0.0%
Long-Term Debt Proceeds								
Proceeds from Capital Leases		8972	0.00	0.00	0.00	0.00	0.00	0.0%
All Other Financing Sources		8979	0.00	0.00	0.00	0.00	0.00	0.0%
<b>(c) TOTAL, SOURCES</b>			0.00	0.00	0.00	0.00	0.00	0.0%
<b>USES</b>								
Transfers of Funds from Lapsed/Reorganized LEAs		7651	0.00	0.00	0.00	0.00	0.00	0.0%
All Other Financing Uses		7699	0.00	0.00	0.00	0.00	0.00	0.0%
<b>(d) TOTAL, USES</b>			0.00	0.00	0.00	0.00	0.00	0.0%
<b>CONTRIBUTIONS</b>								
Contributions from Unrestricted Revenues		8980	0.00	0.00	0.00	0.00	0.00	0.0%
Contributions from Restricted Revenues		8990	0.00	0.00	0.00	0.00	0.00	0.0%
<b>(e) TOTAL, CONTRIBUTIONS</b>			0.00	0.00	0.00	0.00	0.00	0.0%
<b>TOTAL, OTHER FINANCING SOURCES/USES (a - b + c - d + e)</b>			15,393.00	15,393.00	0.00	0.00		



<b>Resource</b>	<b>Description</b>	<b>2016/17 Projected Year Totals</b>
6230	California Clean Energy Jobs Act	51,296.00
6264	Educator Effectiveness	5,581.00
6300	Lottery: Instructional Materials	2,937.16
Total, Restricted Balance		<u>59,814.16</u>

Description	Resource Codes	Object Codes	Original Budget (A)	Board Approved Operating Budget (B)	Actuals To Date (C)	Projected Year Totals (D)	Difference (Col B & D) (E)	% Diff Column B & D (F)
<b>A. REVENUES</b>								
1) LCFF Sources		8010-8099	0.00	0.00	0.00	0.00	0.00	0.0%
2) Federal Revenue		8100-8299	9,878.00	9,878.00	0.00	22,930.00	13,054.00	132.2%
3) Other State Revenue		8300-8599	103,034.00	103,034.00	92,506.18	250,914.00	147,880.00	143.5%
4) Other Local Revenue		8600-8799	35,200.00	35,200.00	24,391.25	35,700.00	500.00	1.4%
5) TOTAL, REVENUES			148,110.00	148,110.00	116,897.43	309,544.00		
<b>B. EXPENDITURES</b>								
1) Certificated Salaries		1000-1999	91,522.00	91,522.00	80,803.86	164,259.00	(72,737.00)	-79.5%
2) Classified Salaries		2000-2999	22,231.00	22,231.00	10,731.37	25,205.00	(2,974.00)	-13.4%
3) Employee Benefits		3000-3999	24,928.00	24,928.00	21,197.23	44,113.00	(19,185.00)	-77.0%
4) Books and Supplies		4000-4999	34,500.00	34,500.00	33,915.61	123,413.00	(88,913.00)	-257.7%
5) Services and Other Operating Expenditures		5000-5999	3,650.00	3,650.00	7,103.13	20,800.00	(16,950.00)	-464.4%
6) Capital Outlay		6000-6999	0.00	0.00	14,776.64	15,000.00	(15,000.00)	New
7) Other Outgo (excluding Transfers of Indirect Costs)		7100-7299, 7400-7499	0.00	0.00	0.00	0.00	0.00	0.0%
8) Other Outgo - Transfers of Indirect Costs		7300-7399	0.00	0.00	0.00	0.00	0.00	0.0%
9) TOTAL, EXPENDITURES			176,831.00	176,831.00	168,527.84	392,590.00		
<b>C. EXCESS (DEFICIENCY) OF REVENUES OVER EXPENDITURES BEFORE OTHER FINANCING SOURCES AND USES (A5 - B9)</b>			(28,721.00)	(28,721.00)	(51,630.41)	(83,046.00)		
<b>D. OTHER FINANCING SOURCES/USES</b>								
1) Interfund Transfers								
a) Transfers In		8900-8929	28,721.00	28,721.00	0.00	28,721.00	0.00	0.0%
b) Transfers Out		7600-7629	0.00	0.00	0.00	0.00	0.00	0.0%
2) Other Sources/Uses								
a) Sources		8930-8979	0.00	0.00	0.00	0.00	0.00	0.0%
b) Uses		7630-7699	0.00	0.00	0.00	0.00	0.00	0.0%
3) Contributions		8980-8999	0.00	0.00	0.00	0.00	0.00	0.0%
4) TOTAL, OTHER FINANCING SOURCES/USES			28,721.00	28,721.00	0.00	28,721.00		

Description	Resource Codes	Object Codes	Original Budget (A)	Board Approved Operating Budget (B)	Actuals To Date (C)	Projected Year Totals (D)	Difference (Col B & D) (E)	% Diff Column B & D (F)
<b>E. NET INCREASE (DECREASE) IN FUND BALANCE (C + D4)</b>			0.00	0.00	(51,630.41)	(54,325.00)		
<b>F. FUND BALANCE, RESERVES</b>								
1) Beginning Fund Balance								
a) As of July 1 - Unaudited		9791	137,523.79	137,523.79		137,523.79	0.00	0.0%
b) Audit Adjustments		9793	0.00	0.00		0.00	0.00	0.0%
c) As of July 1 - Audited (F1a + F1b)			137,523.79	137,523.79		137,523.79		
d) Other Restatements		9795	0.00	0.00		0.00	0.00	0.0%
e) Adjusted Beginning Balance (F1c + F1d)			137,523.79	137,523.79		137,523.79		
2) Ending Balance, June 30 (E + F1e)			137,523.79	137,523.79		83,198.79		
Components of Ending Fund Balance								
a) Nonspendable								
Revolving Cash		9711	0.00	0.00		0.00		
Stores		9712	0.00	0.00		0.00		
Prepaid Expenditures		9713	0.00	0.00		0.00		
All Others		9719	0.00	0.00		0.00		
b) Restricted		9740	75,894.67	75,894.67		55,148.67		
c) Committed								
Stabilization Arrangements		9750	0.00	0.00		0.00		
Other Commitments		9760	0.00	0.00		0.00		
d) Assigned								
Other Assignments		9780	61,629.12	61,629.12		28,050.12		
e) Unassigned/Unappropriated								
Reserve for Economic Uncertainties		9789	0.00	0.00		0.00		
Unassigned/Unappropriated Amount		9790	0.00	0.00		0.00		

Description	Resource Codes	Object Codes	Original Budget (A)	Board Approved Operating Budget (B)	Actuals To Date (C)	Projected Year Totals (D)	Difference (Col B & D) (E)	% Diff Column B & D (F)
<b>LCFF SOURCES</b>								
LCFF Transfers								
LCFF Transfers - Current Year		8091	0.00	0.00	0.00	0.00	0.00	0.0%
LCFF/Revenue Limit Transfers - Prior Years		8099	0.00	0.00	0.00	0.00	0.00	0.0%
<b>TOTAL, LCFF SOURCES</b>			0.00	0.00	0.00	0.00	0.00	0.0%
<b>FEDERAL REVENUE</b>								
Interagency Contracts Between LEAs		8285	0.00	0.00	0.00	0.00	0.00	0.0%
No Child Left Behind	3105, 4045	8290	0.00	0.00	0.00	0.00	0.00	0.0%
Vocational and Applied Technology Education	3500-3899	8290	0.00	0.00	0.00	0.00	0.00	0.0%
Safe and Drug Free Schools	3700-3799	8290	0.00	0.00	0.00	0.00	0.00	0.0%
All Other Federal Revenue	All Other	8290	9,878.00	9,878.00	0.00	22,930.00	13,054.00	132.2%
<b>TOTAL, FEDERAL REVENUE</b>			9,878.00	9,878.00	0.00	22,930.00	13,054.00	132.2%
<b>OTHER STATE REVENUE</b>								
Other State Apportionments								
All Other State Apportionments - Current Year		8311	0.00	0.00	0.00	0.00	0.00	0.0%
All Other State Apportionments - Prior Years		8319	0.00	0.00	0.00	0.00	0.00	0.0%
Pass-Through Revenues from State Sources		8587	0.00	0.00	0.00	0.00	0.00	0.0%
Adult Education Block Grant Program	6391	8590	103,034.00	103,034.00	92,506.18	250,914.00	147,860.00	143.5%
All Other State Revenue	All Other	8590	0.00	0.00	0.00	0.00	0.00	0.0%
<b>TOTAL, OTHER STATE REVENUE</b>			103,034.00	103,034.00	92,506.18	250,914.00	147,860.00	143.5%
<b>OTHER LOCAL REVENUE</b>								
Sales								
Sale of Equipment/Supplies		8631	0.00	0.00	0.00	0.00	0.00	0.0%
Leases and Rentals		8650	0.00	0.00	0.00	0.00	0.00	0.0%
Interest		8660	200.00	200.00	281.00	700.00	500.00	250.0%
Net Increase (Decrease) in the Fair Value of Investments		8662	0.00	0.00	0.00	0.00	0.00	0.0%
Fees and Contracts								
Adult Education Fees		8671	0.00	0.00	0.00	0.00	0.00	0.0%
Interagency Services		8677	0.00	0.00	0.00	0.00	0.00	0.0%
Other Local Revenue								
All Other Local Revenue		8699	35,000.00	35,000.00	24,110.25	35,000.00	0.00	0.0%
Tuition		8710	0.00	0.00	0.00	0.00	0.00	0.0%
<b>TOTAL, OTHER LOCAL REVENUE</b>			35,200.00	35,200.00	24,391.25	35,700.00	500.00	1.4%
<b>TOTAL, REVENUES</b>			148,110.00	148,110.00	116,897.43	309,544.00		

Description	Resource Codes	Object Codes	Original Budget (A)	Board Approved Operating Budget (B)	Actuals To Date (C)	Projected Year Totals (D)	Difference (Col B & D) (E)	% Diff Column B & D (F)
<b>CERTIFICATED SALARIES</b>								
Certificated Teachers' Salaries		1100	82,108.00	82,108.00	68,768.64	141,907.00	(59,799.00)	-72.8%
Certificated Pupil Support Salaries		1200	9,414.00	9,414.00	5,491.01	10,199.00	(784.00)	-8.3%
Certificated Supervisors' and Administrators' Salaries		1300	0.00	0.00	6,544.21	12,154.00	(12,154.00)	New
Other Certificated Salaries		1900	0.00	0.00	0.00	0.00	0.00	0.0%
<b>TOTAL, CERTIFICATED SALARIES</b>			<b>91,522.00</b>	<b>91,522.00</b>	<b>80,803.86</b>	<b>164,259.00</b>	<b>(72,737.00)</b>	<b>-79.5%</b>
<b>CLASSIFIED SALARIES</b>								
Classified Instructional Salaries		2100	7,972.00	7,972.00	2,255.18	6,448.00	1,524.00	19.1%
Classified Support Salaries		2200	0.00	0.00	0.00	0.00	0.00	0.0%
Classified Supervisors' and Administrators' Salaries		2300	0.00	0.00	0.00	0.00	0.00	0.0%
Clerical, Technical and Office Salaries		2400	13,759.00	13,759.00	8,476.19	18,257.00	(4,498.00)	-32.7%
Other Classified Salaries		2900	500.00	500.00	0.00	500.00	0.00	0.0%
<b>TOTAL, CLASSIFIED SALARIES</b>			<b>22,231.00</b>	<b>22,231.00</b>	<b>10,731.37</b>	<b>25,205.00</b>	<b>(2,974.00)</b>	<b>-13.4%</b>
<b>EMPLOYEE BENEFITS</b>								
STRS		3101-3102	11,432.00	11,432.00	6,960.04	17,423.00	(5,991.00)	-52.4%
PERS		3201-3202	3,019.00	3,019.00	4,755.33	8,159.00	(5,140.00)	-170.3%
OASDI/Medicare/Alternative		3301-3302	3,034.00	3,034.00	3,553.18	6,396.00	(3,362.00)	-110.8%
Health and Welfare Benefits		3401-3402	5,499.00	5,499.00	4,308.45	9,122.00	(3,623.00)	-65.9%
Unemployment Insurance		3501-3502	60.00	60.00	45.79	93.00	(33.00)	-55.0%
Workers' Compensation		3601-3602	1,884.00	1,884.00	1,574.44	2,920.00	(1,036.00)	-55.0%
OPEB, Allocated		3701-3702	0.00	0.00	0.00	0.00	0.00	0.0%
OPEB, Active Employees		3751-3752	0.00	0.00	0.00	0.00	0.00	0.0%
Other Employee Benefits		3901-3902	0.00	0.00	0.00	0.00	0.00	0.0%
<b>TOTAL, EMPLOYEE BENEFITS</b>			<b>24,928.00</b>	<b>24,928.00</b>	<b>21,197.23</b>	<b>44,113.00</b>	<b>(19,185.00)</b>	<b>-77.0%</b>
<b>BOOKS AND SUPPLIES</b>								
Approved Textbooks and Core Curricula Materials		4100	0.00	0.00	0.00	0.00	0.00	0.0%
Books and Other Reference Materials		4200	1,000.00	1,000.00	7,640.80	9,082.00	(8,082.00)	-808.2%
Materials and Supplies		4300	32,500.00	32,500.00	15,134.17	102,231.00	(69,731.00)	-214.6%
Noncapitalized Equipment		4400	1,000.00	1,000.00	11,140.64	12,100.00	(11,100.00)	-1110.0%
<b>TOTAL, BOOKS AND SUPPLIES</b>			<b>34,500.00</b>	<b>34,500.00</b>	<b>33,915.61</b>	<b>123,413.00</b>	<b>(88,913.00)</b>	<b>-257.7%</b>

Description	Resource Codes	Object Codes	Original Budget (A)	Board Approved Operating Budget (B)	Actuals To Date (C)	Projected Year Totals (D)	Difference (Col B & D) (E)	% Diff Column B & D (F)
<b>SERVICES AND OTHER OPERATING EXPENDITURES</b>								
Subagreements for Services		5100	0.00	0.00	0.00	0.00	0.00	0.0%
Travel and Conferences		5200	500.00	500.00	0.00	5,000.00	(4,500.00)	-900.0%
Dues and Memberships		5300	0.00	0.00	0.00	0.00	0.00	0.0%
Insurance		5400-5450	0.00	0.00	0.00	0.00	0.00	0.0%
Operations and Housekeeping Services		5500	0.00	0.00	0.00	0.00	0.00	0.0%
Rentals, Leases, Repairs, and Noncapitalized Improvements		5600	800.00	800.00	0.00	1,000.00	(200.00)	-25.0%
Transfers of Direct Costs		5710	0.00	0.00	0.00	0.00	0.00	0.0%
Transfers of Direct Costs - Interfund		5750	1,000.00	1,000.00	0.00	1,000.00	0.00	0.0%
Professional/Consulting Services and Operating Expenditures		5800	1,000.00	1,000.00	7,078.13	13,250.00	(12,250.00)	-1225.0%
Communications		5900	350.00	350.00	25.00	350.00	0.00	0.0%
<b>TOTAL, SERVICES AND OTHER OPERATING EXPENDITURES</b>			<b>3,650.00</b>	<b>3,650.00</b>	<b>7,103.13</b>	<b>20,600.00</b>	<b>(16,950.00)</b>	<b>-464.4%</b>
<b>CAPITAL OUTLAY</b>								
Land		6100	0.00	0.00	14,776.64	15,000.00	(15,000.00)	New
Land Improvements		6170	0.00	0.00	0.00	0.00	0.00	0.0%
Buildings and Improvements of Buildings		6200	0.00	0.00	0.00	0.00	0.00	0.0%
Equipment		6400	0.00	0.00	0.00	0.00	0.00	0.0%
Equipment Replacement		6500	0.00	0.00	0.00	0.00	0.00	0.0%
<b>TOTAL, CAPITAL OUTLAY</b>			<b>0.00</b>	<b>0.00</b>	<b>14,776.64</b>	<b>15,000.00</b>	<b>(15,000.00)</b>	<b>New</b>
<b>OTHER OUTGO (excluding Transfers of Indirect Costs)</b>								
Tuition								
Tuition, Excess Costs, and/or Deficit Payments Payments to Districts or Charter Schools		7141	0.00	0.00	0.00	0.00	0.00	0.0%
Payments to County Offices		7142	0.00	0.00	0.00	0.00	0.00	0.0%
Payments to JPAs		7143	0.00	0.00	0.00	0.00	0.00	0.0%
Other Transfers Out								
Transfers of Pass-Through Revenues To Districts or Charter Schools		7211	0.00	0.00	0.00	0.00	0.00	0.0%
To County Offices		7212	0.00	0.00	0.00	0.00	0.00	0.0%
To JPAs		7213	0.00	0.00	0.00	0.00	0.00	0.0%
Debt Service								
Debt Service - Interest		7438	0.00	0.00	0.00	0.00	0.00	0.0%
Other Debt Service - Principal		7439	0.00	0.00	0.00	0.00	0.00	0.0%
<b>TOTAL, OTHER OUTGO (excluding Transfers of Indirect Costs)</b>			<b>0.00</b>	<b>0.00</b>	<b>0.00</b>	<b>0.00</b>	<b>0.00</b>	<b>0.0%</b>
<b>OTHER OUTGO - TRANSFERS OF INDIRECT COSTS</b>								
Transfers of Indirect Costs - Interfund		7350	0.00	0.00	0.00	0.00	0.00	0.0%
<b>TOTAL, OTHER OUTGO - TRANSFERS OF INDIRECT COSTS</b>			<b>0.00</b>	<b>0.00</b>	<b>0.00</b>	<b>0.00</b>	<b>0.00</b>	<b>0.0%</b>
<b>TOTAL, EXPENDITURES</b>			<b>176,831.00</b>	<b>176,831.00</b>	<b>168,527.64</b>	<b>392,590.00</b>		

Description	Resource Codes	Object Codes	Original Budget (A)	Board Approved Operating Budget (B)	Actuals To Date (C)	Projected Year Totals (D)	Difference (Col B & D) (E)	% Diff Column B & D (F)
<b>INTERFUND TRANSFERS</b>								
<b>INTERFUND TRANSFERS IN</b>								
Other Authorized Interfund Transfers In		8919	28,721.00	28,721.00	0.00	28,721.00	0.00	0.0%
<b>(a) TOTAL, INTERFUND TRANSFERS IN</b>			28,721.00	28,721.00	0.00	28,721.00	0.00	0.0%
<b>INTERFUND TRANSFERS OUT</b>								
To: State School Building Fund/ County School Facilities Fund		7613	0.00	0.00	0.00	0.00	0.00	0.0%
Other Authorized Interfund Transfers Out		7619	0.00	0.00	0.00	0.00	0.00	0.0%
<b>(b) TOTAL, INTERFUND TRANSFERS OUT</b>			0.00	0.00	0.00	0.00	0.00	0.0%
<b>OTHER SOURCES/USES</b>								
<b>SOURCES</b>								
Other Sources								
Transfers from Funds of Lapsed/Reorganized LEAs		8965	0.00	0.00	0.00	0.00	0.00	0.0%
Long-Term Debt Proceeds								
Proceeds from Certificates of Participation		8971	0.00	0.00	0.00	0.00	0.00	0.0%
Proceeds from Capital Leases		8972	0.00	0.00	0.00	0.00	0.00	0.0%
All Other Financing Sources		8979	0.00	0.00	0.00	0.00	0.00	0.0%
<b>(c) TOTAL, SOURCES</b>			0.00	0.00	0.00	0.00	0.00	0.0%
<b>USES</b>								
Transfers of Funds from Lapsed/Reorganized LEAs		7651	0.00	0.00	0.00	0.00	0.00	0.0%
All Other Financing Uses		7699	0.00	0.00	0.00	0.00	0.00	0.0%
<b>(d) TOTAL, USES</b>			0.00	0.00	0.00	0.00	0.00	0.0%
<b>CONTRIBUTIONS</b>								
Contributions from Unrestricted Revenues		8980	0.00	0.00	0.00	0.00	0.00	0.0%
Contributions from Restricted Revenues		8990	0.00	0.00	0.00	0.00	0.00	0.0%
<b>(e) TOTAL, CONTRIBUTIONS</b>			0.00	0.00	0.00	0.00	0.00	0.0%
<b>TOTAL, OTHER FINANCING SOURCES/USES (a - b + c - d + e)</b>			28,721.00	28,721.00	0.00	28,721.00		

Resource	Description	2016/17
		Projected Year Totals
6391	Adult Education Block Grant Program	55,148.67
Total, Restricted Balance		55,148.67



Description	Resource Codes	Object Codes	Original Budget (A)	Board Approved Operating Budget (B)	Actuals To Date (C)	Projected Year Totals (D)	Difference (Col B & D) (E)	% Diff Column B & D (F)
<b>A. REVENUES</b>								
1) LCFF Sources		8010-8099	0.00	0.00	0.00	0.00	0.00	0.0%
2) Federal Revenue		8100-8299	278,499.00	278,499.00	163,827.02	278,499.00	0.00	0.0%
3) Other State Revenue		8300-8599	329,992.00	329,992.00	211,733.98	329,992.00	0.00	0.0%
4) Other Local Revenue		8600-8799	0.00	0.00	1,000.00	0.00	0.00	0.0%
5) TOTAL, REVENUES			608,491.00	608,491.00	376,561.00	608,491.00		
<b>B. EXPENDITURES</b>								
1) Certificated Salaries		1000-1999	0.00	0.00	0.00	0.00	0.00	0.0%
2) Classified Salaries		2000-2999	0.00	0.00	0.00	0.00	0.00	0.0%
3) Employee Benefits		3000-3999	0.00	0.00	0.00	0.00	0.00	0.0%
4) Books and Supplies		4000-4999	0.00	0.00	0.00	0.00	0.00	0.0%
5) Services and Other Operating Expenditures		5000-5999	575,755.00	575,755.00	227,100.42	577,210.00	(1,455.00)	-0.3%
6) Capital Outlay		6000-6999	0.00	0.00	0.00	0.00	0.00	0.0%
7) Other Outgo (excluding Transfers of Indirect Costs)		7100-7299, 7400-7499	0.00	0.00	0.00	0.00	0.00	0.0%
8) Other Outgo - Transfers of Indirect Costs		7300-7399	32,736.00	32,736.00	0.00	28,800.00	3,936.00	12.0%
9) TOTAL, EXPENDITURES			608,491.00	608,491.00	227,100.42	606,010.00		
<b>C. EXCESS (DEFICIENCY) OF REVENUES OVER EXPENDITURES BEFORE OTHER FINANCING SOURCES AND USES (A5 - B9)</b>			0.00	0.00	149,460.58	2,481.00		
<b>D. OTHER FINANCING SOURCES/USES</b>								
1) Interfund Transfers								
a) Transfers In		8900-8929	0.00	0.00	0.00	0.00	0.00	0.0%
b) Transfers Out		7600-7629	0.00	0.00	0.00	0.00	0.00	0.0%
2) Other Sources/Uses								
a) Sources		8930-8979	0.00	0.00	0.00	0.00	0.00	0.0%
b) Uses		7630-7699	0.00	0.00	0.00	0.00	0.00	0.0%
3) Contributions		8980-8999	0.00	0.00	0.00	0.00	0.00	0.0%
4) TOTAL, OTHER FINANCING SOURCES/USES			0.00	0.00	0.00	0.00		

Description	Resource Codes	Object Codes	Original Budget (A)	Board Approved Operating Budget (B)	Actuals To Date (C)	Projected Year Totals (D)	Difference (Col B & D) (E)	% Diff Column B & D (F)
<b>E. NET INCREASE (DECREASE) IN FUND BALANCE (C + D4)</b>			0.00	0.00	149,460.58	2,461.00		
<b>F. FUND BALANCE, RESERVES</b>								
1) Beginning Fund Balance								
a) As of July 1 - Unaudited		9791	5,793.57	5,793.57		5,793.57	0.00	0.0%
b) Audit Adjustments		9793	0.00	0.00		0.00	0.00	0.0%
c) As of July 1 - Audited (F1a + F1b)			5,793.57	5,793.57		5,793.57		
d) Other Restatements		9795	0.00	0.00		0.00	0.00	0.0%
e) Adjusted Beginning Balance (F1c + F1d)			5,793.57	5,793.57		5,793.57		
2) Ending Balance, June 30 (E + F1e)			5,793.57	5,793.57		8,274.57		
Components of Ending Fund Balance								
a) Nonspendable								
Revolving Cash		9711	0.00	0.00		0.00		
Stores		9712	0.00	0.00		0.00		
Prepaid Expenditures		9713	0.00	0.00		0.00		
All Others		9719	0.00	0.00		0.00		
b) Restricted		9740	5,793.57	5,793.57		8,274.57		
c) Committed								
Stabilization Arrangements		9750	0.00	0.00		0.00		
Other Commitments		9760	0.00	0.00		0.00		
d) Assigned								
Other Assignments		9780	0.00	0.00		0.00		
e) Unassigned/Unappropriated								
Reserve for Economic Uncertainties		9789	0.00	0.00		0.00		
Unassigned/Unappropriated Amount		9790	0.00	0.00		0.00		

2016-17 Second Interim  
Child Development Fund  
Revenues, Expenditures, and Changes in Fund Balance

Description	Resource Codes	Object Codes	Original Budget (A)	Board Approved Operating Budget (B)	Actuals To Date (C)	Projected Year Totals (D)	Difference (Col B & D) (E)	% Diff Column B & D (F)
<b>FEDERAL REVENUE</b>								
Child Nutrition Programs		8220	0.00	0.00	0.00	0.00	0.00	0.0%
Interagency Contracts Between LEAs		8285	0.00	0.00	0.00	0.00	0.00	0.0%
NCLB: Title I, Part A, Basic Grants Low-Income and Neglected	3010	8290	0.00	0.00	0.00	0.00	0.00	0.0%
All Other Federal Revenue	All Other	8290	278,499.00	278,499.00	163,827.02	278,499.00	0.00	0.0%
<b>TOTAL, FEDERAL REVENUE</b>			278,499.00	278,499.00	163,827.02	278,499.00	0.00	0.0%
<b>OTHER STATE REVENUE</b>								
Child Nutrition Programs		8520	0.00	0.00	0.00	0.00	0.00	0.0%
Child Development Apportionments		8530	0.00	0.00	0.00	0.00	0.00	0.0%
Pass-Through Revenues from State Sources		8587	0.00	0.00	0.00	0.00	0.00	0.0%
State Preschool	6105	8590	329,992.00	329,992.00	211,733.98	329,992.00	0.00	0.0%
All Other State Revenue	All Other	8590	0.00	0.00	0.00	0.00	0.00	0.0%
<b>TOTAL, OTHER STATE REVENUE</b>			329,992.00	329,992.00	211,733.98	329,992.00	0.00	0.0%
<b>OTHER LOCAL REVENUE</b>								
Sales								
Sale of Equipment/Supplies		8631	0.00	0.00	0.00	0.00	0.00	0.0%
Food Service Sales		8634	0.00	0.00	0.00	0.00	0.00	0.0%
Interest		8660	0.00	0.00	1,000.00	0.00	0.00	0.0%
Net Increase (Decrease) in the Fair Value of Investments		8682	0.00	0.00	0.00	0.00	0.00	0.0%
Fees and Contracts								
Child Development Parent Fees		8673	0.00	0.00	0.00	0.00	0.00	0.0%
Interagency Services		8677	0.00	0.00	0.00	0.00	0.00	0.0%
All Other Fees and Contracts		8689	0.00	0.00	0.00	0.00	0.00	0.0%
Other Local Revenue								
All Other Local Revenue		8699	0.00	0.00	0.00	0.00	0.00	0.0%
All Other Transfers In from All Others		8799	0.00	0.00	0.00	0.00	0.00	0.0%
<b>TOTAL, OTHER LOCAL REVENUE</b>			0.00	0.00	1,000.00	0.00	0.00	0.0%
<b>TOTAL, REVENUES</b>			608,491.00	608,491.00	376,561.00	608,491.00		

2016-17 Second Interim  
Child Development Fund  
Revenues, Expenditures, and Changes in Fund Balance

Description	Resource Codes	Object Codes	Original Budget (A)	Board Approved Operating Budget (B)	Actuals To Date (C)	Projected Year Totals (D)	Difference (Col B & D) (E)	% Diff Column B & D (F)
<b>CERTIFICATED SALARIES</b>								
Certificated Teachers' Salaries		1100	0.00	0.00	0.00	0.00	0.00	0.0%
Certificated Pupil Support Salaries		1200	0.00	0.00	0.00	0.00	0.00	0.0%
Certificated Supervisors' and Administrators' Salaries		1300	0.00	0.00	0.00	0.00	0.00	0.0%
Other Certificated Salaries		1900	0.00	0.00	0.00	0.00	0.00	0.0%
<b>TOTAL, CERTIFICATED SALARIES</b>			0.00	0.00	0.00	0.00	0.00	0.0%
<b>CLASSIFIED SALARIES</b>								
Classified Instructional Salaries		2100	0.00	0.00	0.00	0.00	0.00	0.0%
Classified Support Salaries		2200	0.00	0.00	0.00	0.00	0.00	0.0%
Classified Supervisors' and Administrators' Salaries		2300	0.00	0.00	0.00	0.00	0.00	0.0%
Clerical, Technical and Office Salaries		2400	0.00	0.00	0.00	0.00	0.00	0.0%
Other Classified Salaries		2900	0.00	0.00	0.00	0.00	0.00	0.0%
<b>TOTAL, CLASSIFIED SALARIES</b>			0.00	0.00	0.00	0.00	0.00	0.0%
<b>EMPLOYEE BENEFITS</b>								
STRS		3101-3102	0.00	0.00	0.00	0.00	0.00	0.0%
PERS		3201-3202	0.00	0.00	0.00	0.00	0.00	0.0%
OASDI/Medicare/Alternative		3301-3302	0.00	0.00	0.00	0.00	0.00	0.0%
Health and Welfare Benefits		3401-3402	0.00	0.00	0.00	0.00	0.00	0.0%
Unemployment Insurance		3501-3502	0.00	0.00	0.00	0.00	0.00	0.0%
Workers' Compensation		3601-3602	0.00	0.00	0.00	0.00	0.00	0.0%
OPEB, Allocated		3701-3702	0.00	0.00	0.00	0.00	0.00	0.0%
OPEB, Active Employees		3751-3752	0.00	0.00	0.00	0.00	0.00	0.0%
Other Employee Benefits		3901-3902	0.00	0.00	0.00	0.00	0.00	0.0%
<b>TOTAL, EMPLOYEE BENEFITS</b>			0.00	0.00	0.00	0.00	0.00	0.0%
<b>BOOKS AND SUPPLIES</b>								
Approved Textbooks and Core Curricula Materials		4100	0.00	0.00	0.00	0.00	0.00	0.0%
Books and Other Reference Materials		4200	0.00	0.00	0.00	0.00	0.00	0.0%
Materials and Supplies		4300	0.00	0.00	0.00	0.00	0.00	0.0%
Noncapitalized Equipment		4400	0.00	0.00	0.00	0.00	0.00	0.0%
Food		4700	0.00	0.00	0.00	0.00	0.00	0.0%
<b>TOTAL, BOOKS AND SUPPLIES</b>			0.00	0.00	0.00	0.00	0.00	0.0%

Description	Resource Codes	Object Codes	Original Budget (A)	Board Approved Operating Budget (B)	Actuals To Date (C)	Projected Year Totals (D)	Difference (Col B & D) (E)	% Diff Column B & D (F)
<b>SERVICES AND OTHER OPERATING EXPENDITURES</b>								
Subagreements for Services		5100	0.00	0.00	0.00	0.00	0.00	0.0%
Travel and Conferences		5200	0.00	0.00	0.00	0.00	0.00	0.0%
Dues and Memberships		5300	0.00	0.00	0.00	0.00	0.00	0.0%
Insurance		5400-5450	0.00	0.00	0.00	0.00	0.00	0.0%
Operations and Housekeeping Services		5500	0.00	0.00	0.00	0.00	0.00	0.0%
Rentals, Leases, Repairs, and Noncapitalized Improvements		5600	0.00	0.00	0.00	0.00	0.00	0.0%
Transfers of Direct Costs		5710	0.00	0.00	0.00	0.00	0.00	0.0%
Transfers of Direct Costs - Interfund		5750	0.00	0.00	0.00	0.00	0.00	0.0%
Professional/Consulting Services and Operating Expenditures		5800	575,755.00	575,755.00	227,100.42	577,210.00	(1,455.00)	-0.3%
Communications		5900	0.00	0.00	0.00	0.00	0.00	0.0%
<b>TOTAL, SERVICES AND OTHER OPERATING EXPENDITURES</b>			<b>575,755.00</b>	<b>575,755.00</b>	<b>227,100.42</b>	<b>577,210.00</b>	<b>(1,455.00)</b>	<b>-0.3%</b>
<b>CAPITAL OUTLAY</b>								
Land		6100	0.00	0.00	0.00	0.00	0.00	0.0%
Land Improvements		6170	0.00	0.00	0.00	0.00	0.00	0.0%
Buildings and Improvements of Buildings		6200	0.00	0.00	0.00	0.00	0.00	0.0%
Equipment		6400	0.00	0.00	0.00	0.00	0.00	0.0%
Equipment Replacement		6500	0.00	0.00	0.00	0.00	0.00	0.0%
<b>TOTAL, CAPITAL OUTLAY</b>			<b>0.00</b>	<b>0.00</b>	<b>0.00</b>	<b>0.00</b>	<b>0.00</b>	<b>0.0%</b>
<b>OTHER OUTGO (excluding Transfers of Indirect Costs)</b>								
Other Transfers Out								
All Other Transfers Out to All Others		7299	0.00	0.00	0.00	0.00	0.00	0.0%
Debt Service								
Debt Service - Interest		7438	0.00	0.00	0.00	0.00	0.00	0.0%
Other Debt Service - Principal		7439	0.00	0.00	0.00	0.00	0.00	0.0%
<b>TOTAL, OTHER OUTGO (excluding Transfers of Indirect Costs)</b>			<b>0.00</b>	<b>0.00</b>	<b>0.00</b>	<b>0.00</b>	<b>0.00</b>	<b>0.0%</b>
<b>OTHER OUTGO - TRANSFERS OF INDIRECT COSTS</b>								
Transfers of Indirect Costs - Interfund		7350	32,736.00	32,736.00	0.00	28,800.00	3,936.00	12.0%
<b>TOTAL, OTHER OUTGO - TRANSFERS OF INDIRECT COSTS</b>			<b>32,736.00</b>	<b>32,736.00</b>	<b>0.00</b>	<b>28,800.00</b>	<b>3,936.00</b>	<b>12.0%</b>
<b>TOTAL, EXPENDITURES</b>			<b>608,491.00</b>	<b>608,491.00</b>	<b>227,100.42</b>	<b>606,010.00</b>		

Description	Resource Codes	Object Codes	Original Budget (A)	Board Approved Operating Budget (B)	Actuals To Date (C)	Projected Year Totals (D)	Difference (Col B & D) (E)	% Diff Column B & D (F)
<b>INTERFUND TRANSFERS</b>								
<b>INTERFUND TRANSFERS IN</b>								
From: General Fund		8911	0.00	0.00	0.00	0.00	0.00	0.0%
Other Authorized Interfund Transfers In		8919	0.00	0.00	0.00	0.00	0.00	0.0%
<b>(a) TOTAL, INTERFUND TRANSFERS IN</b>			0.00	0.00	0.00	0.00	0.00	0.0%
<b>INTERFUND TRANSFERS OUT</b>								
Other Authorized Interfund Transfers Out		7619	0.00	0.00	0.00	0.00	0.00	0.0%
<b>(b) TOTAL, INTERFUND TRANSFERS OUT</b>			0.00	0.00	0.00	0.00	0.00	0.0%
<b>OTHER SOURCES/USES</b>								
<b>SOURCES</b>								
<b>Other Sources</b>								
Transfers from Funds of Lapsed/Reorganized LEAs		8985	0.00	0.00	0.00	0.00	0.00	0.0%
Long-Term Debt Proceeds								
Proceeds from Certificates of Participation		8971	0.00	0.00	0.00	0.00	0.00	0.0%
Proceeds from Capital Leases		8972	0.00	0.00	0.00	0.00	0.00	0.0%
All Other Financing Sources		8979	0.00	0.00	0.00	0.00	0.00	0.0%
<b>(c) TOTAL, SOURCES</b>			0.00	0.00	0.00	0.00	0.00	0.0%
<b>USES</b>								
Transfers of Funds from Lapsed/Reorganized LEAs		7651	0.00	0.00	0.00	0.00	0.00	0.0%
All Other Financing Uses		7699	0.00	0.00	0.00	0.00	0.00	0.0%
<b>(d) TOTAL, USES</b>			0.00	0.00	0.00	0.00	0.00	0.0%
<b>CONTRIBUTIONS</b>								
Contributions from Unrestricted Revenues		8980	0.00	0.00	0.00	0.00	0.00	0.0%
Contributions from Restricted Revenues		8990	0.00	0.00	0.00	0.00	0.00	0.0%
<b>(e) TOTAL, CONTRIBUTIONS</b>			0.00	0.00	0.00	0.00	0.00	0.0%
<b>TOTAL, OTHER FINANCING SOURCES/USES (a - b + c - d + e)</b>			0.00	0.00	0.00	0.00		

<b>Resource</b>	<b>Description</b>	<b>2016/17 Projected Year Totals</b>
5025	Child Development: Federal Child Care, Center-based	1,117.00
6105	Child Development: California State Preschool Program	1,364.00
6130	Child Development: Center-Based Reserve Account	5,793.57
Total, Restricted Balance		<u>8,274.57</u>

Description	Resource Codes	Object Codes	Original Budget (A)	Board Approved Operating Budget (B)	Actuals To Date (C)	Projected Year Totals (D)	Difference (Col B & D) (E)	% Diff Column B & D (F)
<b>A. REVENUES</b>								
1) LCFF Sources		8010-8099	0.00	0.00	0.00	0.00	0.00	0.0%
2) Federal Revenue		8100-8299	1,574,367.00	1,574,367.00	693,197.65	1,574,367.00	0.00	0.0%
3) Other State Revenue		8300-8599	125,000.00	125,000.00	53,325.83	125,000.00	0.00	0.0%
4) Other Local Revenue		8600-8799	306,050.00	306,050.00	175,612.03	306,050.00	0.00	0.0%
<b>5) TOTAL, REVENUES</b>			<b>2,005,417.00</b>	<b>2,005,417.00</b>	<b>922,135.51</b>	<b>2,005,417.00</b>		
<b>B. EXPENDITURES</b>								
1) Certificated Salaries		1000-1999	0.00	0.00	0.00	0.00	0.00	0.0%
2) Classified Salaries		2000-2999	657,154.00	657,154.00	377,990.79	670,656.00	(13,502.00)	-2.1%
3) Employee Benefits		3000-3999	315,762.00	315,762.00	167,899.59	304,488.00	11,274.00	3.6%
4) Books and Supplies		4000-4999	965,000.00	965,000.00	394,423.20	860,237.00	4,763.00	0.5%
5) Services and Other Operating Expenditures		5000-5999	67,460.00	67,460.00	34,636.85	69,895.00	(2,535.00)	-3.8%
6) Capital Outlay		6000-6999	0.00	0.00	0.00	0.00	0.00	0.0%
7) Other Outgo (excluding Transfers of Indirect Costs)		7100-7299, 7400-7499	0.00	0.00	0.00	0.00	0.00	0.0%
8) Other Outgo - Transfers of Indirect Costs		7300-7399	0.00	0.00	0.00	0.00	0.00	0.0%
<b>9) TOTAL, EXPENDITURES</b>			<b>2,005,376.00</b>	<b>2,005,376.00</b>	<b>974,950.43</b>	<b>2,005,376.00</b>		
<b>C. EXCESS (DEFICIENCY) OF REVENUES OVER EXPENDITURES BEFORE OTHER FINANCING SOURCES AND USES (A5 - B9)</b>			<b>41.00</b>	<b>41.00</b>	<b>(52,814.92)</b>	<b>41.00</b>		
<b>D. OTHER FINANCING SOURCES/USES</b>								
1) Interfund Transfers								
a) Transfers In		8900-8929	0.00	0.00	1,312.78	0.00	0.00	0.0%
b) Transfers Out		7600-7629	0.00	0.00	0.00	0.00	0.00	0.0%
2) Other Sources/Uses								
a) Sources		8930-8970	0.00	0.00	0.00	0.00	0.00	0.0%
b) Uses		7630-7699	0.00	0.00	0.00	0.00	0.00	0.0%
3) Contributions		8980-8999	0.00	0.00	0.00	0.00	0.00	0.0%
<b>4) TOTAL, OTHER FINANCING SOURCES/USES</b>			<b>0.00</b>	<b>0.00</b>	<b>1,312.78</b>	<b>0.00</b>		



Description	Resource Codes	Object Codes	Original Budget (A)	Board Approved Operating Budget (B)	Actuals To Date (C)	Projected Year Totals (D)	Difference (Col B & D) (E)	% Diff Column B & D (F)
<b>E. NET INCREASE (DECREASE) IN FUND BALANCE (C + D4)</b>			41.00	41.00	(51,502.14)	41.00		
<b>F. FUND BALANCE, RESERVES</b>								
1) Beginning Fund Balance								
a) As of July 1 - Unaudited		9791	18,900.35	18,900.35		18,900.35	0.00	0.0%
b) Audit Adjustments		9793	0.00	0.00		0.00	0.00	0.0%
c) As of July 1 - Audited (F1a + F1b)			18,900.35	18,900.35		18,900.35		
d) Other Restatements		9795	0.00	0.00		0.00	0.00	0.0%
e) Adjusted Beginning Balance (F1c + F1d)			18,900.35	18,900.35		18,900.35		
2) Ending Balance, June 30 (E + F1e)			18,941.35	18,941.35		18,941.35		
Components of Ending Fund Balance								
a) Nonspendable								
Revolving Cash		9711	0.00	0.00		0.00		
Stores		9712	0.00	0.00		0.00		
Prepaid Expenditures		9713	0.00	0.00		0.00		
All Others		9719	0.00	0.00		0.00		
b) Restricted		9740	18,941.35	18,941.35		18,941.35		
c) Committed								
Stabilization Arrangements		9750	0.00	0.00		0.00		
Other Commitments		9760	0.00	0.00		0.00		
d) Assigned								
Other Assignments		9780	0.00	0.00		0.00		
e) Unassigned/Unappropriated								
Reserve for Economic Uncertainties		9789	0.00	0.00		0.00		
Unassigned/Unappropriated Amount		9790	0.00	0.00		0.00		

Description	Resource Codes	Object Codes	Original Budget (A)	Board Approved Operating Budget (B)	Actuals To Date (C)	Projected Year Totals (D)	Difference (Col B & D) (E)	% Diff Column B & D (F)
<b>FEDERAL REVENUE</b>								
Child Nutrition Programs		8220	1,574,367.00	1,574,367.00	693,197.65	1,574,367.00	0.00	0.0%
Donated Food Commodities		8221	0.00	0.00	0.00	0.00	0.00	0.0%
All Other Federal Revenue		8290	0.00	0.00	0.00	0.00	0.00	0.0%
<b>TOTAL, FEDERAL REVENUE</b>			1,574,367.00	1,574,367.00	693,197.65	1,574,367.00	0.00	0.0%
<b>OTHER STATE REVENUE</b>								
Child Nutrition Programs		8520	125,000.00	125,000.00	53,325.83	125,000.00	0.00	0.0%
All Other State Revenue		8590	0.00	0.00	0.00	0.00	0.00	0.0%
<b>TOTAL, OTHER STATE REVENUE</b>			125,000.00	125,000.00	53,325.83	125,000.00	0.00	0.0%
<b>OTHER LOCAL REVENUE</b>								
Sales								
Sale of Equipment/Supplies		8631	0.00	0.00	0.00	0.00	0.00	0.0%
Food Service Sales		8634	303,500.00	303,500.00	176,625.16	303,500.00	0.00	0.0%
Leases and Rentals		8650	0.00	0.00	0.00	0.00	0.00	0.0%
Interest		8660	50.00	50.00	(1,025.00)	50.00	0.00	0.0%
Net Increase (Decrease) in the Fair Value of Investments		8662	0.00	0.00	0.00	0.00	0.00	0.0%
Fees and Contracts								
Interagency Services		8677	0.00	0.00	0.00	0.00	0.00	0.0%
Other Local Revenue								
All Other Local Revenue		8699	2,500.00	2,500.00	11.87	2,500.00	0.00	0.0%
<b>TOTAL, OTHER LOCAL REVENUE</b>			306,050.00	306,050.00	175,612.03	306,050.00	0.00	0.0%
<b>TOTAL, REVENUES</b>			2,005,417.00	2,005,417.00	922,135.51	2,005,417.00		

Description	Resource Codes	Object Codes	Original Budget (A)	Board Approved Operating Budget (B)	Actuals To Date (C)	Projected Year Totals (D)	Difference (Col B & D) (E)	% Diff Column B & D (F)
<b>CERTIFICATED SALARIES</b>								
Certificated Supervisors' and Administrators' Salaries		1300	0.00	0.00	0.00	0.00	0.00	0.0%
Other Certificated Salaries		1900	0.00	0.00	0.00	0.00	0.00	0.0%
<b>TOTAL, CERTIFICATED SALARIES</b>			0.00	0.00	0.00	0.00	0.00	0.0%
<b>CLASSIFIED SALARIES</b>								
Classified Support Salaries		2200	510,734.00	510,734.00	290,705.63	510,408.00	325.00	0.1%
Classified Supervisors' and Administrators' Salaries		2300	75,022.00	75,022.00	43,762.74	81,274.00	(6,252.00)	-8.3%
Clerical, Technical and Office Salaries		2400	71,398.00	71,398.00	43,522.42	78,973.00	(7,575.00)	-10.6%
Other Classified Salaries		2900	0.00	0.00	0.00	0.00	0.00	0.0%
<b>TOTAL, CLASSIFIED SALARIES</b>			657,154.00	657,154.00	377,990.79	670,655.00	(13,502.00)	-2.1%
<b>EMPLOYEE BENEFITS</b>								
STRS		3101-3102	0.00	0.00	0.00	0.00	0.00	0.0%
PERS		3201-3202	91,269.00	91,269.00	42,268.46	78,553.00	14,716.00	16.1%
OASDI/Medicare/Alternative		3301-3302	50,284.00	50,284.00	27,386.28	47,584.00	2,700.00	5.4%
Health and Welfare Benefits		3401-3402	150,457.00	150,457.00	87,920.13	164,065.00	(13,608.00)	-9.0%
Unemployment Insurance		3501-3502	335.00	335.00	190.87	343.00	(8.00)	-2.4%
Workers' Compensation		3601-3602	10,907.00	10,907.00	6,568.60	11,608.00	(701.00)	-6.4%
OPEB, Allocated		3701-3702	0.00	0.00	0.00	0.00	0.00	0.0%
OPEB, Active Employees		3751-3752	0.00	0.00	0.00	0.00	0.00	0.0%
Other Employee Benefits		3901-3902	12,510.00	12,510.00	3,567.45	4,335.00	8,175.00	65.3%
<b>TOTAL, EMPLOYEE BENEFITS</b>			315,782.00	315,782.00	167,899.59	304,488.00	11,274.00	3.6%
<b>BOOKS AND SUPPLIES</b>								
Books and Other Reference Materials		4200	0.00	0.00	0.00	0.00	0.00	0.0%
Materials and Supplies		4300	100,000.00	100,000.00	33,403.56	129,965.00	(29,965.00)	-30.0%
Noncapitalized Equipment		4400	25,000.00	25,000.00	2,090.00	25,000.00	0.00	0.0%
Food		4700	840,000.00	840,000.00	358,929.84	805,272.00	34,728.00	4.1%
<b>TOTAL, BOOKS AND SUPPLIES</b>			965,000.00	965,000.00	394,423.20	960,237.00	4,763.00	0.5%

Description	Resource Codes	Object Codes	Original Budget (A)	Board Approved Operating Budget (B)	Actuals To Date (C)	Projected Year Totals (D)	Difference (Col B & D) (E)	% Diff Column B & D (F)
<b>SERVICES AND OTHER OPERATING EXPENDITURES</b>								
Subagreements for Services		5100	0.00	0.00	0.00	0.00	0.00	0.0%
Travel and Conferences		5200	4,660.00	4,660.00	2,694.23	4,660.00	0.00	0.0%
Dues and Memberships		5300	4,000.00	4,000.00	2,402.15	6,500.00	(2,500.00)	-38.5%
Insurance		5400-5450	0.00	0.00	0.00	0.00	0.00	0.0%
Operations and Housekeeping Services		5500	0.00	0.00	0.00	0.00	0.00	0.0%
Rentals, Leases, Repairs, and Noncapitalized Improvements		5600	27,500.00	27,500.00	12,586.64	27,500.00	0.00	0.0%
Transfers of Direct Costs		5710	0.00	0.00	0.00	0.00	0.00	0.0%
Transfers of Direct Costs - Interfund		5750	1,000.00	1,000.00	1.35	1,000.00	0.00	0.0%
Professional/Consulting Services and Operating Expenditures		5800	30,000.00	30,000.00	16,927.87	30,000.00	0.00	0.0%
Communications		5900	300.00	300.00	24.61	335.00	(35.00)	-11.7%
<b>TOTAL, SERVICES AND OTHER OPERATING EXPENDITURES</b>			<b>67,460.00</b>	<b>67,460.00</b>	<b>34,636.85</b>	<b>68,995.00</b>	<b>(2,535.00)</b>	<b>-3.8%</b>
<b>CAPITAL OUTLAY</b>								
Buildings and Improvements of Buildings		6200	0.00	0.00	0.00	0.00	0.00	0.0%
Equipment		6400	0.00	0.00	0.00	0.00	0.00	0.0%
Equipment Replacement		6500	0.00	0.00	0.00	0.00	0.00	0.0%
<b>TOTAL, CAPITAL OUTLAY</b>			<b>0.00</b>	<b>0.00</b>	<b>0.00</b>	<b>0.00</b>	<b>0.00</b>	<b>0.0%</b>
<b>OTHER OUTGO (excluding Transfers of Indirect Costs)</b>								
Debt Service								
Debt Service - Interest		7438	0.00	0.00	0.00	0.00	0.00	0.0%
Other Debt Service - Principal		7439	0.00	0.00	0.00	0.00	0.00	0.0%
<b>TOTAL, OTHER OUTGO (excluding Transfers of Indirect Costs)</b>			<b>0.00</b>	<b>0.00</b>	<b>0.00</b>	<b>0.00</b>	<b>0.00</b>	<b>0.0%</b>
<b>OTHER OUTGO - TRANSFERS OF INDIRECT COSTS</b>								
Transfers of Indirect Costs - Interfund		7350	0.00	0.00	0.00	0.00	0.00	0.0%
<b>TOTAL, OTHER OUTGO - TRANSFERS OF INDIRECT COSTS</b>			<b>0.00</b>	<b>0.00</b>	<b>0.00</b>	<b>0.00</b>	<b>0.00</b>	<b>0.0%</b>
<b>TOTAL, EXPENDITURES</b>			<b>2,005,376.00</b>	<b>2,005,376.00</b>	<b>974,950.43</b>	<b>2,005,376.00</b>		

Description	Resource Codes	Object Codes	Original Budget (A)	Board Approved Operating Budget (B)	Actuals To Date (C)	Projected Year Totals (D)	Difference (Col B & D) (E)	% Diff Column B & D (F)
<b>INTERFUND TRANSFERS</b>								
<b>INTERFUND TRANSFERS IN</b>								
From: General Fund		8916	0.00	0.00	1,312.78	0.00	0.00	0.0%
Other Authorized Interfund Transfers In		8919	0.00	0.00	0.00	0.00	0.00	0.0%
<b>(a) TOTAL, INTERFUND TRANSFERS IN</b>			<b>0.00</b>	<b>0.00</b>	<b>1,312.78</b>	<b>0.00</b>	<b>0.00</b>	<b>0.0%</b>
<b>INTERFUND TRANSFERS OUT</b>								
Other Authorized Interfund Transfers Out		7619	0.00	0.00	0.00	0.00	0.00	0.0%
<b>(b) TOTAL, INTERFUND TRANSFERS OUT</b>			<b>0.00</b>	<b>0.00</b>	<b>0.00</b>	<b>0.00</b>	<b>0.00</b>	<b>0.0%</b>
<b>OTHER SOURCES/USES</b>								
<b>SOURCES</b>								
Other Sources								
Transfers from Funds of Lapsed/Reorganized LEAs		8985	0.00	0.00	0.00	0.00	0.00	0.0%
Long-Term Debt Proceeds								
Proceeds from Capital Leases		8972	0.00	0.00	0.00	0.00	0.00	0.0%
All Other Financing Sources		8979	0.00	0.00	0.00	0.00	0.00	0.0%
<b>(c) TOTAL, SOURCES</b>			<b>0.00</b>	<b>0.00</b>	<b>0.00</b>	<b>0.00</b>	<b>0.00</b>	<b>0.0%</b>
<b>USES</b>								
Transfers of Funds from Lapsed/Reorganized LEAs		7651	0.00	0.00	0.00	0.00	0.00	0.0%
All Other Financing Uses		7699	0.00	0.00	0.00	0.00	0.00	0.0%
<b>(d) TOTAL, USES</b>			<b>0.00</b>	<b>0.00</b>	<b>0.00</b>	<b>0.00</b>	<b>0.00</b>	<b>0.0%</b>
<b>CONTRIBUTIONS</b>								
Contributions from Unrestricted Revenues		8980	0.00	0.00	0.00	0.00	0.00	0.0%
Contributions from Restricted Revenues		8990	0.00	0.00	0.00	0.00	0.00	0.0%
<b>(e) TOTAL, CONTRIBUTIONS</b>			<b>0.00</b>	<b>0.00</b>	<b>0.00</b>	<b>0.00</b>	<b>0.00</b>	<b>0.0%</b>
<b>TOTAL, OTHER FINANCING SOURCES/USES</b> (a - b + c - d + e)			<b>0.00</b>	<b>0.00</b>	<b>1,312.78</b>	<b>0.00</b>		

<u>Resource</u>	<u>Description</u>	<u>2016/17 Projected Year Totals</u>
5310	Child Nutrition: School Programs (e.g., School Lunch, School	18,941.35
Total, Restricted Balance		<u>18,941.35</u>

Description	Resource Codes	Object Codes	Original Budget (A)	Board Approved Operating Budget (B)	Actuals To Date (C)	Projected Year Totals (D)	Difference (Col B & D) (E)	% Diff Column B & D (F)
<b>A. REVENUES</b>								
1) LCFF Sources		8010-8099	0.00	0.00	0.00	0.00	0.00	0.0%
2) Federal Revenue		8100-8299	0.00	0.00	0.00	0.00	0.00	0.0%
3) Other State Revenue		8300-8599	0.00	0.00	0.00	0.00	0.00	0.0%
4) Other Local Revenue		8600-8799	350.00	350.00	13.00	350.00	0.00	0.0%
5) TOTAL, REVENUES			350.00	350.00	13.00	350.00		
<b>B. EXPENDITURES</b>								
1) Certificated Salaries		1000-1899	0.00	0.00	0.00	0.00	0.00	0.0%
2) Classified Salaries		2000-2999	0.00	0.00	0.00	0.00	0.00	0.0%
3) Employee Benefits		3000-3999	0.00	0.00	0.00	0.00	0.00	0.0%
4) Books and Supplies		4000-4999	85,000.00	65,000.00	23,355.22	53,117.00	11,883.00	18.3%
5) Services and Other Operating Expenditures		5000-5999	135,350.00	135,350.00	144,228.50	177,087.00	(41,737.00)	-30.8%
6) Capital Outlay		6000-6999	0.00	0.00	20,148.00	20,148.00	(20,148.00)	New
7) Other Outgo (excluding Transfers of Indirect Costs)		7100-7299, 7400-7499	0.00	0.00	0.00	0.00	0.00	0.0%
8) Other Outgo - Transfers of Indirect Costs		7300-7399	0.00	0.00	0.00	0.00	0.00	0.0%
9) TOTAL, EXPENDITURES			200,350.00	200,350.00	187,729.72	250,350.00		
<b>C. EXCESS (DEFICIENCY) OF REVENUES OVER EXPENDITURES BEFORE OTHER FINANCING SOURCES AND USES (A\$ - B9)</b>			(200,000.00)	(200,000.00)	(187,716.72)	(250,000.00)		
<b>D. OTHER FINANCING SOURCES/USES</b>								
1) Interfund Transfers								
a) Transfers In		8900-8929	250,000.00	250,000.00	(154.00)	250,000.00	0.00	0.0%
b) Transfers Out		7600-7629	0.00	0.00	0.00	0.00	0.00	0.0%
2) Other Sources/Uses								
a) Sources		8930-8979	0.00	0.00	0.00	0.00	0.00	0.0%
b) Uses		7630-7699	0.00	0.00	0.00	0.00	0.00	0.0%
3) Contributions		8980-8999	0.00	0.00	0.00	0.00	0.00	0.0%
4) TOTAL, OTHER FINANCING SOURCES/USES			250,000.00	250,000.00	(154.00)	250,000.00		

Description	Resource Codes	Object Codes	Original Budget (A)	Board Approved Operating Budget (B)	Actuals To Date (C)	Projected Year Totals (D)	Difference (Col B & D) (E)	% Diff Column B & D (F)
<b>E. NET INCREASE (DECREASE) IN FUND BALANCE (C + D4)</b>			50,000.00	50,000.00	(187,870.72)	0.00		
<b>F. FUND BALANCE, RESERVES</b>								
1) Beginning Fund Balance								
a) As of July 1 - Unaudited		9791	42,959.00	42,959.00		42,959.00	0.00	0.0%
b) Audit Adjustments		9793	0.00	0.00		0.00	0.00	0.0%
c) As of July 1 - Audited (F1a + F1b)			42,959.00	42,959.00		42,959.00		
d) Other Restatements		9795	0.00	0.00		0.00	0.00	0.0%
e) Adjusted Beginning Balance (F1c + F1d)			42,959.00	42,959.00		42,959.00		
2) Ending Balance, June 30 (E + F1e)			92,959.00	92,959.00		42,959.00		
Components of Ending Fund Balance								
a) Nonspendable								
Revolving Cash		9711	0.00	0.00		0.00		
Stores		9712	0.00	0.00		0.00		
Prepaid Expenditures		9713	0.00	0.00		0.00		
All Others		9719	0.00	0.00		0.00		
b) Restricted		9740	0.00	0.00		0.00		
c) Committed								
Stabilization Arrangements		9750	0.00	0.00		0.00		
Other Commitments		9760	0.00	0.00		0.00		
d) Assigned								
Other Assignments		9780	92,959.00	92,959.00		42,959.00		
e) Unassigned/Unappropriated								
Reserve for Economic Uncertainties		9789	0.00	0.00		0.00		
Unassigned/Unappropriated Amount		9790	0.00	0.00		0.00		



Description	Resource Codes	Object Codes	Original Budget (A)	Board Approved Operating Budget (B)	Actuals To Date (C)	Projected Year Totals (D)	Difference (Col B & D) (E)	% Diff Column B & D (F)
<b>LCFF SOURCES</b>								
LCFF Transfers								
LCFF Transfers - Current Year		8091	0.00	0.00	0.00	0.00	0.00	0.0%
LCFF/Revenue Limit Transfers - Prior Years		8099	0.00	0.00	0.00	0.00	0.00	0.0%
<b>TOTAL, LCFF SOURCES</b>			0.00	0.00	0.00	0.00	0.00	0.0%
<b>OTHER STATE REVENUE</b>								
All Other State Revenue		8590	0.00	0.00	0.00	0.00	0.00	0.0%
<b>TOTAL, OTHER STATE REVENUE</b>			0.00	0.00	0.00	0.00	0.00	0.0%
<b>OTHER LOCAL REVENUE</b>								
Community Redevelopment Funds Not Subject to LCFF Deduction		8625	0.00	0.00	0.00	0.00	0.00	0.0%
Sales								
Sale of Equipment/Supplies		8631	0.00	0.00	0.00	0.00	0.00	0.0%
Interest		8660	350.00	350.00	13.00	350.00	0.00	0.0%
Net Increase (Decrease) in the Fair Value of Investments		8662	0.00	0.00	0.00	0.00	0.00	0.0%
Other Local Revenue								
All Other Local Revenue		8699	0.00	0.00	0.00	0.00	0.00	0.0%
All Other Transfers In from All Others		8799	0.00	0.00	0.00	0.00	0.00	0.0%
<b>TOTAL, OTHER LOCAL REVENUE</b>			350.00	350.00	13.00	350.00	0.00	0.0%
<b>TOTAL, REVENUES</b>			350.00	350.00	13.00	350.00		

Description	Resource Codes	Object Codes	Original Budget (A)	Board Approved Operating Budget (B)	Actuals To Date (C)	Projected Year Totals (D)	Difference (Col B & D) (E)	% Diff Column B & D (F)
<b>CLASSIFIED SALARIES</b>								
Classified Support Salaries		2200	0.00	0.00	0.00	0.00	0.00	0.0%
Other Classified Salaries		2900	0.00	0.00	0.00	0.00	0.00	0.0%
<b>TOTAL, CLASSIFIED SALARIES</b>			0.00	0.00	0.00	0.00	0.00	0.0%
<b>EMPLOYEE BENEFITS</b>								
STRS		3101-3102	0.00	0.00	0.00	0.00	0.00	0.0%
PERS		3201-3202	0.00	0.00	0.00	0.00	0.00	0.0%
OASDI/Medicare/Alternative		3301-3302	0.00	0.00	0.00	0.00	0.00	0.0%
Health and Welfare Benefits		3401-3402	0.00	0.00	0.00	0.00	0.00	0.0%
Unemployment Insurance		3501-3502	0.00	0.00	0.00	0.00	0.00	0.0%
Workers' Compensation		3601-3602	0.00	0.00	0.00	0.00	0.00	0.0%
OPEB, Allocated		3701-3702	0.00	0.00	0.00	0.00	0.00	0.0%
OPEB, Active Employees		3751-3752	0.00	0.00	0.00	0.00	0.00	0.0%
Other Employee Benefits		3901-3902	0.00	0.00	0.00	0.00	0.00	0.0%
<b>TOTAL, EMPLOYEE BENEFITS</b>			0.00	0.00	0.00	0.00	0.00	0.0%
<b>BOOKS AND SUPPLIES</b>								
Books and Other Reference Materials		4200	0.00	0.00	0.00	0.00	0.00	0.0%
Materials and Supplies		4300	55,000.00	55,000.00	1,058.92	16,869.00	38,131.00	69.3%
Noncapitalized Equipment		4400	10,000.00	10,000.00	22,298.30	36,248.00	(26,248.00)	-262.5%
<b>TOTAL, BOOKS AND SUPPLIES</b>			65,000.00	65,000.00	23,355.22	53,117.00	11,883.00	18.3%
<b>SERVICES AND OTHER OPERATING EXPENDITURES</b>								
Subagreements for Services		5100	0.00	0.00	0.00	0.00	0.00	0.0%
Travel and Conferences		5200	0.00	0.00	0.00	0.00	0.00	0.0%
Rentals, Leases, Repairs, and Noncapitalized Improvements		5600	125,350.00	125,350.00	144,228.50	169,597.00	(44,237.00)	-35.3%
Transfers of Direct Costs		5710	0.00	0.00	0.00	0.00	0.00	0.0%
Transfers of Direct Costs - Interfund		5750	0.00	0.00	0.00	0.00	0.00	0.0%
Professional/Consulting Services and Operating Expenditures		5800	10,000.00	10,000.00	0.00	7,500.00	2,500.00	25.0%
<b>TOTAL, SERVICES AND OTHER OPERATING EXPENDITURES</b>			135,350.00	135,350.00	144,228.50	177,087.00	(41,737.00)	-30.8%
<b>CAPITAL OUTLAY</b>								
Land Improvements		6170	0.00	0.00	0.00	0.00	0.00	0.0%
Buildings and Improvements of Buildings		6200	0.00	0.00	0.00	0.00	0.00	0.0%
Equipment		6400	0.00	0.00	0.00	0.00	0.00	0.0%
Equipment Replacement		6500	0.00	0.00	20,146.00	20,146.00	(20,146.00)	New
<b>TOTAL, CAPITAL OUTLAY</b>			0.00	0.00	20,146.00	20,146.00	(20,146.00)	New
<b>OTHER OUTGO (excluding Transfers of Indirect Costs)</b>								
Debt Service								
Debt Service - Interest		7438	0.00	0.00	0.00	0.00	0.00	0.0%
Other Debt Service - Principal		7439	0.00	0.00	0.00	0.00	0.00	0.0%
<b>TOTAL, OTHER OUTGO (excluding Transfers of Indirect Costs)</b>			0.00	0.00	0.00	0.00	0.00	0.0%
<b>TOTAL, EXPENDITURES</b>			200,350.00	200,350.00	187,729.72	250,350.00		

Description	Resource Codes	Object Codes	Original Budget (A)	Board Approved Operating Budget (B)	Actuals To Date (C)	Projected Year Totals (D)	Difference (Col B & D) (E)	% Diff Column B & D (F)
<b>INTERFUND TRANSFERS</b>								
<b>INTERFUND TRANSFERS IN</b>								
Other Authorized Interfund Transfers In		8919	250,000.00	250,000.00	(154.00)	250,000.00	0.00	0.0%
<b>(a) TOTAL, INTERFUND TRANSFERS IN</b>			250,000.00	250,000.00	(154.00)	250,000.00	0.00	0.0%
<b>INTERFUND TRANSFERS OUT</b>								
Other Authorized Interfund Transfers Out		7619	0.00	0.00	0.00	0.00	0.00	0.0%
<b>(b) TOTAL, INTERFUND TRANSFERS OUT</b>			0.00	0.00	0.00	0.00	0.00	0.0%
<b>OTHER SOURCES/USES</b>								
<b>SOURCES</b>								
Other Sources								
Transfers from Funds of Lapsed/Reorganized LEAs		8965	0.00	0.00	0.00	0.00	0.00	0.0%
Long-Term Debt Proceeds								
Proceeds from Capital Leases		8972	0.00	0.00	0.00	0.00	0.00	0.0%
All Other Financing Sources		8979	0.00	0.00	0.00	0.00	0.00	0.0%
<b>(c) TOTAL, SOURCES</b>			0.00	0.00	0.00	0.00	0.00	0.0%
<b>USES</b>								
Transfers of Funds from Lapsed/Reorganized LEAs		7651	0.00	0.00	0.00	0.00	0.00	0.0%
All Other Financing Uses		7699	0.00	0.00	0.00	0.00	0.00	0.0%
<b>(d) TOTAL, USES</b>			0.00	0.00	0.00	0.00	0.00	0.0%
<b>CONTRIBUTIONS</b>								
Contributions from Unrestricted Revenues		8980	0.00	0.00	0.00	0.00	0.00	0.0%
Contributions from Restricted Revenues		8990	0.00	0.00	0.00	0.00	0.00	0.0%
<b>(e) TOTAL, CONTRIBUTIONS</b>			0.00	0.00	0.00	0.00	0.00	0.0%
<b>TOTAL, OTHER FINANCING SOURCES/USES</b> (a - b + c - d + e)			250,000.00	250,000.00	(154.00)	250,000.00		

Resource	Description	2016/17 Projected Year Totals
Total, Restricted Balance		
		0.00

Description	Resource Codes	Object Codes	Original Budget (A)	Board Approved Operating Budget (B)	Actuals To Date (C)	Projected Year Totals (D)	Difference (Col B & D) (E)	% Diff Column B & D (F)
<b>A. REVENUES</b>								
1) LCFF Sources		8010-8099	0.00	0.00	0.00	0.00	0.00	0.0%
2) Federal Revenue		8100-8299	0.00	0.00	0.00	0.00	0.00	0.0%
3) Other State Revenue		8300-8599	0.00	0.00	0.00	0.00	0.00	0.0%
4) Other Local Revenue		8600-8799	(3,095.00)	7,500.00	5,738.00	7,500.00	0.00	0.0%
5) TOTAL REVENUES			(3,095.00)	7,500.00	5,738.00	7,500.00		
<b>B. EXPENDITURES</b>								
1) Certificated Salaries		1000-1999	0.00	0.00	0.00	0.00	0.00	0.0%
2) Classified Salaries		2000-2999	0.00	0.00	0.00	0.00	0.00	0.0%
3) Employee Benefits		3000-3999	0.00	0.00	0.00	0.00	0.00	0.0%
4) Books and Supplies		4000-4999	0.00	0.00	0.00	0.00	0.00	0.0%
5) Services and Other Operating Expenditures		5000-5999	0.00	0.00	0.00	0.00	0.00	0.0%
6) Capital Outlay		6000-6999	0.00	0.00	0.00	0.00	0.00	0.0%
7) Other Outgo (excluding Transfers of Indirect Costs)		7100-7299, 7400-7499	0.00	0.00	0.00	0.00	0.00	0.0%
8) Other Outgo - Transfers of Indirect Costs		7300-7399	0.00	0.00	0.00	0.00	0.00	0.0%
9) TOTAL EXPENDITURES			0.00	0.00	0.00	0.00		
<b>C. EXCESS (DEFICIENCY) OF REVENUES OVER EXPENDITURES BEFORE OTHER FINANCING SOURCES AND USES (A5 - B9)</b>			(3,095.00)	7,500.00	5,738.00	7,500.00		
<b>D. OTHER FINANCING SOURCES/USES</b>								
1) Interfund Transfers								
a) Transfers In		8900-8929	0.00	0.00	0.00	0.00	0.00	0.0%
b) Transfers Out		7600-7629	0.00	0.00	0.00	0.00	0.00	0.0%
2) Other Sources/Uses								
a) Sources		8930-8979	0.00	0.00	0.00	0.00	0.00	0.0%
b) Uses		7630-7699	0.00	0.00	0.00	0.00	0.00	0.0%
3) Contributions		8980-8999	0.00	0.00	0.00	0.00	0.00	0.0%
4) TOTAL OTHER FINANCING SOURCES/USES			0.00	0.00	0.00	0.00		

Description	Resource Codes	Object Codes	Original Budget (A)	Board Approved Operating Budget (B)	Actuals To Date (C)	Projected Year Totals (D)	Difference (Col B & D) (E)	% Diff Column B & D (F)
<b>E. NET INCREASE (DECREASE) IN FUND BALANCE (C + D4)</b>			(3,085.00)	7,500.00	5,738.00	7,500.00		
<b>F. FUND BALANCE, RESERVES</b>								
1) Beginning Fund Balance								
a) As of July 1 - Unaudited		9791	2,362,612.71	2,362,612.71		2,362,612.71	0.00	0.0%
b) Audit Adjustments		9793	0.00	0.00		0.00	0.00	0.0%
c) As of July 1 - Audited (F1a + F1b)			2,362,612.71	2,362,612.71		2,362,612.71		
d) Other Restatements		9795	0.00	0.00		0.00	0.00	0.0%
e) Adjusted Beginning Balance (F1c + F1d)			2,362,612.71	2,362,612.71		2,362,612.71		
2) Ending Balance, June 30 (E + F1e)			2,359,517.71	2,370,112.71		2,370,112.71		
Components of Ending Fund Balance								
a) Nonspendable								
Revolving Cash		9711	0.00	0.00		0.00		
Stores		9712	0.00	0.00		0.00		
Prepaid Expenditures		9713	0.00	0.00		0.00		
All Others		9719	0.00	0.00		0.00		
b) Restricted		9740	0.00	0.00		0.00		
c) Committed								
Stabilization Arrangements		9750	1,283,508.92	1,283,508.92		1,283,508.92		
Other Commitments		9760	0.00	0.00		0.00		
d) Assigned								
Other Assignments		9780	1,076,008.79	1,086,603.79		0.00		
e) Unassigned/Unappropriated								
Reserve for Economic Uncertainties		9789	0.00	0.00		1,086,603.79		
Unassigned/Unappropriated Amount		9790	0.00	0.00		0.00		

Description	Resource Codes	Object Codes	Original Budget (A)	Board Approved Operating Budget (B)	Actuals To Date (C)	Projected Year Totals (D)	Difference (Col B & D) (E)	% Diff Column B & D (F)
<b>OTHER LOCAL REVENUE</b>								
Sales								
Sale of Equipment/Supplies		8831	0.00	0.00	0.00	0.00	0.00	0.0%
Interest		8860	(3,095.00)	7,500.00	5,738.00	7,500.00	0.00	0.0%
Net Increase (Decrease) in the Fair Value of Investments		8862	0.00	0.00	0.00	0.00	0.00	0.0%
<b>TOTAL, OTHER LOCAL REVENUE</b>			(3,095.00)	7,500.00	5,738.00	7,500.00	0.00	0.0%
<b>TOTAL, REVENUES</b>			(3,095.00)	7,500.00	5,738.00	7,500.00		
<b>INTERFUND TRANSFERS</b>								
<b>INTERFUND TRANSFERS IN</b>								
From: General Fund/CSSF		8912	0.00	0.00	0.00	0.00	0.00	0.0%
Other Authorized Interfund Transfers In		8919	0.00	0.00	0.00	0.00	0.00	0.0%
<b>(a) TOTAL, INTERFUND TRANSFERS IN</b>			0.00	0.00	0.00	0.00	0.00	0.0%
<b>INTERFUND TRANSFERS OUT</b>								
To: General Fund/CSSF		7612	0.00	0.00	0.00	0.00	0.00	0.0%
To: State School Building Fund/ County School Facilities Fund		7613	0.00	0.00	0.00	0.00	0.00	0.0%
Other Authorized Interfund Transfers Out		7619	0.00	0.00	0.00	0.00	0.00	0.0%
<b>(b) TOTAL, INTERFUND TRANSFERS OUT</b>			0.00	0.00	0.00	0.00	0.00	0.0%
<b>OTHER SOURCES/USES</b>								
<b>SOURCES</b>								
Other Sources								
Transfers from Funds of Lapsed/Reorganized LEAs		8965	0.00	0.00	0.00	0.00	0.00	0.0%
<b>(c) TOTAL, SOURCES</b>			0.00	0.00	0.00	0.00	0.00	0.0%
<b>USES</b>								
Transfers of Funds from Lapsed/Reorganized LEAs		7651	0.00	0.00	0.00	0.00	0.00	0.0%
<b>(d) TOTAL, USES</b>			0.00	0.00	0.00	0.00	0.00	0.0%
<b>CONTRIBUTIONS</b>								
Contributions from Restricted Revenues		8990	0.00	0.00	0.00	0.00	0.00	0.0%
<b>(e) TOTAL, CONTRIBUTIONS</b>			0.00	0.00	0.00	0.00	0.00	0.0%
<b>TOTAL, OTHER FINANCING SOURCES/USES</b> (a - b + c - d + e)			0.00	0.00	0.00	0.00		

Resource	Description	2016/17 Projected Year Totals
Total, Restricted Balance		0.00



Description	Resource Codes	Object Codes	Original Budget (A)	Board Approved Operating Budget (B)	Actuals To Date (C)	Projected Year Totals (D)	Difference (Col B & D) (E)	% Diff Column B & D (F)
<b>A. REVENUES</b>								
1) LCFF Sources		8010-8099	0.00	0.00	0.00	0.00	0.00	0.0%
2) Federal Revenue		8100-8299	0.00	0.00	0.00	0.00	0.00	0.0%
3) Other State Revenue		8300-8599	0.00	0.00	0.00	0.00	0.00	0.0%
4) Other Local Revenue		8600-8799	4,751.55	0.00	1,052.00	1,052.00	1,052.00	New
5) TOTAL, REVENUES			4,751.55	0.00	1,052.00	1,052.00		
<b>B. EXPENDITURES</b>								
1) Certificated Salaries		1000-1999	0.00	0.00	0.00	0.00	0.00	0.0%
2) Classified Salaries		2000-2999	0.00	0.00	0.00	0.00	0.00	0.0%
3) Employee Benefits		3000-3999	0.00	0.00	0.00	0.00	0.00	0.0%
4) Books and Supplies		4000-4999	0.00	0.00	0.00	0.00	0.00	0.0%
5) Services and Other Operating Expenditures		5000-5999	0.00	0.00	264,413.56	946,200.00	(946,200.00)	New
6) Capital Outlay		6000-6999	0.00	0.00	0.00	0.00	0.00	0.0%
7) Other Outgo (excluding Transfers of Indirect Costs)		7100-7299, 7400-7499	0.00	0.00	0.00	0.00	0.00	0.0%
8) Other Outgo - Transfers of Indirect Costs		7300-7399	0.00	0.00	0.00	0.00	0.00	0.0%
9) TOTAL, EXPENDITURES			0.00	0.00	264,413.56	946,200.00		
<b>C. EXCESS (DEFICIENCY) OF REVENUES OVER EXPENDITURES BEFORE OTHER FINANCING SOURCES AND USES (A5 - B9)</b>			4,751.55	0.00	(263,361.56)	(945,148.00)		
<b>D. OTHER FINANCING SOURCES/USES</b>								
1) Interfund Transfers								
a) Transfers In		8900-8929	0.00	0.00	0.00	0.00	0.00	0.0%
b) Transfers Out		7600-7629	0.00	0.00	0.00	0.00	0.00	0.0%
2) Other Sources/Uses								
a) Sources		8930-8979	0.00	0.00	1,000,000.00	1,000,000.00	1,000,000.00	New
b) Uses		7630-7699	0.00	0.00	0.00	0.00	0.00	0.0%
3) Contributions		8980-8999	0.00	0.00	0.00	0.00	0.00	0.0%
4) TOTAL, OTHER FINANCING SOURCES/USES			0.00	0.00	1,000,000.00	1,000,000.00		

Description	Resource Codes	Object Codes	Original Budget (A)	Board Approved Operating Budget (B)	Actuals To Date (C)	Projected Year Totals (D)	Difference (Col B & D) (E)	% Diff Column B & D (F)
<b>E. NET INCREASE (DECREASE) IN FUND BALANCE (C + D4)</b>			4,751.55	0.00	738,638.44	54,852.00		
<b>F. FUND BALANCE, RESERVES</b>								
1) Beginning Fund Balance								
a) As of July 1 - Unaudited		9781	0.00	0.00		0.00	0.00	0.0%
b) Audit Adjustments		9793	0.00	0.00		0.00	0.00	0.0%
c) As of July 1 - Audited (F1a + F1b)			0.00	0.00		0.00		
d) Other Restatements		9795	0.00	0.00		0.00	0.00	0.0%
e) Adjusted Beginning Balance (F1c + F1d)			0.00	0.00		0.00		
2) Ending Balance, June 30 (E + F1e)			4,751.55	0.00		54,852.00		
Components of Ending Fund Balance								
a) Nonspendable								
Revolving Cash		9711	0.00	0.00		0.00		
Stores		9712	0.00	0.00		0.00		
Prepaid Expenditures		9713	0.00	0.00		0.00		
All Others		9719	0.00	0.00		0.00		
b) Legally Restricted Balance		9740	0.00	0.00		0.00		
c) Committed								
Stabilization Arrangements		9750	0.00	0.00		0.00		
Other Commitments		9760	0.00	0.00		0.00		
d) Assigned								
Other Assignments		9780	4,751.55	0.00		54,852.00		
e) Unassigned/Unappropriated								
Reserve for Economic Uncertainties		9789	0.00	0.00		0.00		
Unassigned/Unappropriated Amount		9790	0.00	0.00		0.00		

2016-17 Second Interim  
Building Fund  
Revenues, Expenditures, and Changes in Fund Balance

Description	Resource Codes	Object Codes	Original Budget (A)	Board Approved Operating Budget (B)	Actuals To Date (C)	Projected Year Totals (D)	Difference (Col B & D) (E)	% Diff Column B & D (F)
<b>FEDERAL REVENUE</b>								
FEMA		8281	0.00	0.00	0.00	0.00	0.00	0.0%
All Other Federal Revenue		8290	0.00	0.00	0.00	0.00	0.00	0.0%
<b>TOTAL, FEDERAL REVENUE</b>			0.00	0.00	0.00	0.00	0.00	0.0%
<b>OTHER STATE REVENUE</b>								
Tax Relief Subventions Restricted Levies - Other								
Homeowners' Exemptions		8575	0.00	0.00	0.00	0.00	0.00	0.0%
Other Subventions/In-Lieu Taxes		8578	0.00	0.00	0.00	0.00	0.00	0.0%
All Other State Revenue		8590	0.00	0.00	0.00	0.00	0.00	0.0%
<b>TOTAL, OTHER STATE REVENUE</b>			0.00	0.00	0.00	0.00	0.00	0.0%
<b>OTHER LOCAL REVENUE</b>								
County and District Taxes								
Other Restricted Levies Secured Roll		8615	0.00	0.00	0.00	0.00	0.00	0.0%
Unsecured Roll		8616	0.00	0.00	0.00	0.00	0.00	0.0%
Prior Years' Taxes		8617	0.00	0.00	0.00	0.00	0.00	0.0%
Supplemental Taxes		8618	0.00	0.00	0.00	0.00	0.00	0.0%
Non-Ad Valorem Taxes Parcel Taxes		8621	0.00	0.00	0.00	0.00	0.00	0.0%
Other		8622	0.00	0.00	0.00	0.00	0.00	0.0%
Community Redevelopment Funds Not Subject to LCFF Deduction		8625	0.00	0.00	0.00	0.00	0.00	0.0%
Penalties and Interest from Delinquent Non-LCFF Taxes		8629	0.00	0.00	0.00	0.00	0.00	0.0%
Sales Sale of Equipment/Supplies		8631	0.00	0.00	0.00	0.00	0.00	0.0%
Leases and Rentals		8650	0.00	0.00	0.00	0.00	0.00	0.0%
Interest		8660	4,751.55	0.00	1,052.00	1,052.00	1,052.00	New
Net Increase (Decrease) in the Fair Value of Investments		8662	0.00	0.00	0.00	0.00	0.00	0.0%
Other Local Revenue								
All Other Local Revenue		8699	0.00	0.00	0.00	0.00	0.00	0.0%
All Other Transfers In from All Others		8799	0.00	0.00	0.00	0.00	0.00	0.0%
<b>TOTAL, OTHER LOCAL REVENUE</b>			4,751.55	0.00	1,052.00	1,052.00	1,052.00	New
<b>TOTAL, REVENUES</b>			4,751.55	0.00	1,052.00	1,052.00		

Description	Resource Codes	Object Codes	Original Budget (A)	Board Approved Operating Budget (B)	Actuals To Date (C)	Projected Year Totals (D)	Difference (Col B & D) (E)	% Diff Column B & D (F)
<b>CLASSIFIED SALARIES</b>								
Classified Support Salaries		2200	0.00	0.00	0.00	0.00	0.00	0.0%
Classified Supervisors' and Administrators' Salaries		2300	0.00	0.00	0.00	0.00	0.00	0.0%
Clerical, Technical and Office Salaries		2400	0.00	0.00	0.00	0.00	0.00	0.0%
Other Classified Salaries		2900	0.00	0.00	0.00	0.00	0.00	0.0%
<b>TOTAL, CLASSIFIED SALARIES</b>			0.00	0.00	0.00	0.00	0.00	0.0%
<b>EMPLOYEE BENEFITS</b>								
STRS		3101-3102	0.00	0.00	0.00	0.00	0.00	0.0%
PERS		3201-3202	0.00	0.00	0.00	0.00	0.00	0.0%
OASDI/Medicare/Alternative		3301-3302	0.00	0.00	0.00	0.00	0.00	0.0%
Health and Welfare Benefits		3401-3402	0.00	0.00	0.00	0.00	0.00	0.0%
Unemployment Insurance		3501-3502	0.00	0.00	0.00	0.00	0.00	0.0%
Workers' Compensation		3601-3602	0.00	0.00	0.00	0.00	0.00	0.0%
OPEB, Allocated		3701-3702	0.00	0.00	0.00	0.00	0.00	0.0%
OPEB, Active Employees		3751-3752	0.00	0.00	0.00	0.00	0.00	0.0%
Other Employee Benefits		3901-3902	0.00	0.00	0.00	0.00	0.00	0.0%
<b>TOTAL, EMPLOYEE BENEFITS</b>			0.00	0.00	0.00	0.00	0.00	0.0%
<b>BOOKS AND SUPPLIES</b>								
Books and Other Reference Materials		4200	0.00	0.00	0.00	0.00	0.00	0.0%
Materials and Supplies		4300	0.00	0.00	0.00	0.00	0.00	0.0%
Noncapitalized Equipment		4400	0.00	0.00	0.00	0.00	0.00	0.0%
<b>TOTAL, BOOKS AND SUPPLIES</b>			0.00	0.00	0.00	0.00	0.00	0.0%
<b>SERVICES AND OTHER OPERATING EXPENDITURES</b>								
Subagreements for Services		5100	0.00	0.00	0.00	0.00	0.00	0.0%
Travel and Conferences		5200	0.00	0.00	0.00	0.00	0.00	0.0%
Insurance		5400-5450	0.00	0.00	0.00	0.00	0.00	0.0%
Operations and Housekeeping Services		5500	0.00	0.00	0.00	0.00	0.00	0.0%
Rentals, Leases, Repairs, and Noncapitalized Improvements		5600	0.00	0.00	0.00	0.00	0.00	0.0%
Transfers of Direct Costs		5710	0.00	0.00	0.00	0.00	0.00	0.0%
Transfers of Direct Costs - Interfund		5750	0.00	0.00	0.00	0.00	0.00	0.0%
Professional/Consulting Services and Operating Expenditures		5800	0.00	0.00	264,413.56	946,200.00	(946,200.00)	New
Communications		5900	0.00	0.00	0.00	0.00	0.00	0.0%
<b>TOTAL, SERVICES AND OTHER OPERATING EXPENDITURES</b>			0.00	0.00	264,413.56	946,200.00	(946,200.00)	New

Description	Resource Codes	Object Codes	Original Budget (A)	Board Approved Operating Budget (B)	Actuals To Date (C)	Projected Year Totals (D)	Difference (Col B & D) (E)	% Diff Column B & D (F)
<b>CAPITAL OUTLAY</b>								
Land		6100	0.00	0.00	0.00	0.00	0.00	0.0%
Land Improvements		6170	0.00	0.00	0.00	0.00	0.00	0.0%
Buildings and Improvements of Buildings		6200	0.00	0.00	0.00	0.00	0.00	0.0%
Books and Media for New School Libraries or Major Expansion of School Libraries		6300	0.00	0.00	0.00	0.00	0.00	0.0%
Equipment		6400	0.00	0.00	0.00	0.00	0.00	0.0%
Equipment Replacement		6500	0.00	0.00	0.00	0.00	0.00	0.0%
<b>TOTAL, CAPITAL OUTLAY</b>			0.00	0.00	0.00	0.00	0.00	0.0%
<b>OTHER OUTGO (excluding Transfers of Indirect Costs)</b>								
Other Transfers Out								
All Other Transfers Out to All Others		7299	0.00	0.00	0.00	0.00	0.00	0.0%
Debt Service								
Repayment of State School Building Fund Aid - Proceeds from Bonds		7435	0.00	0.00	0.00	0.00	0.00	0.0%
Debt Service - Interest		7436	0.00	0.00	0.00	0.00	0.00	0.0%
Other Debt Service - Principal		7439	0.00	0.00	0.00	0.00	0.00	0.0%
<b>TOTAL, OTHER OUTGO (excluding Transfers of Indirect Costs)</b>			0.00	0.00	0.00	0.00	0.00	0.0%
<b>TOTAL, EXPENDITURES</b>			0.00	0.00	264,413.56	946,200.00		

Description	Resource Codes	Object Codes	Original Budget (A)	Board Approved Operating Budget (B)	Actuals To Date (C)	Projected Year Totals (D)	Difference (Col B & D) (E)	% Diff Column B & D (F)
<b>INTERFUND TRANSFERS</b>								
<b>INTERFUND TRANSFERS IN</b>								
Other Authorized Interfund Transfers In		8919	0.00	0.00	0.00	0.00	0.00	0.0%
(a) TOTAL, INTERFUND TRANSFERS IN			0.00	0.00	0.00	0.00	0.00	0.0%
<b>INTERFUND TRANSFERS OUT</b>								
To: State School Building Fund/ County School Facilities Fund		7613	0.00	0.00	0.00	0.00	0.00	0.0%
Other Authorized Interfund Transfers Out		7619	0.00	0.00	0.00	0.00	0.00	0.0%
(b) TOTAL, INTERFUND TRANSFERS OUT			0.00	0.00	0.00	0.00	0.00	0.0%
<b>OTHER SOURCES/USES</b>								
<b>SOURCES</b>								
Proceeds								
Proceeds from Sale of Bonds		8951	0.00	0.00	1,000,000.00	1,000,000.00	1,000,000.00	New
Proceeds from Sale/Lease- Purchase of Land/Buildings		8953	0.00	0.00	0.00	0.00	0.00	0.0%
Other Sources								
County School Building Aid		8961	0.00	0.00	0.00	0.00	0.00	0.0%
Transfers from Funds of Lapsed/Reorganized LEAs		8965	0.00	0.00	0.00	0.00	0.00	0.0%
Long-Term Debt Proceeds								
Proceeds from Certificates of Participation		8971	0.00	0.00	0.00	0.00	0.00	0.0%
Proceeds from Capital Leases		8972	0.00	0.00	0.00	0.00	0.00	0.0%
Proceeds from Lease Revenue Bonds		8973	0.00	0.00	0.00	0.00	0.00	0.0%
All Other Financing Sources		8979	0.00	0.00	0.00	0.00	0.00	0.0%
(c) TOTAL, SOURCES			0.00	0.00	1,000,000.00	1,000,000.00	1,000,000.00	New
<b>USES</b>								
Transfers of Funds from Lapsed/Reorganized LEAs		7651	0.00	0.00	0.00	0.00	0.00	0.0%
All Other Financing Uses		7699	0.00	0.00	0.00	0.00	0.00	0.0%
(d) TOTAL, USES			0.00	0.00	0.00	0.00	0.00	0.0%
<b>CONTRIBUTIONS</b>								
Contributions from Unrestricted Revenues		8980	0.00	0.00	0.00	0.00	0.00	0.0%
Contributions from Restricted Revenues		8990	0.00	0.00	0.00	0.00	0.00	0.0%
(e) TOTAL, CONTRIBUTIONS			0.00	0.00	0.00	0.00	0.00	0.0%
<b>TOTAL, OTHER FINANCING SOURCES/USES</b> (a - b + c - d + e)								
			0.00	0.00	1,000,000.00	1,000,000.00		

Resource	Description	2016/17 Projected Year Totals
Total, Restricted Balance		0.00

Description	Resource Codes	Object Codes	Original Budget (A)	Board Approved Operating Budget (B)	Actuals To Date (C)	Projected Year Totals (D)	Difference (Col B & D) (E)	% Diff Column B & D (F)
<b>A. REVENUES</b>								
1) LCFF Sources		8010-8099	0.00	0.00	0.00	0.00	0.00	0.0%
2) Federal Revenue		8100-8299	0.00	0.00	0.00	0.00	0.00	0.0%
3) Other State Revenue		8300-8599	0.00	0.00	0.00	0.00	0.00	0.0%
4) Other Local Revenue		8600-8799	(28,529.27)	7,500.00	152,855.40	182,500.00	175,000.00	2333.3%
5) TOTAL, REVENUES			(28,529.27)	7,500.00	152,855.40	182,500.00		
<b>B. EXPENDITURES</b>								
1) Certificated Salaries		1000-1999	0.00	0.00	0.00	0.00	0.00	0.0%
2) Classified Salaries		2000-2999	0.00	0.00	0.00	0.00	0.00	0.0%
3) Employee Benefits		3000-3999	0.00	0.00	0.00	0.00	0.00	0.0%
4) Books and Supplies		4000-4999	0.00	0.00	0.00	0.00	0.00	0.0%
5) Services and Other Operating Expenditures		5000-5999	0.00	0.00	0.00	0.00	0.00	0.0%
6) Capital Outlay		6000-6999	0.00	0.00	0.00	0.00	0.00	0.0%
7) Other Outgo (excluding Transfers of Indirect Costs)		7100-7299, 7400-7499	0.00	0.00	0.00	0.00	0.00	0.0%
8) Other Outgo - Transfers of Indirect Costs		7300-7399	0.00	0.00	0.00	0.00	0.00	0.0%
9) TOTAL, EXPENDITURES			0.00	0.00	0.00	0.00		
<b>C. EXCESS (DEFICIENCY) OF REVENUES OVER EXPENDITURES BEFORE OTHER FINANCING SOURCES AND USES (A\$ - B\$)</b>			(28,529.27)	7,500.00	152,855.40	182,500.00		
<b>D. OTHER FINANCING SOURCES/USES</b>								
1) Interfund Transfers								
a) Transfers In		8900-8929	0.00	0.00	0.00	0.00	0.00	0.0%
b) Transfers Out		7600-7629	0.00	0.00	0.00	0.00	0.00	0.0%
2) Other Sources/Uses								
a) Sources		8930-8979	0.00	0.00	0.00	0.00	0.00	0.0%
b) Uses		7630-7699	0.00	0.00	0.00	0.00	0.00	0.0%
3) Contributions		8980-8999	0.00	0.00	0.00	0.00	0.00	0.0%
4) TOTAL, OTHER FINANCING SOURCES/USES			0.00	0.00	0.00	0.00		



Description	Resource Codes	Object Codes	Original Budget (A)	Board Approved Operating Budget (B)	Actuals To Date (C)	Projected Year Totals (D)	Difference (Col B & D) (E)	% Diff Column B & D (F)
<b>E. NET INCREASE (DECREASE) IN FUND BALANCE (C + D4)</b>			(28,529.27)	7,500.00	152,855.40	182,500.00		
<b>F. FUND BALANCE, RESERVES</b>								
1) Beginning Fund Balance								
a) As of July 1 - Unaudited		9791	(1,272,479.65)	(1,272,479.65)		(1,272,479.65)	0.00	0.0%
b) Audit Adjustments		9793	0.00	0.00		0.00	0.00	0.0%
c) As of July 1 - Audited (F1a + F1b)			(1,272,479.65)	(1,272,479.65)		(1,272,479.65)		
d) Other Restatements		9795	0.00	0.00		0.00	0.00	0.0%
e) Adjusted Beginning Balance (F1c + F1d)			(1,272,479.65)	(1,272,479.65)		(1,272,479.65)		
2) Ending Balance, June 30 (E + F1e)			(1,301,008.92)	(1,264,979.65)		(1,089,979.65)		
Components of Ending Fund Balance								
a) Nonspendable								
Revolving Cash		9711	0.00	0.00		0.00		
Stores		9712	0.00	0.00		0.00		
Prepaid Expenditures		9713	0.00	0.00		0.00		
All Others		9719	0.00	0.00		0.00		
b) Legally Restricted Balance		9740	0.00	0.00		0.00		
c) Committed								
Stabilization Arrangements		9750	0.00	0.00		0.00		
Other Commitments		9760	0.00	0.00		0.00		
d) Assigned								
Other Assignments		9780	0.00	7,500.00		182,500.00		
e) Unassigned/Unappropriated								
Reserve for Economic Uncertainties		9789	0.00	0.00		0.00		
Unassigned/Unappropriated Amount		9790	(1,301,008.92)	(1,272,479.65)		(1,272,479.65)		

2016-17 Second Interim  
Capital Facilities Fund  
Revenues, Expenditures, and Changes in Fund Balance

Description	Resource Codes	Object Codes	Original Budget (A)	Board Approved Operating Budget (B)	Actuals To Date (C)	Projected Year Totals (D)	Difference (Col B & D) (E)	% Diff Column B & D (F)
<b>OTHER STATE REVENUE</b>								
Tax Relief Subventions								
Restricted Levies - Other								
Homeowners' Exemptions		8575	0.00	0.00	0.00	0.00	0.00	0.0%
Other Subventions/In-Lieu Taxes		8576	0.00	0.00	0.00	0.00	0.00	0.0%
All Other State Revenue		8590	0.00	0.00	0.00	0.00	0.00	0.0%
<b>TOTAL, OTHER STATE REVENUE</b>			0.00	0.00	0.00	0.00	0.00	0.0%
<b>OTHER LOCAL REVENUE</b>								
County and District Taxes								
Other Restricted Levies								
Secured Roll		8615	0.00	0.00	0.00	0.00	0.00	0.0%
Unsecured Roll		8616	0.00	0.00	0.00	0.00	0.00	0.0%
Prior Years' Taxes		8617	0.00	0.00	0.00	0.00	0.00	0.0%
Supplemental Taxes		8618	0.00	0.00	0.00	0.00	0.00	0.0%
Non-Ad Valorem Taxes								
Parcel Taxes		8621	0.00	0.00	0.00	0.00	0.00	0.0%
Other		8622	0.00	0.00	0.00	0.00	0.00	0.0%
Community Redevelopment Funds								
Not Subject to LCFF Deduction		8625	0.00	0.00	0.00	0.00	0.00	0.0%
Penalties and Interest from Delinquent								
Non-LCFF Taxes		8629	0.00	0.00	0.00	0.00	0.00	0.0%
Sales								
Sale of Equipment/Supplies		8631	0.00	0.00	0.00	0.00	0.00	0.0%
Interest		8660	1,516.85	(2,500.00)	(9,741.00)	(2,500.00)	0.00	0.0%
Net Increase (Decrease) in the Fair Value of Investments		8662	0.00	0.00	0.00	0.00	0.00	0.0%
Fees and Contracts								
Mitigation/Developer Fees		8681	(30,045.12)	10,000.00	162,596.40	165,000.00	175,000.00	1750.0%
Other Local Revenue								
All Other Local Revenue		8699	0.00	0.00	0.00	0.00	0.00	0.0%
All Other Transfers In from All Others		8799	0.00	0.00	0.00	0.00	0.00	0.0%
<b>TOTAL, OTHER LOCAL REVENUE</b>			(28,529.27)	7,500.00	152,855.40	182,500.00	175,000.00	2333.3%
<b>TOTAL, REVENUES</b>			(28,529.27)	7,500.00	152,855.40	182,500.00		

Description	Resource Codes	Object Codes	Original Budget (A)	Board Approved Operating Budget (B)	Actuals To Date (C)	Projected Year Totals (D)	Difference (Col B & D) (E)	% Diff Column B & D (F)
<b>CERTIFICATED SALARIES</b>								
Other Certificated Salaries		1900	0.00	0.00	0.00	0.00	0.00	0.0%
<b>TOTAL, CERTIFICATED SALARIES</b>			0.00	0.00	0.00	0.00	0.00	0.0%
<b>CLASSIFIED SALARIES</b>								
Classified Support Salaries		2200	0.00	0.00	0.00	0.00	0.00	0.0%
Classified Supervisors' and Administrators' Salaries		2300	0.00	0.00	0.00	0.00	0.00	0.0%
Clerical, Technical and Office Salaries		2400	0.00	0.00	0.00	0.00	0.00	0.0%
Other Classified Salaries		2900	0.00	0.00	0.00	0.00	0.00	0.0%
<b>TOTAL, CLASSIFIED SALARIES</b>			0.00	0.00	0.00	0.00	0.00	0.0%
<b>EMPLOYEE BENEFITS</b>								
STRS		3101-3102	0.00	0.00	0.00	0.00	0.00	0.0%
PERS		3201-3202	0.00	0.00	0.00	0.00	0.00	0.0%
QASDI/Medicare/Alternative		3301-3302	0.00	0.00	0.00	0.00	0.00	0.0%
Health and Welfare Benefits		3401-3402	0.00	0.00	0.00	0.00	0.00	0.0%
Unemployment Insurance		3501-3502	0.00	0.00	0.00	0.00	0.00	0.0%
Workers' Compensation		3601-3602	0.00	0.00	0.00	0.00	0.00	0.0%
OPEB, Allocated		3701-3702	0.00	0.00	0.00	0.00	0.00	0.0%
OPEB, Active Employees		3751-3752	0.00	0.00	0.00	0.00	0.00	0.0%
Other Employee Benefits		3901-3902	0.00	0.00	0.00	0.00	0.00	0.0%
<b>TOTAL, EMPLOYEE BENEFITS</b>			0.00	0.00	0.00	0.00	0.00	0.0%
<b>BOOKS AND SUPPLIES</b>								
Approved Textbooks and Core Curricula Materials		4100	0.00	0.00	0.00	0.00	0.00	0.0%
Books and Other Reference Materials		4200	0.00	0.00	0.00	0.00	0.00	0.0%
Materials and Supplies		4300	0.00	0.00	0.00	0.00	0.00	0.0%
Noncapitalized Equipment		4400	0.00	0.00	0.00	0.00	0.00	0.0%
<b>TOTAL, BOOKS AND SUPPLIES</b>			0.00	0.00	0.00	0.00	0.00	0.0%
<b>SERVICES AND OTHER OPERATING EXPENDITURES</b>								
Subagreements for Services		5100	0.00	0.00	0.00	0.00	0.00	0.0%
Travel and Conferences		5200	0.00	0.00	0.00	0.00	0.00	0.0%
Insurance		5400-5450	0.00	0.00	0.00	0.00	0.00	0.0%
Operations and Housekeeping Services		5500	0.00	0.00	0.00	0.00	0.00	0.0%
Rentals, Leases, Repairs, and Noncapitalized Improvements		5600	0.00	0.00	0.00	0.00	0.00	0.0%
Transfers of Direct Costs		5710	0.00	0.00	0.00	0.00	0.00	0.0%
Transfers of Direct Costs - Interfund		5750	0.00	0.00	0.00	0.00	0.00	0.0%
Professional/Consulting Services and Operating Expenditures		5800	0.00	0.00	0.00	0.00	0.00	0.0%
Communications		5900	0.00	0.00	0.00	0.00	0.00	0.0%
<b>TOTAL, SERVICES AND OTHER OPERATING EXPENDITURES</b>			0.00	0.00	0.00	0.00	0.00	0.0%

Description	Resource Codes	Object Codes	Original Budget (A)	Board Approved Operating Budget (B)	Actuals To Date (C)	Projected Year Totals (D)	Difference (Col B & D) (E)	% Diff Column B & D (F)
<b>CAPITAL OUTLAY</b>								
Land		6100	0.00	0.00	0.00	0.00	0.00	0.0%
Land Improvements		6170	0.00	0.00	0.00	0.00	0.00	0.0%
Buildings and Improvements of Buildings		6200	0.00	0.00	0.00	0.00	0.00	0.0%
Books and Media for New School Libraries or Major Expansion of School Libraries		6300	0.00	0.00	0.00	0.00	0.00	0.0%
Equipment		6400	0.00	0.00	0.00	0.00	0.00	0.0%
Equipment Replacement		6500	0.00	0.00	0.00	0.00	0.00	0.0%
<b>TOTAL, CAPITAL OUTLAY</b>			0.00	0.00	0.00	0.00	0.00	0.0%
<b>OTHER OUTGO (excluding Transfers of Indirect Costs)</b>								
Other Transfers Out								
All Other Transfers Out to All Others		7299	0.00	0.00	0.00	0.00	0.00	0.0%
Debt Service								
Debt Service - Interest		7438	0.00	0.00	0.00	0.00	0.00	0.0%
Other Debt Service - Principal		7439	0.00	0.00	0.00	0.00	0.00	0.0%
<b>TOTAL, OTHER OUTGO (excluding Transfers of Indirect Costs)</b>			0.00	0.00	0.00	0.00	0.00	0.0%
<b>TOTAL EXPENDITURES</b>			0.00	0.00	0.00	0.00		

Description	Resource Codes	Object Codes	Original Budget (A)	Board Approved Operating Budget (B)	Actuals To Date (C)	Projected Year Totals (D)	Difference (Col B & D) (E)	% Diff Column B & D (F)
<b>INTERFUND TRANSFERS</b>								
<b>INTERFUND TRANSFERS IN</b>								
Other Authorized Interfund Transfers In		8919	0.00	0.00	0.00	0.00	0.00	0.0%
<b>(a) TOTAL, INTERFUND TRANSFERS IN</b>			0.00	0.00	0.00	0.00	0.00	0.0%
<b>INTERFUND TRANSFERS OUT</b>								
To: State School Building Fund/ County School Facilities Fund		7613	0.00	0.00	0.00	0.00	0.00	0.0%
Other Authorized Interfund Transfers Out		7619	0.00	0.00	0.00	0.00	0.00	0.0%
<b>(b) TOTAL, INTERFUND TRANSFERS OUT</b>			0.00	0.00	0.00	0.00	0.00	0.0%
<b>OTHER SOURCES/USES</b>								
<b>SOURCES</b>								
Proceeds								
Proceeds from Sale/Lease- Purchase of Land/Buildings		8953	0.00	0.00	0.00	0.00	0.00	0.0%
Other Sources								
Transfers from Funds of Lapsed/Reorganized LEAs		8965	0.00	0.00	0.00	0.00	0.00	0.0%
Long-Term Debt Proceeds								
Proceeds from Certificates of Participation		8971	0.00	0.00	0.00	0.00	0.00	0.0%
Proceeds from Capital Leases		8972	0.00	0.00	0.00	0.00	0.00	0.0%
Proceeds from Lease Revenue Bonds		8973	0.00	0.00	0.00	0.00	0.00	0.0%
All Other Financing Sources		8979	0.00	0.00	0.00	0.00	0.00	0.0%
<b>(c) TOTAL, SOURCES</b>			0.00	0.00	0.00	0.00	0.00	0.0%
<b>USES</b>								
Transfers of Funds from Lapsed/Reorganized LEAs		7651	0.00	0.00	0.00	0.00	0.00	0.0%
All Other Financing Uses		7699	0.00	0.00	0.00	0.00	0.00	0.0%
<b>(d) TOTAL, USES</b>			0.00	0.00	0.00	0.00	0.00	0.0%
<b>CONTRIBUTIONS</b>								
Contributions from Unrestricted Revenues		8980	0.00	0.00	0.00	0.00	0.00	0.0%
Contributions from Restricted Revenues		8990	0.00	0.00	0.00	0.00	0.00	0.0%
<b>(e) TOTAL, CONTRIBUTIONS</b>			0.00	0.00	0.00	0.00	0.00	0.0%
<b>TOTAL, OTHER FINANCING SOURCES/USES</b> (a - b + c - d + e)			0.00	0.00	0.00	0.00		

Resource	Description	2016/17 Projected Year Totals
Total, Restricted Balance		0.00

Description	Resource Codes	Object Codes	Original Budget (A)	Board Approved Operating Budget (B)	Actuals To Date (C)	Projected Year Totals (D)	Difference (Col B & D) (E)	% Diff Column B & D (F)
<b>A. REVENUES</b>								
1) LCFF Sources		8010-8099	0.00	0.00	0.00	0.00	0.00	0.0%
2) Federal Revenue		8100-8299	0.00	0.00	0.00	0.00	0.00	0.0%
3) Other State Revenue		8300-8599	1,056,680.00	0.00	0.00	0.00	0.00	0.0%
4) Other Local Revenue		8600-8799	2.87	0.00	822.00	0.00	0.00	0.0%
5) TOTAL REVENUES			1,056,682.87	0.00	822.00	0.00		
<b>B. EXPENDITURES</b>								
1) Certificated Salaries		1000-1999	0.00	0.00	0.00	0.00	0.00	0.0%
2) Classified Salaries		2000-2999	0.00	0.00	0.00	0.00	0.00	0.0%
3) Employee Benefits		3000-3999	0.00	0.00	0.00	0.00	0.00	0.0%
4) Books and Supplies		4000-4999	0.00	0.00	0.00	0.00	0.00	0.0%
5) Services and Other Operating Expenditures		5000-5999	0.00	0.00	0.00	0.00	0.00	0.0%
6) Capital Outlay		6000-6999	0.00	0.00	0.00	0.00	0.00	0.0%
7) Other Outgo (excluding Transfers of Indirect Costs)		7100-7299, 7400-7499	0.00	0.00	0.00	0.00	0.00	0.0%
8) Other Outgo - Transfers of Indirect Costs		7300-7399	0.00	0.00	0.00	0.00	0.00	0.0%
9) TOTAL EXPENDITURES			0.00	0.00	0.00	0.00		
<b>C. EXCESS (DEFICIENCY) OF REVENUES OVER EXPENDITURES BEFORE OTHER FINANCING SOURCES AND USES (A5 - B9)</b>			1,056,682.87	0.00	822.00	0.00		
<b>D. OTHER FINANCING SOURCES/USES</b>								
1) Interfund Transfers								
a) Transfers In		8900-8929	0.00	0.00	0.00	0.00	0.00	0.0%
b) Transfers Out		7600-7629	0.00	0.00	0.00	0.00	0.00	0.0%
2) Other Sources/Uses								
a) Sources		8930-8979	0.00	0.00	0.00	0.00	0.00	0.0%
b) Uses		7630-7699	0.00	0.00	0.00	0.00	0.00	0.0%
3) Contributions		8980-8999	0.00	0.00	0.00	0.00	0.00	0.0%
4) TOTAL OTHER FINANCING SOURCES/USES			0.00	0.00	0.00	0.00		

Description	Resource Codes	Object Codes	Original Budget (A)	Board Approved Operating Budget (B)	Actuals To Date (C)	Projected Year Totals (D)	Difference (Col B & D) (E)	% Diff Column B & D (F)
<b>E. NET INCREASE (DECREASE) IN FUND BALANCE (C + D4)</b>			1,058,682.67	0.00	822.00	0.00		
<b>F. FUND BALANCE, RESERVES</b>								
1) Beginning Fund Balance								
a) As of July 1 - Unaudited		9791	0.00	0.00		0.00	0.00	0.0%
b) Audit Adjustments		9793	0.00	0.00		0.00	0.00	0.0%
c) As of July 1 - Audited (F1a + F1b)			0.00	0.00		0.00		
d) Other Restatements		9795	0.00	0.00		0.00	0.00	0.0%
e) Adjusted Beginning Balance (F1c + F1d)			0.00	0.00		0.00		
2) Ending Balance, June 30 (E + F1e)			1,058,682.67	0.00		0.00		
Components of Ending Fund Balance								
a) Nonspendable								
Revolving Cash		9711	0.00	0.00		0.00		
Stores		9712	0.00	0.00		0.00		
Prepaid Expenditures		9713	0.00	0.00		0.00		
All Others		9719	0.00	0.00		0.00		
b) Legally Restricted Balance		9740	0.00	0.00		0.00		
c) Committed								
Stabilization Arrangements		9750	0.00	0.00		0.00		
Other Commitments		9760	0.00	0.00		0.00		
d) Assigned								
Other Assignments		9780	1,058,682.67	0.00		0.00		
e) Unassigned/Unappropriated								
Reserve for Economic Uncertainties		9789	0.00	0.00		0.00		
Unassigned/Unappropriated Amount		9790	0.00	0.00		0.00		



Description	Resource Codes	Object Codes	Original Budget (A)	Board Approved Operating Budget (B)	Actuals To Date (C)	Projected Year Totals (D)	Difference (Col B & D) (E)	% Diff Column B & D (F)
<b>FEDERAL REVENUE</b>								
All Other Federal Revenue		8290	0.00	0.00	0.00	0.00	0.00	0.0%
<b>TOTAL, FEDERAL REVENUE</b>			0.00	0.00	0.00	0.00	0.00	0.0%
<b>OTHER STATE REVENUE</b>								
School Facilities Apportionments		8545	1,056,680.00	0.00	0.00	0.00	0.00	0.0%
Pass-Through Revenues from State Sources		8587	0.00	0.00	0.00	0.00	0.00	0.0%
All Other State Revenue		8590	0.00	0.00	0.00	0.00	0.00	0.0%
<b>TOTAL, OTHER STATE REVENUE</b>			1,056,680.00	0.00	0.00	0.00	0.00	0.0%
<b>OTHER LOCAL REVENUE</b>								
Sales								
Sale of Equipment/Supplies		8631	0.00	0.00	0.00	0.00	0.00	0.0%
Leases and Rentals		8650	0.00	0.00	0.00	0.00	0.00	0.0%
Interest		8660	2.67	0.00	822.00	0.00	0.00	0.0%
Net Increase (Decrease) in the Fair Value of Investments		8662	0.00	0.00	0.00	0.00	0.00	0.0%
Other Local Revenue								
All Other Local Revenue		8699	0.00	0.00	0.00	0.00	0.00	0.0%
All Other Transfers In from All Others		8789	0.00	0.00	0.00	0.00	0.00	0.0%
<b>TOTAL, OTHER LOCAL REVENUE</b>			2.67	0.00	822.00	0.00	0.00	0.0%
<b>TOTAL, REVENUES</b>			1,056,682.67	0.00	822.00	0.00		

Description	Resource Codes	Object Codes	Original Budget (A)	Board Approved Operating Budget (B)	Actuals To Date (C)	Projected Year Totals (D)	Difference (Col B & D) (E)	% Diff Column B & D (F)
<b>CLASSIFIED SALARIES</b>								
Classified Support Salaries		2200	0.00	0.00	0.00	0.00	0.00	0.0%
Classified Supervisors' and Administrators' Salaries		2300	0.00	0.00	0.00	0.00	0.00	0.0%
Clerical, Technical and Office Salaries		2400	0.00	0.00	0.00	0.00	0.00	0.0%
Other Classified Salaries		2900	0.00	0.00	0.00	0.00	0.00	0.0%
<b>TOTAL, CLASSIFIED SALARIES</b>			0.00	0.00	0.00	0.00	0.00	0.0%
<b>EMPLOYEE BENEFITS</b>								
STRS		3101-3102	0.00	0.00	0.00	0.00	0.00	0.0%
PERS		3201-3202	0.00	0.00	0.00	0.00	0.00	0.0%
OASDI/Medicare/Alternative		3301-3302	0.00	0.00	0.00	0.00	0.00	0.0%
Health and Welfare Benefits		3401-3402	0.00	0.00	0.00	0.00	0.00	0.0%
Unemployment Insurance		3501-3502	0.00	0.00	0.00	0.00	0.00	0.0%
Workers' Compensation		3601-3602	0.00	0.00	0.00	0.00	0.00	0.0%
OPEB, Allocated		3701-3702	0.00	0.00	0.00	0.00	0.00	0.0%
OPEB, Active Employees		3751-3752	0.00	0.00	0.00	0.00	0.00	0.0%
Other Employee Benefits		3901-3902	0.00	0.00	0.00	0.00	0.00	0.0%
<b>TOTAL, EMPLOYEE BENEFITS</b>			0.00	0.00	0.00	0.00	0.00	0.0%
<b>BOOKS AND SUPPLIES</b>								
Books and Other Reference Materials		4200	0.00	0.00	0.00	0.00	0.00	0.0%
Materials and Supplies		4300	0.00	0.00	0.00	0.00	0.00	0.0%
Noncapitalized Equipment		4400	0.00	0.00	0.00	0.00	0.00	0.0%
<b>TOTAL, BOOKS AND SUPPLIES</b>			0.00	0.00	0.00	0.00	0.00	0.0%
<b>SERVICES AND OTHER OPERATING EXPENDITURES</b>								
Subagreements for Services		5100	0.00	0.00	0.00	0.00	0.00	0.0%
Travel and Conferences		5200	0.00	0.00	0.00	0.00	0.00	0.0%
Insurance		5400-5450	0.00	0.00	0.00	0.00	0.00	0.0%
Operations and Housekeeping Services		5500	0.00	0.00	0.00	0.00	0.00	0.0%
Rentals, Leases, Repairs, and Noncapitalized Improvements		5600	0.00	0.00	0.00	0.00	0.00	0.0%
Transfers of Direct Costs		5710	0.00	0.00	0.00	0.00	0.00	0.0%
Transfers of Direct Costs - Interfund		5750	0.00	0.00	0.00	0.00	0.00	0.0%
Professional/Consulting Services and Operating Expenditures		5800	0.00	0.00	0.00	0.00	0.00	0.0%
Communications		5900	0.00	0.00	0.00	0.00	0.00	0.0%
<b>TOTAL, SERVICES AND OTHER OPERATING EXPENDITURES</b>			0.00	0.00	0.00	0.00	0.00	0.0%

Description	Resource Codes	Object Codes	Original Budget (A)	Board Approved Operating Budget (B)	Actuals To Date (C)	Projected Year Totals (D)	Difference (Col B & D) (E)	% Diff Column B & D (F)
<b>CAPITAL OUTLAY</b>								
Land		6100	0.00	0.00	0.00	0.00	0.00	0.0%
Land Improvements		6170	0.00	0.00	0.00	0.00	0.00	0.0%
Buildings and Improvements of Buildings		6200	0.00	0.00	0.00	0.00	0.00	0.0%
Books and Media for New School Libraries or Major Expansion of School Libraries		6300	0.00	0.00	0.00	0.00	0.00	0.0%
Equipment		6400	0.00	0.00	0.00	0.00	0.00	0.0%
Equipment Replacement		6500	0.00	0.00	0.00	0.00	0.00	0.0%
<b>TOTAL, CAPITAL OUTLAY</b>			0.00	0.00	0.00	0.00	0.00	0.0%
<b>OTHER OUTGO (excluding Transfers of Indirect Costs)</b>								
Other Transfers Out								
Transfers of Pass-Through Revenues To Districts or Charter Schools		7211	0.00	0.00	0.00	0.00	0.00	0.0%
To County Offices		7212	0.00	0.00	0.00	0.00	0.00	0.0%
To JPAs		7213	0.00	0.00	0.00	0.00	0.00	0.0%
All Other Transfers Out to All Others		7299	0.00	0.00	0.00	0.00	0.00	0.0%
Debt Service								
Debt Service - Interest		7438	0.00	0.00	0.00	0.00	0.00	0.0%
Other Debt Service - Principal		7439	0.00	0.00	0.00	0.00	0.00	0.0%
<b>TOTAL, OTHER OUTGO (excluding Transfers of Indirect Costs)</b>			0.00	0.00	0.00	0.00	0.00	0.0%
<b>TOTAL, EXPENDITURES</b>			0.00	0.00	0.00	0.00		

Description	Resource Codes	Object Codes	Original Budget (A)	Board Approved Operating Budget (B)	Actuals To Date (C)	Projected Year Totals (D)	Difference (Col B & D) (E)	% Diff Column B & D (F)
<b>INTERFUND TRANSFERS</b>								
<b>INTERFUND TRANSFERS IN</b>								
To: State School Building Fund/ County School Facilities Fund From: All Other Funds		8913	0.00	0.00	0.00	0.00	0.00	0.0%
Other Authorized Interfund Transfers In		8919	0.00	0.00	0.00	0.00	0.00	0.0%
<b>(a) TOTAL, INTERFUND TRANSFERS IN</b>			0.00	0.00	0.00	0.00	0.00	0.0%
<b>INTERFUND TRANSFERS OUT</b>								
To: State School Building Fund/ County School Facilities Fund		7613	0.00	0.00	0.00	0.00	0.00	0.0%
Other Authorized Interfund Transfers Out		7619	0.00	0.00	0.00	0.00	0.00	0.0%
<b>(b) TOTAL, INTERFUND TRANSFERS OUT</b>			0.00	0.00	0.00	0.00	0.00	0.0%
<b>OTHER SOURCES/USES</b>								
<b>SOURCES</b>								
Proceeds								
Proceeds from Sale/Lease- Purchase of Land/Buildings		8953	0.00	0.00	0.00	0.00	0.00	0.0%
Other Sources								
Transfers from Funds of Lapsed/Reorganized LEAs		8965	0.00	0.00	0.00	0.00	0.00	0.0%
Long-Term Debt Proceeds								
Proceeds from Certificates of Participation		8971	0.00	0.00	0.00	0.00	0.00	0.0%
Proceeds from Capital Leases		8972	0.00	0.00	0.00	0.00	0.00	0.0%
Proceeds from Lease Revenue Bonds		8973	0.00	0.00	0.00	0.00	0.00	0.0%
All Other Financing Sources		8979	0.00	0.00	0.00	0.00	0.00	0.0%
<b>(c) TOTAL, SOURCES</b>			0.00	0.00	0.00	0.00	0.00	0.0%
<b>USES</b>								
Transfers of Funds from Lapsed/Reorganized LEAs		7651	0.00	0.00	0.00	0.00	0.00	0.0%
<b>(d) TOTAL, USES</b>			0.00	0.00	0.00	0.00	0.00	0.0%
<b>CONTRIBUTIONS</b>								
Contributions from Unrestricted Revenues		8980	0.00	0.00	0.00	0.00	0.00	0.0%
Contributions from Restricted Revenues		8990	0.00	0.00	0.00	0.00	0.00	0.0%
<b>(e) TOTAL, CONTRIBUTIONS</b>			0.00	0.00	0.00	0.00	0.00	0.0%
<b>TOTAL, OTHER FINANCING SOURCES/USES</b> (a - b + c - d + e)			0.00	0.00	0.00	0.00		

<u>Resource</u>	<u>Description</u>	<u>2016/17 Projected Year Totals</u>
Total, Restricted Balance		<u>0.00</u>

Description	ESTIMATED FUNDED ADA Original Budget (A)	ESTIMATED FUNDED ADA Board Approved Operating Budget (B)	ESTIMATED P-2 REPORT ADA Projected Year Totals (C)	ESTIMATED FUNDED ADA Projected Year Totals (D)	DIFFERENCE (Col. D - B) (E)	PERCENTAGE DIFFERENCE (Col. E / B) (F)
<b>A. DISTRICT</b>						
<b>1. Total District Regular ADA</b> Includes Opportunity Classes, Home & Hospital, Special Day Class, Continuation Education, Special Education NPS/LCI and Extended Year, and Community Day School (includes Necessary Small School ADA)	4,268.60	4,268.60	4,210.06	4,246.92	(21.68)	-1%
<b>2. Total Basic Aid Choice/Court Ordered Voluntary Pupil Transfer Regular ADA</b> Includes Opportunity Classes, Home & Hospital, Special Day Class, Continuation Education, Special Education NPS/LCI and Extended Year, and Community Day School (ADA not included in Line A1 above)	0.00	0.00	0.00	0.00	0.00	0%
<b>3. Total Basic Aid Open Enrollment Regular ADA</b> Includes Opportunity Classes, Home & Hospital, Special Day Class, Continuation Education, Special Education NPS/LCI and Extended Year, and Community Day School (ADA not included in Line A1 above)	0.00	0.00	0.00	0.00	0.00	0%
<b>4. Total, District Regular ADA (Sum of Lines A1 through A3)</b>	4,268.60	4,268.60	4,210.06	4,246.92	(21.68)	-1%
<b>5. District Funded County Program ADA</b>						
a. County Community Schools	0.00	0.00	0.00	0.00	0.00	0%
b. Special Education-Special Day Class	45.52	45.52	41.16	34.77	(10.75)	-24%
c. Special Education-NPS/LCI	0.00	0.00	0.00	0.00	0.00	0%
d. Special Education Extended Year	4.32	4.32	4.32	2.37	(1.95)	-45%
e. Other County Operated Programs: Opportunity Schools and Full Day Opportunity Classes, Specialized Secondary Schools, Technical, Agricultural, and Natural Resource Conservation Schools	0.00	0.00	0.00	0.00	0.00	0%
f. County School Tuition Fund (Out of State Tuition) [EC 2000 and 46380]	0.00	0.00	0.00	0.00	0.00	0%
<b>g. Total, District Funded County Program ADA (Sum of Lines A5a through A5f)</b>	49.84	49.84	45.48	37.14	(12.70)	-25%
<b>6. TOTAL DISTRICT ADA (Sum of Line A4 and Line A5g)</b>	4,318.44	4,318.44	4,255.54	4,284.06	(34.38)	-1%
<b>7. Adults in Correctional Facilities</b>	0.00	0.00	0.00	0.00	0.00	0%
<b>8. Charter School ADA (Enter Charter School ADA using Tab C. Charter School ADA)</b>						

Description	ESTIMATED FUNDED ADA Original Budget (A)	ESTIMATED FUNDED ADA Board Approved Operating Budget (B)	ESTIMATED P-2 REPORT ADA Projected Year Totals (C)	ESTIMATED FUNDED ADA Projected Year Totals (D)	DIFFERENCE (Col. D - B) (E)	PERCENTAGE DIFFERENCE (Col. E / B) (F)
<b>B. COUNTY OFFICE OF EDUCATION</b>						
<b>1. County Program Alternative Education ADA</b>						
a. County Group Home and Institution Pupils	0.00	0.00	0.00	0.00	0.00	0%
b. Juvenile Halls, Homes, and Camps	0.00	0.00	0.00	0.00	0.00	0%
c. Probation Referred, On Probation or Parole, Expelled per EC 48915(a) or (c) [EC 2574(c)(4)(A)]	0.00	0.00	0.00	0.00	0.00	0%
<b>d. Total, County Program Alternative Education ADA (Sum of Lines B1a through B1c)</b>	0.00	0.00	0.00	0.00	0.00	0%
<b>2. District Funded County Program ADA</b>						
a. County Community Schools	0.00	0.00	0.00	0.00	0.00	0%
b. Special Education-Special Day Class	0.00	0.00	0.00	0.00	0.00	0%
c. Special Education-NPS/LCI	0.00	0.00	0.00	0.00	0.00	0%
d. Special Education Extended Year	0.00	0.00	0.00	0.00	0.00	0%
e. Other County Operated Programs: Opportunity Schools and Full Day Opportunity Classes, Specialized Secondary Schools, Technical, Agricultural, and Natural Resource Conservation Schools	0.00	0.00	0.00	0.00	0.00	0%
f. County School Tuition Fund (Out of State Tuition) [EC 2000 and 46380]	0.00	0.00	0.00	0.00	0.00	0%
<b>g. Total, District Funded County Program ADA (Sum of Lines B2a through B2f)</b>	0.00	0.00	0.00	0.00	0.00	0%
<b>3. TOTAL COUNTY OFFICE ADA (Sum of Lines B1d and B2g)</b>	0.00	0.00	0.00	0.00	0.00	0%
<b>4. Adults in Correctional Facilities</b>	0.00	0.00	0.00	0.00	0.00	0%
<b>5. County Operations Grant ADA</b>	0.00	0.00	0.00	0.00	0.00	0%
<b>6. Charter School ADA</b> (Enter Charter School ADA using Tab C. Charter School ADA)						

Description	ESTIMATED FUNDED ADA Original Budget (A)	ESTIMATED FUNDED ADA Board Approved Operating Budget (B)	ESTIMATED P-2 REPORT ADA Projected Year Totals (C)	ESTIMATED FUNDED ADA Projected Year Totals (D)	DIFFERENCE (Col. D - B) (E)	PERCENTAGE DIFFERENCE (Col. E / B) (F)
<b>C. CHARTER SCHOOL ADA</b>						
Authorizing LEAs reporting charter school SACS financial data in their Fund 01, 09, or 62 use this worksheet to report ADA for those charter schools. Charter schools reporting SACS financial data separately from their authorizing LEAs in Fund 01 or Fund 62 use this worksheet to report their ADA.						
<b>FUND 01: Charter School ADA corresponding to SACS financial data reported in Fund 01.</b>						
1. Total Charter School Regular ADA	0.00	0.00	0.00	0.00	0.00	0%
2. Charter School County Program Alternative Education ADA						
a. County Group Home and Institution Pupils	0.00	0.00	0.00	0.00	0.00	0%
b. Juvenile Halls, Homes, and Camps	0.00	0.00	0.00	0.00	0.00	0%
c. Probation Referred, On Probation or Parole, Expelled per EC 48915(a) or (c) [EC 2574(c)(4)(A)]	0.00	0.00	0.00	0.00	0.00	0%
d. Total, Charter School County Program Alternative Education ADA (Sum of Lines C2a through C2c)	0.00	0.00	0.00	0.00	0.00	0%
3. Charter School Funded County Program ADA						
a. County Community Schools	0.00	0.00	0.00	0.00	0.00	0%
b. Special Education-Special Day Class	0.00	0.00	0.00	0.00	0.00	0%
c. Special Education-NPS/LCI	0.00	0.00	0.00	0.00	0.00	0%
d. Special Education Extended Year	0.00	0.00	0.00	0.00	0.00	0%
e. Other County Operated Programs: Opportunity Schools and Full Day Opportunity Classes, Specialized Secondary Schools, Technical, Agricultural, and Natural Resource Conservation Schools	0.00	0.00	0.00	0.00	0.00	0%
f. Total, Charter School Funded County Program ADA (Sum of Lines C3a through C3e)	0.00	0.00	0.00	0.00	0.00	0%
4. TOTAL CHARTER SCHOOL ADA (Sum of Lines C1, C2d, and C3f)	0.00	0.00	0.00	0.00	0.00	0%
<b>FUND 09 or 62: Charter School ADA corresponding to SACS financial data reported in Fund 01 or Fund 62.</b>						
5. Total Charter School Regular ADA	57.70	57.70	41.44	41.44	(16.26)	-28%
6. Charter School County Program Alternative Education ADA						
a. County Group Home and Institution Pupils	0.00	0.00	0.00	0.00	0.00	0%
b. Juvenile Halls, Homes, and Camps	0.00	0.00	0.00	0.00	0.00	0%
c. Probation Referred, On Probation or Parole, Expelled per EC 48915(a) or (c) [EC 2574(c)(4)(A)]	0.00	0.00	0.00	0.00	0.00	0%
d. Total, Charter School County Program Alternative Education ADA (Sum of Lines C6a through C6c)	0.00	0.00	0.00	0.00	0.00	0%
7. Charter School Funded County Program ADA						
a. County Community Schools	0.00	0.00	0.00	0.00	0.00	0%
b. Special Education-Special Day Class	0.00	0.00	0.00	0.00	0.00	0%
c. Special Education-NPS/LCI	0.00	0.00	0.00	0.00	0.00	0%
d. Special Education Extended Year	0.00	0.00	0.00	0.00	0.00	0%
e. Other County Operated Programs: Opportunity Schools and Full Day Opportunity Classes, Specialized Secondary Schools, Technical, Agricultural, and Natural Resource Conservation Schools	0.00	0.00	0.00	0.00	0.00	0%
f. Total, Charter School Funded County Program ADA (Sum of Lines C7a through C7e)	0.00	0.00	0.00	0.00	0.00	0%
8. TOTAL CHARTER SCHOOL ADA (Sum of Lines C5, C6d, and C7f)	57.70	57.70	41.44	41.44	(16.26)	-28%
9. TOTAL CHARTER SCHOOL ADA Reported in Fund 01, 09, or 62 (Sum of Lines C4 and C8)	57.70	57.70	41.44	41.44	(16.26)	-28%



Second Interim  
2016-17 INTERIM REPORT  
Cashflow Worksheet - Budget Year (1)34 73973 0000000  
Form CASH

		Object	July	August	September	October	November	December	January	February
ACTUALS THROUGH THE MONTH OF (Enter Month Name):										
A. BEGINNING CASH			8,809,237.00	7,208,757.00	5,317,137.00	5,783,609.00	5,058,972.00	4,317,697.00	7,213,932.00	9,469,652.00
B. RECEIPTS										
LCFF/Revenue Limit Sources										
Principal Apportionment	8010-8019		1,324,882.00	1,324,882.00	3,775,139.00	2,384,787.00	2,384,787.00	3,775,139.00	2,384,787.00	2,208,297.00
Property Taxes	8020-8079		0.00	57,943.00	3,153.00	36,344.00	81,331.00	0.00	4,246,679.00	0.00
Miscellaneous Funds	8080-8099		0.00	4.00	0.00	0.00	0.00	0.00	30.00	0.00
Federal Revenue	8100-8299		120,493.00	180,830.00	299,962.00	4,165.00	23,194.00	370,876.00	48,767.00	309,322.00
Other State Revenue	8300-8599		455,980.00	56,675.00	123,668.00	309,118.00	256,884.00	636,939.00	535,204.00	119,179.00
Other Local Revenue	8600-8799		133,402.00	168,722.00	179,201.00	186,793.00	177,180.00	186,697.00	197,519.00	158,169.00
Interfund Transfers In	8910-8929		0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
All Other Financing Sources	8930-8979		0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
TOTAL RECEIPTS			2,034,757.00	1,789,056.00	4,381,123.00	2,921,207.00	2,923,376.00	4,969,651.00	7,412,986.00	2,794,967.00
C. DISBURSEMENTS										
Certificated Salaries	1000-1999		633,960.00	1,812,333.00	1,845,244.00	1,916,305.00	1,844,266.00	83,732.00	3,605,175.00	1,844,454.00
Classified Salaries	2000-2999		302,255.00	632,008.00	640,886.00	637,983.00	629,675.00	609,640.00	695,822.00	695,822.00
Employee Benefits	3000-3999		305,717.00	781,929.00	790,640.00	793,842.00	780,555.00	263,795.00	1,300,966.00	781,399.00
Books and Supplies	4000-4999		54,880.00	291,142.00	372,360.00	187,286.00	83,248.00	41,906.00	172,480.00	471,796.00
Services	5000-5999		30,640.00	150,235.00	488,092.00	324,832.00	396,929.00	272,764.00	330,441.00	604,676.00
Capital Outlay	6000-6599		0.00	17,563.00	26,173.00	(10,260.00)	58,787.00	51,612.00	44,500.00	69,827.00
Other Outgo	7000-7499		0.00	15,732.00	0.00	0.00	0.00	0.00	0.00	0.00
Interfund Transfers Out	7600-7629		0.00	0.00	0.00	0.00	0.00	0.00	1,313.00	0.00
All Other Financing Uses	7630-7699		0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
TOTAL DISBURSEMENTS			1,327,452.00	3,700,942.00	4,163,395.00	3,849,988.00	3,793,460.00	1,323,449.00	6,150,697.00	4,467,974.00
D. BALANCE SHEET ITEMS										
Assets and Deferred Outflows										
Cash Not In Treasury	9111-9199	0.00								
Accounts Receivable	9200-9299	299,861.98	7,955.00	(18,417.00)	(7,612.00)	(14,167.00)	(18,897.00)	(10,224.00)	57,462.00	247,383.00
Due From Other Funds	9310	110,361.48								
Stores	9320	31,027.67								
Prepaid Expenditures	9330	0.00								
Other Current Assets	9340	0.00								
Deferred Outflows of Resources	9490	0.00								
SUBTOTAL		441,251.13	7,955.00	(18,417.00)	(7,612.00)	(14,167.00)	(18,897.00)	(10,224.00)	57,462.00	247,383.00
Liabilities and Deferred Inflows										
Accounts Payable	9500-9599	2,265,833.60	2,315,740.00	(38,683.00)	(256,356.00)	(218,311.00)	(147,706.00)	587,507.00	(935,969.00)	(282,260.00)
Due To Other Funds	9610	138,108.71								
Current Loans	9640	0.00								
Unearned Revenues	9650	0.00						152,236.00		
Deferred Inflows of Resources	9690	0.00								
SUBTOTAL		2,403,942.31	2,315,740.00	(38,683.00)	(256,356.00)	(218,311.00)	(147,706.00)	739,743.00	(935,969.00)	(282,260.00)
Nonoperating										
Suspense Clearing	9910	0.00								
TOTAL BALANCE SHEET ITEMS		(1,962,691.18)	(2,307,785.00)	20,266.00	248,744.00	204,144.00	128,809.00	(749,967.00)	993,431.00	529,643.00
E. NET INCREASE/DECREASE (B - C + D)			(1,600,480.00)	(1,891,620.00)	466,472.00	(724,637.00)	(741,275.00)	2,896,235.00	2,255,720.00	(1,143,364.00)
F. ENDING CASH (A + E)			7,208,757.00	5,317,137.00	5,783,609.00	5,058,972.00	4,317,697.00	7,213,932.00	9,469,652.00	8,326,288.00
G. ENDING CASH, PLUS CASH ACCRUALS AND ADJUSTMENTS										

Second Interim  
2016-17 INTERIM REPORT  
Cashflow Worksheet - Budget Year (1)34 73973 0000000  
Form CASH

	Object	March	April	May	June	Accruals	Adjustments	TOTAL	BUDGET
ACTUALS THROUGH THE MONTH OF (Enter Month Name):									
A. BEGINNING CASH		8,326,288.00	8,546,460.00	7,412,882.00	7,535,855.00				
B. RECEIPTS									
LCFF/Revenue Limit Sources									
Principal Apportionment	8010-8019	3,598,649.00	2,208,297.00	2,208,297.00	2,650,879.00	1,030,898.00	0.00	31,259,720.00	31,259,720.00
Property Taxes	8020-8079	0.00	0.00	1,515,213.00	1,332,943.00	0.00	0.00	7,273,606.00	7,273,606.00
Miscellaneous Funds	8080-8099	0.00	0.00	(38,662.00)	(38,662.00)	0.00	0.00	(77,290.00)	(77,290.00)
Federal Revenue	8100-8299	309,322.00	309,322.00	309,322.00	309,856.00	238,727.00	0.00	2,834,158.00	2,834,158.00
Other State Revenue	8300-8599	119,179.00	119,179.00	119,179.00	155,779.00	187,235.00	0.00	3,194,198.00	3,194,198.00
Other Local Revenue	8600-8799	158,169.00	158,169.00	158,169.00	158,167.00	146,218.00	0.00	2,166,575.00	2,166,575.00
Interfund Transfers In	8910-8929	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
All Other Financing Sources	8930-8979	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
TOTAL RECEIPTS		4,185,319.00	2,794,967.00	4,271,518.00	4,568,962.00	1,603,078.00	0.00	46,650,967.00	46,650,967.00
C. DISBURSEMENTS									
Certificated Salaries	1000-1999	1,844,454.00	1,844,454.00	2,064,454.00	1,512,341.40	0.00	0.00	20,851,172.40	20,851,172.40
Classified Salaries	2000-2999	695,822.00	695,822.00	695,822.00	491,836.05	0.00	0.00	7,423,393.05	7,423,393.05
Employee Benefits	3000-3999	779,930.00	779,930.00	779,930.00	779,214.29	0.00	0.00	8,917,847.29	8,917,847.29
Books and Supplies	4000-4999	508,398.00	471,796.00	471,796.00	455,182.73	0.00	0.00	3,582,270.73	3,582,270.73
Services	5000-5999	596,359.00	596,359.00	596,359.00	605,698.97	0.00	0.00	4,993,384.97	4,993,384.97
Capital Outlay	6000-6599	69,827.00	69,827.00	69,827.00	69,824.00	0.00	0.00	537,507.00	537,507.00
Other Outgo	7000-7499	0.00	0.00	0.00	181,368.00	0.00	0.00	197,100.00	197,100.00
Interfund Transfers Out	7600-7629	0.00	0.00	0.00	277,408.00	0.00	0.00	278,721.00	278,721.00
All Other Financing Uses	7630-7699	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
TOTAL DISBURSEMENTS		4,494,790.00	4,458,188.00	4,678,189.00	4,372,873.44	0.00	0.00	46,781,396.44	46,781,396.44
D. BALANCE SHEET ITEMS									
Assets and Deferred Outflows									
Cash Not In Treasury	9111-9199							0.00	
Accounts Receivable	9200-9299	247,383.00	247,383.00	247,383.00	247,380.48	0.00	0.00	1,233,012.48	
Due From Other Funds	9310							0.00	
Stores	9320							0.00	
Prepaid Expenditures	9330							0.00	
Other Current Assets	9340							0.00	
Deferred Outflows of Resources	9490							0.00	
SUBTOTAL		247,383.00	247,383.00	247,383.00	247,380.48	0.00	0.00	1,233,012.48	
Liabilities and Deferred Inflows									
Accounts Payable	9500-9599	(282,260.00)	(282,260.00)	(282,260.00)	(282,258.35)	0.00	0.00	(105,076.35)	
Due To Other Funds	9610							0.00	
Current Loans	9640							0.00	
Unearned Revenues	9650							152,236.00	
Deferred Inflows of Resources	9690							0.00	
SUBTOTAL		(282,260.00)	(282,260.00)	(282,260.00)	(282,258.35)	0.00	0.00	47,159.65	
Nonoperating									
Suspense Clearing	9910							0.00	
TOTAL BALANCE SHEET ITEMS		529,643.00	529,643.00	529,643.00	529,638.83	0.00	0.00	1,185,852.83	
E. NET INCREASE/DECREASE (B - C + D)		220,172.00	(1,133,578.00)	122,973.00	725,727.39	1,603,078.00	0.00	1,055,423.39	(130,429.44)
F. ENDING CASH (A + E)		8,546,460.00	7,412,882.00	7,535,855.00	8,261,582.39				
G. ENDING CASH, PLUS CASH ACCRUALS AND ADJUSTMENTS								9,864,660.39	

		Object	July	August	September	October	November	December	January	February
ACTUALS THROUGH THE MONTH OF (Enter Month Name):										
A. BEGINNING CASH			8,261,582.39	9,122,138.39	7,565,098.39	7,297,659.39	5,766,578.39	4,439,458.39	6,697,432.39	7,372,664.39
B. RECEIPTS										
LCFF/Revenue Limit Sources										
Principal Apportionment	8010-8019		2,209,697.00	2,209,697.00	3,499,298.00	2,209,697.00	2,209,697.00	3,499,298.00	2,209,697.00	2,209,697.00
Property Taxes	8020-8079		0.00	0.00	0.00	30,941.00	0.00	89,409.00	4,735,230.00	0.00
Miscellaneous Funds	8080-8099		0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
Federal Revenue	8100-8299		205,002.00	205,002.00	205,002.00	205,002.00	205,002.00	205,002.00	205,002.00	205,002.00
Other State Revenue	8300-8599		172,516.00	172,516.00	172,516.00	172,516.00	172,516.00	172,516.00	172,517.00	172,517.00
Other Local Revenue	8600-8799		180,688.00	163,460.00	163,460.00	158,478.00	158,478.00	158,478.00	158,478.00	158,478.00
Interfund Transfers In	8910-8929		0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
All Other Financing Sources	8930-8979		0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
TOTAL RECEIPTS			2,767,903.00	2,750,675.00	4,040,276.00	2,776,634.00	2,745,693.00	4,124,703.00	7,480,924.00	2,745,694.00
C. DISBURSEMENTS										
Certificated Salaries	1000-1999		583,692.00	2,024,000.00	2,024,000.00	2,024,000.00	2,024,000.00	85,000.00	3,963,000.00	2,024,000.00
Classified Salaries	2000-2999		314,930.00	710,109.00	710,109.00	710,109.00	710,109.00	710,109.00	710,109.00	710,109.00
Employee Benefits	3000-3999		377,399.00	942,280.00	942,280.00	942,280.00	707,378.00	440,294.00	1,376,257.00	942,280.00
Books and Supplies	4000-4999		248,736.00	248,736.00	248,736.00	248,736.00	248,736.00	248,736.00	248,736.00	248,736.00
Services	5000-5999		368,840.00	368,840.00	368,840.00	368,840.00	368,840.00	368,840.00	368,840.00	368,840.00
Capital Outlay	6000-6599		13,750.00	13,750.00	13,750.00	13,750.00	13,750.00	13,750.00	13,750.00	13,750.00
Other Outgo	7000-7499		0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
Interfund Transfers Out	7600-7629		0.00	0.00	0.00	0.00	0.00	0.00	125,000.00	0.00
All Other Financing Uses	7630-7699		0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
TOTAL DISBURSEMENTS			1,907,347.00	4,307,715.00	4,307,715.00	4,307,715.00	4,072,813.00	1,866,729.00	6,805,692.00	4,307,715.00
D. BALANCE SHEET ITEMS										
Assets and Deferred Outflows										
Cash Not In Treasury	9111-9199									
Accounts Receivable	9200-9299		0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
Due From Other Funds	9310									
Stores	9320									
Prepaid Expenditures	9330									
Other Current Assets	9340									
Deferred Outflows of Resources	9490									
SUBTOTAL			0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
Liabilities and Deferred Inflows										
Accounts Payable	9500-9599									
Due To Other Funds	9610									
Current Loans	9640									
Unearned Revenues	9650									
Deferred Inflows of Resources	9690									
SUBTOTAL			0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
Nonoperating										
Suspense Clearing	9910									
TOTAL BALANCE SHEET ITEMS			0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
E. NET INCREASE/DECREASE (B - C + D)			860,556.00	(1,557,040.00)	(267,439.00)	(1,531,081.00)	(1,327,120.00)	2,257,974.00	675,232.00	(1,562,021.00)
F. ENDING CASH (A + E)			9,122,138.39	7,565,098.39	7,297,659.39	5,766,578.39	4,439,458.39	6,697,432.39	7,372,664.39	5,810,643.39
G. ENDING CASH, PLUS CASH ACCRUALS AND ADJUSTMENTS										

	Object	March	April	May	June	Accruals	Adjustments	TOTAL	BUDGET
ACTUALS THROUGH THE MONTH OF (Enter Month Name):									
A. BEGINNING CASH		5,810,643.39	5,581,341.39	5,603,526.39	5,112,207.39				
B. RECEIPTS									
LCFF/Revenue Limit Sources									
Principal Apportionment	8010-8019	3,499,298.00	2,209,697.00	2,209,697.00	3,499,295.00	0.00	0.00	31,674,765.00	31,674,765.00
Property Taxes	8020-8079	43,117.00	1,584,205.00	781,403.00	0.00	0.00	0.00	7,274,305.00	7,274,305.00
Miscellaneous Funds	8080-8099	0.00	0.00	0.00	(78,506.00)	0.00	0.00	(78,506.00)	(78,506.00)
Federal Revenue	8100-8299	205,002.00	205,002.00	205,002.00	204,990.00	232,003.00	0.00	2,692,015.00	2,692,015.00
Other State Revenue	8300-8599	172,517.00	172,517.00	172,517.00	172,517.00	70,438.00	0.00	2,140,636.00	2,140,636.00
Other Local Revenue	8600-8799	158,478.00	158,478.00	158,478.00	158,478.00	146,218.00	0.00	2,080,128.00	2,080,128.00
Interfund Transfers In	8910-8929	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
All Other Financing Sources	8930-8979	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
TOTAL RECEIPTS		4,078,412.00	4,329,899.00	3,537,097.00	3,956,774.00	448,659.00	0.00	45,783,343.00	45,783,343.00
C. DISBURSEMENTS									
Certificated Salaries	1000-1999	2,024,000.00	2,024,000.00	2,024,000.00	583,692.00	0.00	0.00	21,407,384.00	21,407,384.00
Classified Salaries	2000-2999	710,109.00	710,109.00	710,109.00	312,280.05	0.00	0.00	7,728,300.05	7,728,300.05
Employee Benefits	3000-3999	942,280.00	942,280.00	662,982.00	475,351.00	0.00	0.00	9,693,341.00	9,693,341.00
Books and Supplies	4000-4999	248,735.00	248,735.00	248,735.00	248,735.00	0.00	0.00	2,984,828.00	2,984,828.00
Services	5000-5999	368,840.00	368,840.00	368,840.00	365,585.00	0.00	0.00	4,422,825.00	4,422,825.00
Capital Outlay	6000-6599	13,750.00	13,750.00	13,750.00	13,750.00	0.00	0.00	165,000.00	165,000.00
Other Outgo	7000-7499	0.00	0.00	0.00	250,000.00	0.00	0.00	250,000.00	250,000.00
Interfund Transfers Out	7600-7629	0.00	0.00	0.00	125,000.00	0.00	0.00	250,000.00	250,000.00
All Other Financing Uses	7630-7699	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
TOTAL DISBURSEMENTS		4,307,714.00	4,307,714.00	4,028,416.00	2,374,393.05	0.00	0.00	46,901,678.05	46,901,678.05
D. BALANCE SHEET ITEMS									
Assets and Deferred Outflows									
Cash Not In Treasury	9111-9199							0.00	
Accounts Receivable	9200-9299	0.00	0.00	0.00	0.00	0.00	0.00	0.00	
Due From Other Funds	9310							0.00	
Stores	9320							0.00	
Prepaid Expenditures	9330							0.00	
Other Current Assets	9340							0.00	
Deferred Outflows of Resources	9490							0.00	
SUBTOTAL		0.00	0.00	0.00	0.00	0.00	0.00	0.00	
Liabilities and Deferred Inflows									
Accounts Payable	9500-9599							0.00	
Due To Other Funds	9610							0.00	
Current Loans	9640							0.00	
Unearned Revenues	9650							0.00	
Deferred Inflows of Resources	9690							0.00	
SUBTOTAL		0.00	0.00	0.00	0.00	0.00	0.00	0.00	
Nonoperating									
Suspense Clearing	9910							0.00	
TOTAL BALANCE SHEET ITEMS		0.00	0.00	0.00	0.00	0.00	0.00	0.00	
E. NET INCREASE/DECREASE (B - C + D)		(229,302.00)	22,185.00	(491,319.00)	1,582,380.95	448,659.00	0.00	(1,118,335.05)	(1,118,335.05)
F. ENDING CASH (A + E)		5,581,341.39	5,603,526.39	5,112,207.39	6,694,588.34				
G. ENDING CASH, PLUS CASH ACCRUALS AND ADJUSTMENTS								7,143,247.34	

**Part I - General Administrative Share of Plant Services Costs**

California's indirect cost plan allows that the general administrative costs in the indirect cost pool may include that portion of plant services costs (maintenance and operations costs and facilities rents and leases costs) attributable to the general administrative offices. The calculation of the plant services costs attributed to general administration and included in the pool is standardized and automated using the percentage of salaries and benefits relating to general administration as proxy for the percentage of square footage occupied by general administration.

**A. Salaries and Benefits - Other General Administration and Centralized Data Processing**

1. Salaries and benefits paid through payroll (Funds 01, 09, and 62, objects 1000-3999 except 3701-3702)  
(Functions 7200-7700, goals 0000 and 9000) 1,427,714.92
2. Contracted general administrative positions not paid through payroll
- a. Enter the costs, if any, of general administrative positions performing services ON SITE but paid through a contract, rather than through payroll, in functions 7200-7700, goals 0000 and 9000, Object 5800. \_\_\_\_\_
- b. If an amount is entered on Line A2a, provide the title, duties, and approximate FTE of each general administrative position paid through a contract. Retain supporting documentation in case of audit.

**B. Salaries and Benefits - All Other Activities**

1. Salaries and benefits paid through payroll (Funds 01, 09, and 62, objects 1000-3999 except 3701-3702)  
(Functions 1000-6999, 7100-7180, & 8100-8400; Functions 7200-7700, all goals except 0000 & 9000) 36,273,608.82

**C. Percentage of Plant Services Costs Attributable to General Administration**

(Line A1 plus Line A2a, divided by Line B1; zero if negative) (See Part III, Lines A5 and A6) 3.94%

**Part II - Adjustments for Employment Separation Costs**

When an employee separates from service, the local educational agency (LEA) may incur costs associated with the separation in addition to the employee's regular salary and benefits for the final pay period. These additional costs can be categorized as "normal" or "abnormal or mass" separation costs.

Normal separation costs include items such as pay for accumulated unused leave or routine severance pay authorized by governing board policy. Normal separation costs are not allowable as direct costs to federal programs, but are allowable as indirect costs. State programs may have similar restrictions. Where federal or state program guidelines required that the LEA charge an employee's normal separation costs to an unrestricted resource rather than to the restricted program in which the employee worked, the LEA may identify and enter these costs on Line A for inclusion in the indirect cost pool.

Abnormal or mass separation costs are those costs resulting from actions taken by an LEA to influence employees to terminate their employment earlier than they normally would have. Abnormal or mass separation costs include retirement incentives such as a Golden Handshake or severance packages negotiated to effect termination. Abnormal or mass separation costs may not be charged to federal programs as either direct costs or indirect costs. Where an LEA paid abnormal or mass separation costs on behalf of positions in general administrative functions included in the indirect cost pool, the LEA must identify and enter these costs on Line B for exclusion from the pool.

**A. Normal Separation Costs (optional)**

Enter any normal separation costs paid on behalf of employees of restricted state or federal programs that were charged to an unrestricted resource (0000-1999) in funds 01, 09, and 62 with functions 1000-6999 or 8100-8400 rather than to the restricted program. These costs will be moved in Part III from base costs to the indirect cost pool. 0.00  
Retain supporting documentation.

**B. Abnormal or Mass Separation Costs (required)**

Enter any abnormal or mass separation costs paid on behalf of general administrative positions charged to unrestricted resources (0000-1999) in funds 01, 09, and 62 with functions 7200-7700. These costs will be moved in Part III from the indirect cost pool to base costs. If none, enter zero. 0.00

**Part III - Indirect Cost Rate Calculation (Funds 01, 09, and 62, unless indicated otherwise)****A. Indirect Costs**

1. Other General Administration, less portion charged to restricted resources or specific goals (Functions 7200-7600, objects 1000-5999, minus Line B9)	1,857,158.00
2. Centralized Data Processing, less portion charged to restricted resources or specific goals (Function 7700, objects 1000-5999, minus Line B10)	879,630.92
3. External Financial Audit - Single Audit (Function 7190, resources 0000-1999, goals 0000 and 9000, objects 5000-5999)	27,500.00
4. Staff Relations and Negotiations (Function 7120, resources 0000-1999, goals 0000 and 9000, objects 1000-5999)	0.00
5. Plant Maintenance and Operations (portion relating to general administrative offices only) (Functions 8100-8400, objects 1000-5999 except 5100, times Part I, Line C)	226,470.81
6. Facilities Rents and Leases (portion relating to general administrative offices only) (Function 8700, resources 0000-1999, objects 1000-5999 except 5100, times Part I, Line C)	0.00
7. Adjustment for Employment Separation Costs	
a. Plus: Normal Separation Costs (Part II, Line A)	0.00
b. Less: Abnormal or Mass Separation Costs (Part II, Line B)	0.00
8. Total Indirect Costs (Lines A1 through A7a, minus Line A7b)	2,990,759.73
9. Carry-Forward Adjustment (Part IV, Line F)	572,357.54
10. Total Adjusted Indirect Costs (Line A8 plus Line A9)	3,563,117.27

**B. Base Costs**

1. Instruction (Functions 1000-1999, objects 1000-5999 except 5100)	28,770,681.16
2. Instruction-Related Services (Functions 2000-2999, objects 1000-5999 except 5100)	5,016,367.49
3. Pupil Services (Functions 3000-3999, objects 1000-5999 except 5100)	3,206,283.74
4. Ancillary Services (Functions 4000-4999, objects 1000-5999 except 5100)	388,651.00
5. Community Services (Functions 5000-5999, objects 1000-5999 except 5100)	0.00
6. Enterprise (Function 6000, objects 1000-5999 except 5100)	0.00
7. Board and Superintendent (Functions 7100-7180, objects 1000-5999, minus Part III, Line A4)	409,316.00
8. External Financial Audit - Single Audit and Other (Functions 7190-7191, objects 5000-5999, minus Part III, Line A3)	0.00
9. Other General Administration (portion charged to restricted resources or specific goals only) (Functions 7200-7600, resources 2000-9999, objects 1000-5999; Functions 7200-7600, resources 0000-1999, all goals except 0000 and 9000, objects 1000-5999)	780.00
10. Centralized Data Processing (portion charged to restricted resources or specific goals only) (Function 7700, resources 2000-9999, objects 1000-5999; Function 7700, resources 0000-1999, all goals except 0000 and 9000, objects 1000-5999)	0.00
11. Plant Maintenance and Operations (all except portion relating to general administrative offices) (Functions 8100-8400, objects 1000-5999 except 5100, minus Part III, Line A5)	5,521,519.32
12. Facilities Rents and Leases (all except portion relating to general administrative offices) (Function 8700, objects 1000-5999 except 5100, minus Part III, Line A6)	0.00
13. Adjustment for Employment Separation Costs	
a. Less: Normal Separation Costs (Part II, Line A)	0.00
b. Plus: Abnormal or Mass Separation Costs (Part II, Line B)	0.00
14. Adult Education (Fund 11, functions 1000-6999, 8100-8400, and 8700, objects 1000-5999 except 5100)	377,590.00
15. Child Development (Fund 12, functions 1000-6999, 8100-8400, and 8700, objects 1000-5999 except 5100)	577,210.00
16. Cafeteria (Funds 13 and 61, functions 1000-6999, 8100-8400, and 8700, objects 1000-5999 except 5100)	2,005,376.00
17. Foundation (Funds 19 and 57, functions 1000-6999, 8100-8400, and 8700, objects 1000-5999 except 5100)	0.00
18. Total Base Costs (Lines B1 through B12 and Lines B13b through B17, minus Line B13a)	46,273,774.71

**C. Straight Indirect Cost Percentage Before Carry-Forward Adjustment**

(For information only - not for use when claiming/recovering indirect costs)

(Line A8 divided by Line B18)

6.46%

**D. Preliminary Proposed Indirect Cost Rate**(For final approved fixed-with-carry-forward rate for use in 2017-18 see [www.cde.ca.gov/fg/ac/ic](http://www.cde.ca.gov/fg/ac/ic))

(Line A10 divided by Line B18)

7.70%

**Part IV - Carry-forward Adjustment**

The carry-forward adjustment is an after-the-fact adjustment for the difference between indirect costs recoverable using the indirect cost rate approved for use in a given year, and the actual indirect costs incurred in that year. The carry-forward adjustment eliminates the need for LEAs to file amended federal reports when their actual indirect costs vary from the estimated indirect costs on which the approved rate was based.

Where the ratio of indirect costs incurred in the current year is less than the estimated ratio of indirect costs on which the approved rate for use in the current year was based, the carry-forward adjustment is limited by using either the approved rate times current year base costs, or the highest rate actually used to recover costs from any program times current year base costs, if the highest rate used was less than the approved rate. Rates used to recover costs from programs are displayed in Exhibit A.

<b>A. Indirect costs incurred in the current year (Part III, Line A8)</b>	<u>2,990,759.73</u>
<b>B. Carry-forward adjustment from prior year(s)</b>	
1. Carry-forward adjustment from the second prior year	<u>(100,086.08)</u>
2. Carry-forward adjustment amount deferred from prior year(s), if any	<u>0.00</u>
<b>C. Carry-forward adjustment for under- or over-recovery in the current year</b>	
1. Under-recovery: Part III, Line A8, plus carry-forward adjustment from prior years, minus (approved indirect cost rate (5.01%) times Part III, Line B18); zero if negative	<u>572,357.54</u>
2. Over-recovery: Part III, Line A8, plus carry-forward adjustment from prior years, minus the lesser of (approved indirect cost rate (5.01%) times Part III, Line B18) or (the highest rate used to recover costs from any program (5.01%) times Part III, Line B18); zero if positive	<u>0.00</u>
<b>D. Preliminary carry-forward adjustment (Line C1 or C2)</b>	<u>572,357.54</u>
<b>E. Optional allocation of negative carry-forward adjustment over more than one year</b>	
<p>Where a negative carry-forward adjustment causes the proposed approved rate to fall below zero or would reduce the rate at which the LEA could recover indirect costs to such an extent that it would cause the LEA significant fiscal harm, the LEA may request that the carry-forward adjustment be allocated over more than one year. Where allocation of a negative carry-forward adjustment over more than one year does not resolve a negative rate, the CDE will work with the LEA on a case-by-case basis to establish an approved rate.</p>	
Option 1. Preliminary proposed approved rate (Part III, Line D) if entire negative carry-forward adjustment is applied to the current year calculation:	<u>not applicable</u>
Option 2. Preliminary proposed approved rate (Part III, Line D) if one-half of negative carry-forward adjustment is applied to the current year calculation and the remainder is deferred to one or more future years:	<u>not applicable</u>
Option 3. Preliminary proposed approved rate (Part III, Line D) if one-third of negative carry-forward adjustment is applied to the current year calculation and the remainder is deferred to one or more future years:	<u>not applicable</u>
LEA request for Option 1, Option 2, or Option 3	<u>1</u>
<b>F. Carry-forward adjustment used in Part III, Line A9 (Line D minus amount deferred if Option 2 or Option 3 is selected)</b>	<u>572,357.54</u>

Approved indirect cost rate: 5.01%  
Highest rate used in any program: 5.01%

<b>Fund</b>	<b>Resource</b>	<b>Eligible Expenditures (Objects 1000-5999 except Object 5100)</b>	<b>Indirect Costs Charged (Objects 7310 and 7350)</b>	<b>Rate Used</b>
01	3010	1,335,757.39	50,743.00	3.80%
01	3410	81,152.00	4,066.00	5.01%
01	3550	40,132.00	2,011.00	5.01%
01	4035	111,447.00	5,584.00	5.01%
01	6230	370,271.00	18,500.00	5.00%
01	6264	246,408.00	6,684.00	2.71%
01	6382	29,245.00	1,450.00	4.96%
01	6385	26,790.00	1,342.00	5.01%
01	6387	308,584.00	13,500.00	4.37%
01	6512	354,828.00	17,700.00	4.99%
01	6520	94,339.00	4,726.00	5.01%
01	7220	77,811.00	3,898.00	5.01%
01	7338	114,729.00	5,700.00	4.97%
01	8150	1,316,342.13	65,900.00	5.01%
09	7338	71,422.00	3,578.00	5.01%
12	5025	264,182.00	13,200.00	5.00%
12	6105	313,028.00	15,600.00	4.98%



Description	Object Codes	Projected Year Totals (Form 011) (A)	% Change (Cols. C-A/A) (B)	2017-18 Projection (C)	% Change (Cols. E-C/C) (D)	2018-19 Projection (E)
(Enter projections for subsequent years 1 and 2 in Columns C and E; current year - Column A - is extracted)						
<b>A. REVENUES AND OTHER FINANCING SOURCES</b>						
1. LCFF/Revenue Limit Sources	8010-8099	38,456,036.00	1.08%	38,870,564.00	4.38%	40,571,381.00
2. Federal Revenues	8100-8299	7,258.00	0.00%	7,258.00	0.00%	7,258.00
3. Other State Revenues	8300-8599	1,711,600.00	-41.40%	1,002,978.00	-20.20%	800,418.00
4. Other Local Revenues	8600-8799	241,447.00	-35.80%	155,000.00	0.00%	155,000.00
5. Other Financing Sources						
a. Transfers In	8900-8929	0.00	0.00%	0.00	0.00%	0.00
b. Other Sources	8930-8979	0.00	0.00%	0.00	0.00%	0.00
c. Contributions	8980-8999	(6,301,541.39)	28.40%	(8,091,148.34)	-0.37%	(8,061,102.04)
6. Total (Sum lines A1 thru A5c)		34,114,799.61	-6.36%	31,944,651.66	4.78%	33,472,954.96
<b>B. EXPENDITURES AND OTHER FINANCING USES</b>						
1. Certificated Salaries						
a. Base Salaries				16,630,918.00		17,095,805.00
b. Step & Column Adjustment				224,887.00		224,887.00
c. Cost-of-Living Adjustment				0.00		0.00
d. Other Adjustments				240,000.00		0.00
e. Total Certificated Salaries (Sum lines B1a thru B1d)	1000-1999	16,630,918.00	2.80%	17,095,805.00	1.32%	17,320,692.00
2. Classified Salaries						
a. Base Salaries				4,441,278.41		4,486,778.41
b. Step & Column Adjustment				45,500.00		45,500.00
c. Cost-of-Living Adjustment				0.00		0.00
d. Other Adjustments				0.00		0.00
e. Total Classified Salaries (Sum lines B2a thru B2d)	2000-2999	4,441,278.41	1.02%	4,486,778.41	1.01%	4,532,278.41
3. Employee Benefits	3000-3999	6,600,646.44	8.79%	7,180,722.00	6.95%	7,679,746.00
4. Books and Supplies	4000-4999	1,552,011.98	-27.84%	1,120,000.00	-44.64%	620,000.00
5. Services and Other Operating Expenditures	5000-5999	3,601,677.09	-15.48%	3,044,317.00	0.00%	3,044,317.00
6. Capital Outlay	6000-6999	452,503.00	-82.32%	80,000.00	0.00%	80,000.00
7. Other Outgo (excluding Transfers of Indirect Costs)	7100-7299, 7400-7499	0.00	0.00%	0.00	0.00%	0.00
8. Other Outgo - Transfers of Indirect Costs	7300-7399	(254,704.00)	-2.81%	(247,535.00)	-12.93%	(215,535.00)
9. Other Financing Uses						
a. Transfers Out	7600-7629	278,721.00	-10.30%	250,000.00	0.00%	250,000.00
b. Other Uses	7630-7699	0.00	0.00%	0.00	0.00%	0.00
10. Other Adjustments (Explain in Section F below)				0.00		0.00
11. Total (Sum lines B1 thru B10)		33,303,051.92	-0.88%	33,010,087.41	0.91%	33,311,498.41
<b>C. NET INCREASE (DECREASE) IN FUND BALANCE</b>						
(Line A6 minus line B11)		811,747.69		(1,065,435.75)		161,456.55
<b>D. FUND BALANCE</b>						
1. Net Beginning Fund Balance (Form 011, line F1e)		5,071,917.55		5,883,665.24		4,818,229.49
2. Ending Fund Balance (Sum lines C and D1)		5,883,665.24		4,818,229.49		4,979,686.04
3. Components of Ending Fund Balance (Form 011)						
a. Nonspendable	9710-9719	92,744.06		92,744.06		92,744.06
b. Restricted	9740					
c. Committed						
1. Stabilization Arrangements	9750	0.00		0.00		0.00
2. Other Commitments	9760	0.00		0.00		0.00
d. Assigned	9780	826.00		0.00		0.00
e. Unassigned/Unappropriated						
1. Reserve for Economic Uncertainties	9789	1,402,284.76		1,390,764.00		1,386,905.00
2. Unassigned/Unappropriated	9790	4,387,810.42		3,334,721.43		3,500,036.98
f. Total Components of Ending Fund Balance						
(Line D3f must agree with line D2)		5,883,665.24		4,818,229.49		4,979,686.04

Description	Object Codes	Projected Year Totals (Form 011) (A)	% Change (Cols. C-A/A) (B)	2017-18 Projection (C)	% Change (Cols. E-C/C) (D)	2018-19 Projection (E)
<b>E. AVAILABLE RESERVES</b>						
<b>1. General Fund</b>						
a. Stabilization Arrangements	9750	0.00		0.00		0.00
b. Reserve for Economic Uncertainties	9789	1,402,284.76		1,390,764.00		1,386,905.00
c. Unassigned/Unappropriated	9790	4,387,810.42		3,334,721.43		3,500,036.98
(Enter other reserve projections in Columns C and E for subsequent years 1 and 2; current year - Column A - is extracted)						
<b>2. Special Reserve Fund - Noncapital Outlay (Fund 17)</b>						
a. Stabilization Arrangements	9750	1,283,508.92		1,272,480.00		1,272,480.00
b. Reserve for Economic Uncertainties	9789	1,086,603.79		1,097,633.00		1,097,633.00
c. Unassigned/Unappropriated	9790	0.00		0.00		0.00
<b>3. Total Available Reserves (Sum lines E1a thru E2c)</b>		<b>8,160,207.89</b>		<b>7,095,598.43</b>		<b>7,257,054.98</b>
<b>F. ASSUMPTIONS</b>						
Please provide below or on a separate attachment, the assumptions used to determine the projections for the first and second subsequent fiscal years. Further, please include an explanation for any significant expenditure adjustments projected in lines B1d, B2d, and B10. For additional information, please refer to the Budget Assumptions section of the SACS Financial Reporting Software User Guide.						
1) Certificated Salaries, Other Adjustments: Center High School will hire three to four new teachers as a result of their new block schedule format. 2) Classified Salaries, Other Adjustments: Several classified employees were hired midyear. The prepopulated salaries do not reflect what their full annual salary is. An adjustment was made to add the full cost of their 2017/18 salary. The increase in benefits reflects this. 3) Books and Supplies expenditures for 2016-17 are higher than average due to the use of one-time funds for one-time purchases. 4) Other Outgo/Indirect costs were not budgeted for several grants in the Adopted Budget. Indirect costs were captured for Second Interim.						

Description	Object Codes	Projected Year Totals (Form 011) (A)	% Change (Cols. C-A/A) (B)	2017-18 Projection (C)	% Change (Cols. E-C/C) (D)	2018-19 Projection (E)
(Enter projections for subsequent years 1 and 2 in Columns C and E; current year - Column A - is extracted)						
<b>A. REVENUES AND OTHER FINANCING SOURCES</b>						
1. LCFF/Revenue Limit Sources	8010-8099	0.00	0.00%	0.00	0.00%	0.00
2. Federal Revenues	8100-8299	2,826,900.00	-5.03%	2,684,757.00	0.00%	2,684,757.00
3. Other State Revenues	8300-8599	1,482,598.00	-23.27%	1,137,658.00	-35.16%	737,658.00
4. Other Local Revenues	8600-8799	1,925,128.00	0.00%	1,925,128.00	0.00%	1,925,128.00
5. Other Financing Sources						
a. Transfers In	8900-8929	0.00	0.00%	0.00	0.00%	0.00
b. Other Sources	8930-8979	0.00	0.00%	0.00	0.00%	0.00
c. Contributions	8980-8999	6,301,541.39	28.40%	8,091,148.34	-0.37%	8,061,102.04
6. Total (Sum lines A1 thru A5c)		12,536,167.39	10.39%	13,838,691.34	-3.11%	13,408,645.04
<b>B. EXPENDITURES AND OTHER FINANCING USES</b>						
1. Certificated Salaries						
a. Base Salaries				4,220,254.40		4,311,579.40
b. Step & Column Adjustment				91,325.00		91,325.00
c. Cost-of-Living Adjustment				0.00		0.00
d. Other Adjustments				0.00		0.00
e. Total Certificated Salaries (Sum lines B1a thru B1d)	1000-1999	4,220,254.40	2.16%	4,311,579.40	2.12%	4,402,904.40
2. Classified Salaries						
a. Base Salaries				2,982,114.64		3,241,521.64
b. Step & Column Adjustment				32,000.00		32,000.00
c. Cost-of-Living Adjustment				0.00		0.00
d. Other Adjustments				227,407.00		0.00
e. Total Classified Salaries (Sum lines B2a thru B2d)	2000-2999	2,982,114.64	8.70%	3,241,521.64	0.99%	3,273,521.64
3. Employee Benefits	3000-3999	2,317,200.85	8.43%	2,512,619.00	7.99%	2,713,345.00
4. Books and Supplies	4000-4999	2,030,258.75	-8.15%	1,864,828.00	-28.59%	1,331,615.00
5. Services and Other Operating Expenditures	5000-5999	1,391,707.88	-0.95%	1,378,508.00	-7.54%	1,274,624.00
6. Capital Outlay	6000-6999	85,004.00	0.00%	85,000.00	-100.00%	0.00
7. Other Outgo (excluding Transfers of Indirect Costs)	7100-7299, 7400-7499	250,000.00	0.00%	250,000.00	0.00%	250,000.00
8. Other Outgo - Transfers of Indirect Costs	7300-7399	201,804.00	-3.55%	194,635.00	-16.44%	162,635.00
9. Other Financing Uses						
a. Transfers Out	7600-7629	0.00	0.00%	0.00	0.00%	0.00
b. Other Uses	7630-7699	0.00	0.00%	0.00	0.00%	0.00
10. Other Adjustments (Explain in Section F below)				0.00		0.00
11. Total (Sum lines B1 thru B10)		13,478,344.52	2.67%	13,838,691.04	-3.11%	13,408,645.04
<b>C. NET INCREASE (DECREASE) IN FUND BALANCE</b> (Line A6 minus line B11)						
		(942,177.13)		0.30		0.00
<b>D. FUND BALANCE</b>						
1. Net Beginning Fund Balance (Form 011, line F1e)		2,043,562.83		1,101,385.70		1,101,386.00
2. Ending Fund Balance (Sum lines C and D1)		1,101,385.70		1,101,386.00		1,101,386.00
3. Components of Ending Fund Balance (Form 011)						
a. Nonspendable	9710-9719	0.00		0.00		0.00
b. Restricted	9740	1,101,393.70		1,101,386.00		1,101,386.00
c. Committed						
1. Stabilization Arrangements	9750					
2. Other Commitments	9760					
d. Assigned	9780					
e. Unassigned/Unappropriated						
1. Reserve for Economic Uncertainties	9789					
2. Unassigned/Unappropriated	9790	(8.00)		0.00		0.00
f. Total Components of Ending Fund Balance (Line D3f must agree with line D2)		1,101,385.70		1,101,386.00		1,101,386.00

Description	Object Codes	Projected Year Totals (Form 011) (A)	% Change (Cols. C-A/A) (B)	2017-18 Projection (C)	% Change (Cols. E-C/C) (D)	2018-19 Projection (E)
<b>E. AVAILABLE RESERVES</b>						
<b>1. General Fund</b>						
a. Stabilization Arrangements	9750					
b. Reserve for Economic Uncertainties	9789					
c. Unassigned/Unappropriated Amount	9790					
(Enter current year reserve projections in Column A, and other reserve projections in Columns C and E for subsequent years 1 and 2)						
<b>2. Special Reserve Fund - Noncapital Outlay (Fund 17)</b>						
a. Stabilization Arrangements	9750					
b. Reserve for Economic Uncertainties	9789					
c. Unassigned/Unappropriated	9790					
<b>3. Total Available Reserves (Sum lines E1a thru E2c)</b>						
<b>F. ASSUMPTIONS</b>						
Please provide below or on a separate attachment, the assumptions used to determine the projections for the first and second subsequent fiscal years. Further, please include an explanation for any significant expenditure adjustments projected in lines B1d, B2d, and B10. For additional information, please refer to the Budget Assumptions section of the SACS Financial Reporting Software User Guide.						
1) Classified Salaries, Other Adjustments: In year 2017/18, an additional \$48,320 was added to account for two new instructional specialist positions. 2) Revenues will decrease over the years and grant awards come to an end. Reductions in the 4000-7000's reflect the reduced revenue from the grants ending.						

Description	Object Codes	Projected Year Totals (Form 011) (A)	% Change (Cols. C-A/A) (B)	2017-18 Projection (C)	% Change (Cols. E-C/C) (D)	2018-19 Projection (E)
(Enter projections for subsequent years 1 and 2 in Columns C and E; current year - Column A - is extracted)						
<b>A. REVENUES AND OTHER FINANCING SOURCES</b>						
1. LCFF/Revenue Limit Sources	8010-8099	38,456,036.00	1.08%	38,870,564.00	4.38%	40,571,381.00
2. Federal Revenues	8100-8299	2,834,158.00	-5.02%	2,692,015.00	0.00%	2,692,015.00
3. Other State Revenues	8300-8599	3,194,198.00	-32.98%	2,140,636.00	-28.15%	1,538,076.00
4. Other Local Revenues	8600-8799	2,166,575.00	-3.99%	2,080,128.00	0.00%	2,080,128.00
5. Other Financing Sources						
a. Transfers In	8900-8929	0.00	0.00%	0.00	0.00%	0.00
b. Other Sources	8930-8979	0.00	0.00%	0.00	0.00%	0.00
c. Contributions	8980-8999	0.00	0.00%	0.00	0.00%	0.00
6. Total (Sum lines A1 thru A5c)		46,650,967.00	-1.86%	45,783,343.00	2.40%	46,881,600.00
<b>B. EXPENDITURES AND OTHER FINANCING USES</b>						
1. Certificated Salaries						
a. Base Salaries				20,851,172.40		21,407,384.40
b. Step & Column Adjustment				316,212.00		316,212.00
c. Cost-of-Living Adjustment				0.00		0.00
d. Other Adjustments				240,000.00		0.00
e. Total Certificated Salaries (Sum lines B1a thru B1d)	1000-1999	20,851,172.40	2.67%	21,407,384.40	1.48%	21,723,596.40
2. Classified Salaries						
a. Base Salaries				7,423,393.05		7,728,300.05
b. Step & Column Adjustment				77,500.00		77,500.00
c. Cost-of-Living Adjustment				0.00		0.00
d. Other Adjustments				227,407.00		0.00
e. Total Classified Salaries (Sum lines B2a thru B2d)	2000-2999	7,423,393.05	4.11%	7,728,300.05	1.00%	7,805,800.05
3. Employee Benefits	3000-3999	8,917,847.29	8.70%	9,693,341.00	7.22%	10,393,091.00
4. Books and Supplies	4000-4999	3,582,270.73	-16.68%	2,984,828.00	-34.62%	1,951,615.00
5. Services and Other Operating Expenditures	5000-5999	4,993,384.97	-11.43%	4,422,825.00	-2.35%	4,318,941.00
6. Capital Outlay	6000-6999	537,507.00	-69.30%	165,000.00	-51.52%	80,000.00
7. Other Outgo (excluding Transfers of Indirect Costs)	7100-7299, 7400-7499	250,000.00	0.00%	250,000.00	0.00%	250,000.00
8. Other Outgo - Transfers of Indirect Costs	7300-7399	(52,900.00)	0.00%	(52,900.00)	0.00%	(52,900.00)
9. Other Financing Uses						
a. Transfers Out	7600-7629	278,721.00	-10.30%	250,000.00	0.00%	250,000.00
b. Other Uses	7630-7699	0.00	0.00%	0.00	0.00%	0.00
10. Other Adjustments				0.00		0.00
11. Total (Sum lines B1 thru B10)		46,781,396.44	0.14%	46,848,778.45	-0.27%	46,720,143.45
<b>C. NET INCREASE (DECREASE) IN FUND BALANCE</b>						
(Line A6 minus line B11)		(130,429.44)		(1,065,435.45)		161,456.55
<b>D. FUND BALANCE</b>						
1. Net Beginning Fund Balance (Form 011, line F1e)		7,115,480.38		6,985,050.94		5,919,615.49
2. Ending Fund Balance (Sum lines C and D1)		6,985,050.94		5,919,615.49		6,081,072.04
3. Components of Ending Fund Balance (Form 011)						
a. Nonspendable	9710-9719	92,744.06		92,744.06		92,744.06
b. Restricted	9740	1,101,393.70		1,101,386.00		1,101,386.00
c. Committed						
1. Stabilization Arrangements	9750	0.00		0.00		0.00
2. Other Commitments	9760	0.00		0.00		0.00
d. Assigned	9780	826.00		0.00		0.00
e. Unassigned/Unappropriated						
1. Reserve for Economic Uncertainties	9789	1,402,284.76		1,390,764.00		1,386,905.00
2. Unassigned/Unappropriated	9790	4,387,802.42		3,334,721.43		3,500,036.98
f. Total Components of Ending Fund Balance (Line D3f must agree with line D2)		6,985,050.94		5,919,615.49		6,081,072.04

Description	Object Codes	Projected Year Totals (Form 011) (A)	% Change (Cols. C-A/A) (B)	2017-18 Projection (C)	% Change (Cols. E-C/C) (D)	2018-19 Projection (E)
<b>E. AVAILABLE RESERVES (Unrestricted except as noted)</b>						
1. General Fund						
a. Stabilization Arrangements	9750	0.00		0.00		0.00
b. Reserve for Economic Uncertainties	9789	1,402,284.76		1,390,764.00		1,386,905.00
c. Unassigned/Unappropriated	9790	4,387,810.42		3,334,721.43		3,500,036.98
d. Negative Restricted Ending Balances (Negative resources 2000-9999)	979Z	(8.00)		0.00		0.00
2. Special Reserve Fund - Noncapital Outlay (Fund 17)						
a. Stabilization Arrangements	9750	1,283,508.92		1,272,480.00		1,272,480.00
b. Reserve for Economic Uncertainties	9789	1,086,603.79		1,097,633.00		1,097,633.00
c. Unassigned/Unappropriated	9790	0.00		0.00		0.00
3. Total Available Reserves - by Amount (Sum lines E1 thru E2c)		8,160,199.89		7,095,598.43		7,257,054.98
4. Total Available Reserves - by Percent (Line E3 divided by Line F3c)		17.44%		15.15%		15.53%
<b>F. RECOMMENDED RESERVES</b>						
1. Special Education Pass-through Exclusions						
For districts that serve as the administrative unit (AU) of a special education local plan area (SELPA):						
a. Do you choose to exclude from the reserve calculation the pass-through funds distributed to SELPA members?	Yes					
b. If you are the SELPA AU and are excluding special education pass-through funds:						
1. Enter the name(s) of the SELPA(s):						
2. Special education pass-through funds (Column A: Fund 10, resources 3300-3499 and 6500-6540, objects 7211-7213 and 7221-7223; enter projections for subsequent years 1 and 2 in Columns C and E)		0.00		0.00		0.00
2. District ADA						
Used to determine the reserve standard percentage level on line F3d (Col. A: Form A1, Estimated P-2 ADA column, Line A4; enter projections)		4,210.06		4,284.06		4,255.54
3. Calculating the Reserves						
a. Expenditures and Other Financing Uses (Line B11)		46,781,396.44		46,848,778.45		46,720,143.45
b. Plus: Special Education Pass-through Funds (Line F1b2, if Line F1a is No)		0.00		0.00		0.00
c. Total Expenditures and Other Financing Uses (Line F3a plus line F3b)		46,781,396.44		46,848,778.45		46,720,143.45
d. Reserve Standard Percentage Level (Refer to Form 01CSI, Criterion 10 for calculation details)		3%		3%		3%
e. Reserve Standard - By Percent (Line F3c times F3d)		1,403,441.89		1,405,463.35		1,401,604.30
f. Reserve Standard - By Amount (Refer to Form 01CSI, Criterion 10 for calculation details)		0.00		0.00		0.00
g. Reserve Standard (Greater of Line F3e or F3f)		1,403,441.89		1,405,463.35		1,401,604.30
h. Available Reserves (Line E3) Meet Reserve Standard (Line F3g)		YES		YES		YES

Description	Object Codes	Projected Year Totals (A)	% Change (Cols. C-A/A) (B)	2017-18 Projection (C)	% Change (Cols. E-C/C) (D)	2018-19 Projection (E)
(Enter projections for subsequent years 1 and 2 in Columns C and E; current year - Column A - is extracted)						
<b>A. REVENUES AND OTHER FINANCING SOURCES</b>						
1. LCF/Revenue Limit Sources	8010-8099	0.00	0.00%	0.00	0.00%	0.00
2. Federal Revenues	8100-8299	0.00	0.00%	0.00	0.00%	0.00
3. Other State Revenues	8300-8599	0.00	0.00%	0.00	0.00%	0.00
4. Other Local Revenues	8600-8799	182,500.00	-17.81%	150,000.00	0.00%	150,000.00
5. Other Financing Sources						
a. Transfers In	8900-8929	0.00	0.00%	0.00	0.00%	0.00
b. Other Sources	8930-8979	0.00	0.00%	0.00	0.00%	0.00
c. Contributions	8980-8999	0.00	0.00%	0.00	0.00%	0.00
6. Total (Sum lines A1 thru A5c)		182,500.00	-17.81%	150,000.00	0.00%	150,000.00
<b>B. EXPENDITURES AND OTHER FINANCING USES</b>						
1. Certificated Salaries	1000-1999	0.00	0.00%	0.00	0.00%	0.00
2. Classified Salaries	2000-2999	0.00	0.00%	0.00	0.00%	0.00
3. Employee Benefits	3000-3999	0.00	0.00%	0.00	0.00%	0.00
4. Books and Supplies	4000-4999	0.00	0.00%	0.00	0.00%	0.00
5. Services and Other Operating Expenditures	5000-5999	0.00	0.00%	0.00	0.00%	0.00
6. Capital Outlay	6000-6999	0.00	0.00%	0.00	0.00%	0.00
7. Other Outgo (excluding Transfers of Indirect Costs)	7100-7299, 7400-7499	0.00	0.00%	0.00	0.00%	0.00
8. Other Outgo - Transfers of Indirect Costs	7300-7399	0.00	0.00%	0.00	0.00%	0.00
9. Other Financing Uses						
a. Transfers Out	7600-7629	0.00	0.00%	0.00	0.00%	0.00
b. Other Uses	7630-7699	0.00	0.00%	0.00	0.00%	0.00
10. Other Adjustments (Explain in Section E below)				0.00		0.00
11. Total (Sum lines B1 thru B10)		0.00	0.00%	0.00	0.00%	0.00
<b>C. NET INCREASE (DECREASE) IN FUND BALANCE</b> (Line A6 minus line B11)						
		182,500.00		150,000.00		150,000.00
<b>D. FUND BALANCE</b>						
1. Net Beginning Fund Balance	9791-9795	(1,272,479.65)		(1,089,979.65)		(939,979.65)
2. Ending Fund Balance (Sum lines C and D1)		(1,089,979.65)		(939,979.65)		(789,979.65)
3. Components of Ending Fund Balance						
a. Nonspendable	9710-9719	0.00		0.00		0.00
b. Restricted	9740	0.00		0.00		0.00
c. Committed						
1. Stabilization Arrangements	9750	0.00		0.00		0.00
2. Other Commitments	9760	0.00		0.00		0.00
d. Assigned	9780	182,500.00		0.00		0.00
e. Unassigned/Unappropriated						
1. Reserve for Economic Uncertainties	9789	0.00		0.00		0.00
2. Unassigned/Unappropriated	9790	(1,272,479.65)		(939,979.65)		(789,979.65)
f. Total Components of Ending Fund Balance (Line D3f must agree with Line D2)		(1,089,979.65)		(939,979.65)		(789,979.65)
<b>E. ASSUMPTIONS</b>						
Please provide below or on a separate attachment the assumptions used to determine the projections for the first and second subsequent fiscal years.						
Permits are being pulled for new development, so Other Local Revenues will vary over time. It is unknown how many and in what time frame permits will be pulled and the revenue will be generated.						

Provide methodology and assumptions used to estimate ADA, enrollment, revenues, expenditures, reserves and fund balance, and multiyear commitments (including cost-of-living adjustments).

Deviations from the standards must be explained and may affect the interim certification.

## CRITERIA AND STANDARDS

### 1. CRITERION: Average Daily Attendance

**STANDARD:** Funded average daily attendance (ADA) for any of the current fiscal year or two subsequent fiscal years has not changed by more than two percent since first interim projections.

District's ADA Standard Percentage Range: -2.0% to +2.0%

#### 1A. Calculating the District's ADA Variances

**DATA ENTRY:** First Interim data that exist will be extracted into the first column, otherwise, enter data for all fiscal years. Second Interim Projected Year Totals data that exist for the current year will be extracted; otherwise, enter data for all fiscal years. Enter district regular ADA and charter school ADA corresponding to financial data reported in the General Fund, only, for all fiscal years.

Estimated Funded ADA				
Fiscal Year	First Interim Projected Year Totals (Form 01CSI, item 1A)	Second Interim Projected Year Totals (Form AI, Lines A4 and C4)	Percent Change	Status
Current Year (2016-17)	District Regular	4,238.58	4,246.92	
	Charter School	0.00	0.00	
	<b>Total ADA</b>	<b>4,238.58</b>	<b>4,246.92</b>	<b>0.2%</b>
1st Subsequent Year (2017-18)	District Regular	4,210.06	4,255.54	
	Charter School			
	<b>Total ADA</b>	<b>4,210.06</b>	<b>4,255.54</b>	<b>1.1%</b>
2nd Subsequent Year (2018-19)	District Regular	4,210.06	4,255.54	
	Charter School			
	<b>Total ADA</b>	<b>4,210.06</b>	<b>4,255.54</b>	<b>1.1%</b>

#### 1B. Comparison of District ADA to the Standard

**DATA ENTRY:** Enter an explanation if the standard is not met.

- 1a. **STANDARD MET** - Funded ADA has not changed since first interim projections by more than two percent in any of the current year or two subsequent fiscal years.

Explanation:  
(required if NOT met)



**2. CRITERION: Enrollment**

**STANDARD:** Projected enrollment for any of the current fiscal year or two subsequent fiscal years has not changed by more than two percent since first interim projections.

District's Enrollment Standard Percentage Range:

**2A. Calculating the District's Enrollment Variances**

**DATA ENTRY:** First Interim data that exist will be extracted; otherwise, enter data into the first column for all fiscal years. Enter data in the second column for all fiscal years. Enter district regular enrollment and charter school enrollment corresponding to financial data reported in the General Fund, only, for all fiscal years.

Fiscal Year	Enrollment		Percent Change	Status
	First Interim (Form 01CSI, Item 2A)	Second Interim CBEDS/Projected		
Current Year (2016-17)				
District Regular	4,429	4,428		
Charter School				
<b>Total Enrollment</b>	<b>4,429</b>	<b>4,428</b>	<b>0.0%</b>	<b>Met</b>
1st Subsequent Year (2017-18)				
District Regular	4,429	4,428		
Charter School				
<b>Total Enrollment</b>	<b>4,429</b>	<b>4,428</b>	<b>0.0%</b>	<b>Met</b>
2nd Subsequent Year (2018-19)				
District Regular	4,429	4,428		
Charter School				
<b>Total Enrollment</b>	<b>4,429</b>	<b>4,428</b>	<b>0.0%</b>	<b>Met</b>

**2B. Comparison of District Enrollment to the Standard**

**DATA ENTRY:** Enter an explanation if the standard is not met.

- 1a. **STANDARD MET** - Enrollment projections have not changed since first interim projections by more than two percent for the current year and two subsequent fiscal years.

**Explanation:**  
(required if NOT met)

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**3. CRITERION: ADA to Enrollment**

**STANDARD:** Projected second period (P-2) average daily attendance (ADA) to enrollment ratio for any of the current fiscal year or two subsequent fiscal years has not increased from the historical average ratio from the three prior fiscal years by more than one half of one percent (0.5%).

**3A. Calculating the District's ADA to Enrollment Standard**

**DATA ENTRY:** Unaudited Actuals data that exist will be extracted into the P-2 ADA column for the First Prior Year; otherwise, enter First Prior Year data. P-2 ADA for the second and third prior years are preloaded. First Interim data that exist will be extracted into the Enrollment column; otherwise, enter Enrollment data for all fiscal years. Data should reflect district regular and charter school ADA/enrollment corresponding to financial data reported in the General Fund, only, for all fiscal years.

\*Please note for FY 2013-14 unaudited actuals: Line C4 in Form A reflects total charter school ADA corresponding to financial data reported in funds 01, 09, and 62. Please adjust charter school ADA or explain accordingly.

Fiscal Year	P-2 ADA Unaudited Actuals (Form A, Lines A4 and C4*)	Enrollment CBEDS Actual (Form 01CSI, Item 3A)	Historical Ratio of ADA to Enrollment
Third Prior Year (2013-14)	4,400	4,837	94.9%
Second Prior Year (2014-15)			
District Regular	4,212	4,533	
Charter School			
<b>Total ADA/Enrollment</b>	<b>4,212</b>	<b>4,533</b>	<b>92.9%</b>
First Prior Year (2015-16)			
District Regular	4,247	4,464	
Charter School	0	4,464	
<b>Total ADA/Enrollment</b>	<b>4,247</b>	<b>8,928</b>	<b>47.6%</b>
Historical Average Ratio:			78.5%
District's ADA to Enrollment Standard (historical average ratio plus 0.5%):			79.0%

**3B. Calculating the District's Projected Ratio of ADA to Enrollment**

**DATA ENTRY:** Estimated P-2 ADA will be extracted into the first column for the Current Year; enter data in the first column for the subsequent fiscal years. Data should reflect district regular and charter school ADA/enrollment corresponding to financial data reported in the General Fund, only, for all fiscal years. All other data are extracted.

Fiscal Year	Estimated P-2 ADA (Form AI, Lines A4 and C4)	Enrollment CBEDS/Projected (Criterion 2, Item 2A)	Ratio of ADA to Enrollment	Status
Current Year (2016-17)				
District Regular	4,210	4,428		
Charter School	0			
<b>Total ADA/Enrollment</b>	<b>4,210</b>	<b>4,428</b>	<b>95.1%</b>	<b>Not Met</b>
1st Subsequent Year (2017-18)				
District Regular	4,210	4,428		
Charter School				
<b>Total ADA/Enrollment</b>	<b>4,210</b>	<b>4,428</b>	<b>95.1%</b>	<b>Not Met</b>
2nd Subsequent Year (2018-19)				
District Regular	4,210	4,428		
Charter School				
<b>Total ADA/Enrollment</b>	<b>4,210</b>	<b>4,428</b>	<b>95.1%</b>	<b>Not Met</b>

**3C. Comparison of District ADA to Enrollment Ratio to the Standard**

**DATA ENTRY:** Enter an explanation if the standard is not met.

- 1a. **STANDARD NOT MET** - Projected P-2 ADA to enrollment ratio exceeds the standard in any of the current year or two subsequent fiscal years. Provide reasons why the projected ratio exceeds the district's historical average ratio by more than 0.5%.

Explanation:  
(required if NOT met)

Pre-populated cells are locked and cannot be changed. 3A Charter School attendance above for First Prior Year (2015-16) should be 0. This gives an inaccurate ADA to enrollment historical average ratio.

**4. CRITERION: LCFF Revenue**

**STANDARD:** Projected LCFF revenue for any of the current fiscal year or two subsequent fiscal years has not changed by more than two percent since first interim projections.

District's LCFF Revenue Standard Percentage Range: -2.0% to +2.0%

**4A. Calculating the District's Projected Change in LCFF Revenue**

**DATA ENTRY:** First Interim data that exist will be extracted; otherwise, enter data into the first column. In the Second Interim column, Current Year data are extracted; enter data for the two subsequent years.

LCFF Revenue				
(Fund 01, Objects 8011, 8012, 8020-8089)				
Fiscal Year	First Interim	Second Interim	Percent Change	Status
	(Form 01CSI, Item 4A)	Projected Year Totals		
Current Year (2016-17)	38,487,582.00	38,534,025.00	0.1%	Met
1st Subsequent Year (2017-18)	40,095,826.00	38,870,564.00	-3.1%	Not Met
2nd Subsequent Year (2018-19)	40,817,589.00	40,571,381.00	-0.6%	Met

**4B. Comparison of District LCFF Revenue to the Standard**

**DATA ENTRY:** Enter an explanation if the standard is not met.

- 1a. **STANDARD NOT MET** - Projected LCFF revenue has changed since first interim projections by more than two percent in any of the current year or two subsequent fiscal years. Provide reasons why the change(s) exceed the standard and a description of the methods and assumptions used in projecting LCFF revenue.

Explanation:  
(required if NOT met)

The Governor's 2017-18 Proposed Budget included a reduction in LCFF Revenue.

**5. CRITERION: Salaries and Benefits**

**STANDARD:** Projected ratio of total unrestricted salaries and benefits to total unrestricted general fund expenditures for any of the current fiscal year or two subsequent fiscal years has not changed from the historical average ratio from the three prior fiscal years by more than the greater of three percent or the district's required reserves percentage.

**5A. Calculating the District's Historical Average Ratio of Unrestricted Salaries and Benefits to Total Unrestricted General Fund Expenditures**

**DATA ENTRY:** Unaudited Actuals data that exist for the First Prior Year will be extracted; otherwise, enter data for the First Prior Year. Unaudited Actuals data for the second and third prior years are preloaded.

Fiscal Year	Unaudited Actuals - Unrestricted (Resources 0000-1999)		Ratio of Unrestricted Salaries and Benefits to Total Unrestricted Expenditures
	Salaries and Benefits (Form 01, Objects 1000-3999)	Total Expenditures (Form 01, Objects 1000-7499)	
Third Prior Year (2013-14)	22,710,856.81	26,151,497.48	86.8%
Second Prior Year (2014-15)	23,573,481.00	27,333,692.17	86.2%
First Prior Year (2015-16)	25,223,056.61	30,208,506.08	83.5%
	Historical Average Ratio:		85.5%

	Current Year (2016-17)	1st Subsequent Year (2017-18)	2nd Subsequent Year (2018-19)
District's Reserve Standard Percentage (Criterion 10B, Line 4)	3.0%	3.0%	3.0%
District's Salaries and Benefits Standard (historical average ratio, plus/minus the greater of 3% or the district's reserve standard percentage):	82.5% to 88.5%	82.5% to 88.5%	82.5% to 88.5%

**5B. Calculating the District's Projected Ratio of Unrestricted Salaries and Benefits to Total Unrestricted General Fund Expenditures**

**DATA ENTRY:** If Form MYPI exists, Projected Year Totals data for the two subsequent years will be extracted; if not, enter Projected Year Totals data. Projected Year Totals data for Current Year are extracted.

Fiscal Year	Projected Year Totals - Unrestricted (Resources 0000-1999)		Ratio of Unrestricted Salaries and Benefits to Total Unrestricted Expenditures	Status
	Salaries and Benefits (Form 011, Objects 1000-3999) (Form MYPI, Lines B1-B3)	Total Expenditures (Form 011, Objects 1000-7499) (Form MYPI, Lines B1-B8, B10)		
Current Year (2016-17)	27,672,842.85	33,024,330.92	83.8%	Met
1st Subsequent Year (2017-18)	28,763,305.41	32,760,087.41	87.8%	Met
2nd Subsequent Year (2018-19)	29,532,716.41	33,061,498.41	89.3%	Not Met

**5C. Comparison of District Salaries and Benefits Ratio to the Standard**

**DATA ENTRY:** Enter an explanation if the standard is not met.

- 1a. **STANDARD NOT MET** - Projected ratio of unrestricted salary and benefit costs to total unrestricted expenditures has changed by more than the standard in any of the current year or two subsequent fiscal years. Provide reasons why the change(s) exceed the standard and a description of the methods and assumptions used in projecting salaries and benefits.

Explanation:  
(required if NOT met)

Expenditure budgets do not include the use of one-time funds. When those funds are assigned, total expenditures will increase which will in turn lower the salary and benefit ratio.

**6. CRITERION: Other Revenues and Expenditures**

**STANDARD:** Projected operating revenues (including federal, other state and other local) or expenditures (including books and supplies, and services and other operating), for any of the current fiscal year or two subsequent fiscal years, have not changed by more than five percent since first interim projections.

Changes that exceed five percent in any major object category must be explained.

District's Other Revenues and Expenditures Standard Percentage Range: -5.0% to +5.0%

District's Other Revenues and Expenditures Explanation Percentage Range: -5.0% to +5.0%

**6A. Calculating the District's Change by Major Object Category and Comparison to the Explanation Percentage Range**

**DATA ENTRY:** First Interim data that exist will be extracted; otherwise, enter data into the first column. Second Interim data for the Current Year are extracted. If Second Interim Form MYPI exists, data for the two subsequent years will be extracted; if not, enter data for the two subsequent years into the second column.

Explanations must be entered for each category if the percent change for any year exceeds the district's explanation percentage range.

Object Range / Fiscal Year	First Interim Projected Year Totals (Form 01CSI, Item 6A)	Second Interim Projected Year Totals (Fund 01) (Form MYPI)	Percent Change	Change Is Outside Explanation Range
<b>Federal Revenue (Fund 01, Objects 8100-8299) (Form MYPI, Line A2)</b>				
Current Year (2016-17)	2,798,164.39	2,834,158.00	1.3%	No
1st Subsequent Year (2017-18)	2,798,165.00	2,692,015.00	-3.8%	No
2nd Subsequent Year (2018-19)	2,798,165.00	2,692,015.00	-3.8%	No

Explanation:  
(required if Yes)

**Other State Revenue (Fund 01, Objects 8300-8599) (Form MYPI, Line A3)**

Current Year (2016-17)	1,866,742.80	3,194,198.00	71.1%	Yes
1st Subsequent Year (2017-18)	1,228,347.00	2,140,636.00	74.3%	Yes
2nd Subsequent Year (2018-19)	1,228,257.00	1,538,076.00	25.2%	Yes

Explanation:  
(required if Yes)

The Governor's 2017-18 Proposed Budget included a reduction in LCFF Revenue.

**Other Local Revenue (Fund 01, Objects 8600-8799) (Form MYPI, Line A4)**

Current Year (2016-17)	2,080,628.00	2,166,575.00	4.1%	No
1st Subsequent Year (2017-18)	2,080,628.00	2,080,128.00	0.0%	No
2nd Subsequent Year (2018-19)	2,080,628.00	2,080,128.00	0.0%	No

Explanation:  
(required if Yes)

**Books and Supplies (Fund 01, Objects 4000-4999) (Form MYPI, Line B4)**

Current Year (2016-17)	3,579,899.44	3,582,270.73	0.1%	No
1st Subsequent Year (2017-18)	2,049,205.00	2,984,828.00	45.7%	Yes
2nd Subsequent Year (2018-19)	2,049,205.00	1,951,615.00	-4.8%	No

Explanation:  
(required if Yes)

2017-18 Books and Supplies expenditures include a curriculum adoption one-time purchase.

**Services and Other Operating Expenditures (Fund 01, Objects 5000-5999) (Form MYPI, Line B5)**

Current Year (2016-17)	4,968,804.79	4,993,384.97	0.5%	No
1st Subsequent Year (2017-18)	4,754,724.00	4,422,825.00	-7.0%	Yes
2nd Subsequent Year (2018-19)	4,754,725.00	4,318,941.00	-9.2%	Yes

Explanation:  
(required if Yes)

Services and Other Operating Expenditures reductions reflect the reduction of revenue from the end of grants.

**6B. Calculating the District's Change in Total Operating Revenues and Expenditures**

DATA ENTRY: All data are extracted or calculated.

Object Range / Fiscal Year	First Interim Projected Year Totals	Second Interim Projected Year Totals	Percent Change	Status
<b>Total Federal, Other State, and Other Local Revenue (Section 6A)</b>				
Current Year (2016-17)	6,745,535.19	8,194,931.00	21.5%	Not Met
1st Subsequent Year (2017-18)	6,107,140.00	6,912,779.00	13.2%	Not Met
2nd Subsequent Year (2018-19)	6,107,050.00	6,310,219.00	3.3%	Met
<b>Total Books and Supplies, and Services and Other Operating Expenditures (Section 6A)</b>				
Current Year (2016-17)	8,548,704.23	8,575,655.70	0.3%	Met
1st Subsequent Year (2017-18)	6,803,929.00	7,407,653.00	8.9%	Not Met
2nd Subsequent Year (2018-19)	6,803,930.00	6,270,556.00	-7.8%	Not Met

**6C. Comparison of District Total Operating Revenues and Expenditures to the Standard Percentage Range**

DATA ENTRY: Explanations are linked from Section 6A if the status in Section 6B is Not Met; no entry is allowed below.

- 1a. STANDARD NOT MET - One or more projected operating revenue have changed since first interim projections by more than the standard in one or more of the current year or two subsequent fiscal years. Reasons for the projected change, descriptions of the methods and assumptions used in the projections, and what changes, if any, will be made to bring the projected operating revenues within the standard must be entered in Section 6A above and will also display in the explanation box below.

Explanation:

Federal Revenue  
(linked from 6A  
if NOT met)

Explanation:

Other State Revenue  
(linked from 6A  
if NOT met)The Governor's 2017-18 Proposed Budget included a reduction in LCFF Revenue.

Explanation:

Other Local Revenue  
(linked from 6A  
if NOT met)

- 1b. STANDARD NOT MET - One or more total operating expenditures have changed since first interim projections by more than the standard in one or more of the current year or two subsequent fiscal years. Reasons for the projected change, descriptions of the methods and assumptions used in the projections, and what changes, if any, will be made to bring the projected operating revenues within the standard must be entered in Section 6A above and will also display in the explanation box below.

Explanation:

Books and Supplies  
(linked from 6A  
if NOT met)2017-18 Books and Supplies expenditures include a curriculum adoption one-time purchase.

Explanation:

Services and Other Exps  
(linked from 6A  
if NOT met)Services and Other Operating Expenditures reductions reflect the reduction of revenue from the end of grants.

**7. CRITERION: Facilities Maintenance**

**STANDARD:** Identify changes that have occurred since first interim projections in the projected contributions for facilities maintenance funding as required pursuant to Education Code Section 17070.75, or in how the district is providing adequately to preserve the functionality of its facilities for their normal life in accordance with Education Code sections 52060(d)(1) and 17002(d)(1).

**Determining the District's Compliance with the Contribution Requirement for EC Section 17070.75, as amended by AB 104 (Chapter 13, Statutes of 2015), effective 2015-16 and 2016-17 - Ongoing and Major Maintenance/Restricted Maintenance Account (OMMA/RMA)**

**NOTE:** AB 104 (Chapter 13, Statutes of 2015) requires the district to deposit into the account, for the 2015-16 and 2016-17 fiscal years, a minimum amount that is the lesser of 3% of the total general fund expenditures and other financing uses for that fiscal year or the amount that the district deposited into the account for the 2014-15 fiscal year.

**DATA ENTRY:** For the Required Minimum Contribution, enter the lesser of 3% of the total general fund expenditures and other financing uses for the current year or the amount that the district deposited into the account for the 2014-15 fiscal year. If EC 17070.75(e)(1) and (e)(2) apply, input 3%. First Interim data that exists will be extracted; otherwise, enter First Interim data into lines 1 and 2. All other data are extracted.

	Required Minimum Contribution	Second Interim Contribution Projected Year Totals (Fund 01, Resource 8150, Objects 8900-8999)	Status
1. OMMA/RMA Contribution	810,000.00	1,000,000.00	Met
2. First Interim Contribution (information only) (Form 01CSI, First Interim, Criterion 7, Line 1)		1,285,100.00	

If status is not met, enter an X in the box that best describes why the minimum required contribution was not made:

- ☐ Not applicable (district does not participate in the Leroy F. Greene School Facilities Act of 1998)
- ☐ Exempt (due to district's small size [EC Section 17070.75 (b)(2)(E)])
- ☐ Other (explanation must be provided)

**Explanation:**  
(required if NOT met  
and Other is marked)

**8. CRITERION: Deficit Spending**

**STANDARD:** Unrestricted deficit spending (total unrestricted expenditures and other financing uses is greater than total unrestricted revenues and other financing sources) as a percentage of total unrestricted expenditures and other financing uses, has not exceeded one-third of the district's available reserves<sup>1</sup> as a percentage of total expenditures and other financing uses<sup>2</sup> in any of the current fiscal year or two subsequent fiscal years.

<sup>1</sup>Available reserves are the unrestricted amounts in the Reserve for Economic Uncertainties and the Unassigned/Unappropriated accounts in the General Fund and the Special Reserve Fund for Other Than Capital Outlay Projects. Available reserves will be reduced by any negative ending balances in restricted resources in the General Fund.

<sup>2</sup>A school district that is the Administrative Unit of a Special Education Local Plan Area (SELPA) may exclude from its expenditures the distribution of funds to its participating members.

**8A. Calculating the District's Deficit Spending Standard Percentage Levels**

DATA ENTRY: All data are extracted or calculated.

	Current Year (2016-17)	1st Subsequent Year (2017-18)	2nd Subsequent Year (2018-19)
District's Available Reserve Percentages (Criterion 10C, Line 9)	17.4%	15.2%	15.5%
District's Deficit Spending Standard Percentage Levels (one-third of available reserve percentage):	5.8%	5.1%	5.2%

**8B. Calculating the District's Deficit Spending Percentages**

DATA ENTRY: Current Year data are extracted. If Form MYPI exists, data for the two subsequent years will be extracted; if not, enter data for the two subsequent years into the first and second columns.

Fiscal Year	Projected Year Totals		Deficit Spending Level (If Net Change in Unrestricted Fund Balance is negative, else N/A)	Status
	Net Change in Unrestricted Fund Balance (Form 011, Section E) (Form MYPI, Line C)	Total Unrestricted Expenditures and Other Financing Uses (Form 011, Objects 1000-7999) (Form MYPI, Line B11)		
Current Year (2016-17)	811,747.69	33,303,051.92	N/A	Met
1st Subsequent Year (2017-18)	(1,065,435.75)	33,010,087.41	3.2%	Met
2nd Subsequent Year (2018-19)	181,456.55	33,311,498.41	N/A	Met

**8C. Comparison of District Deficit Spending to the Standard**

DATA ENTRY: Enter an explanation if the standard is not met.

- 1a. STANDARD MET - Unrestricted deficit spending, if any, has not exceeded the standard percentage level in any of the current year or two subsequent fiscal years.

Explanation:  
(required if NOT met)



**9. CRITERION: Fund and Cash Balances**

**A. FUND BALANCE STANDARD:** Projected general fund balance will be positive at the end of the current fiscal year and two subsequent fiscal years.

**9A-1. Determining if the District's General Fund Ending Balance is Positive**

DATA ENTRY: Current Year data are extracted. If Form MYPI exists, data for the two subsequent years will be extracted; if not, enter data for the two subsequent years.

Fiscal Year	Ending Fund Balance General Fund Projected Year Totals (Form 011, Line F2 ) (Form MYPI, Line D2)		Status
Current Year (2016-17)		6,985,050.94	Met
1st Subsequent Year (2017-18)		5,919,615.49	Met
2nd Subsequent Year (2018-19)		8,081,072.04	Met

**9A-2. Comparison of the District's Ending Fund Balance to the Standard**

DATA ENTRY: Enter an explanation if the standard is not met.

1a. STANDARD MET - Projected general fund ending balance is positive for the current fiscal year and two subsequent fiscal years.

Explanation:  
(required if NOT met)

**B. CASH BALANCE STANDARD:** Projected general fund cash balance will be positive at the end of the current fiscal year.

**9B-1. Determining if the District's Ending Cash Balance is Positive**

DATA ENTRY: If Form CASH exists, data will be extracted; if not, data must be entered below.

Fiscal Year	Ending Cash Balance General Fund (Form CASH, Line F, June Column)		Status
Current Year (2016-17)		8,261,582.39	Met

**9B-2. Comparison of the District's Ending Cash Balance to the Standard**

DATA ENTRY: Enter an explanation if the standard is not met.

1a. STANDARD MET - Projected general fund cash balance will be positive at the end of the current fiscal year.

Explanation:  
(required if NOT met)

**10. CRITERION: Reserves**

**STANDARD:** Available reserves<sup>1</sup> for any of the current fiscal year or two subsequent fiscal years are not less than the following percentages or amounts<sup>2</sup> as applied to total expenditures and other financing uses<sup>3</sup>:

**DATA ENTRY:** Current Year data are extracted. Enter district regular ADA corresponding to financial data reported in the General Fund, only, for the two subsequent years.

Percentage Level	District ADA		
5% or \$66,000 (greater of)	0	to	300
4% or \$66,000 (greater of)	301	to	1,000
3%	1,001	to	30,000
2%	30,001	to	400,000
1%	400,001	and	over

<sup>1</sup> Available reserves are the unrestricted amounts in the Reserve for Economic Uncertainties and the Unassigned/Unappropriated accounts in the General Fund and Special Reserve Fund for Other Than Capital Outlay Projects. Available reserves will be reduced by any negative ending balances in restricted resources in the General Fund.

<sup>2</sup> Dollar amounts to be adjusted annually by the prior year statutory cost-of-living adjustment (Education Code Section 42238), rounded to the nearest thousand.

<sup>3</sup> A school district that is the Administrative Unit (AU) of a Special Education Local Plan Area (SELPA) may exclude from its expenditures the distribution of funds to its participating members.

	Current Year (2016-17)	1st Subsequent Year (2017-18)	2nd Subsequent Year (2018-19)
District Estimated P-2 ADA (Form AI, Line A4):	4,210	4,210	4,210
District's Reserve Standard Percentage Level:	3%	3%	3%

**10A. Calculating the District's Special Education Pass-through Exclusions (only for districts that serve as the AU of a SELPA)**

**DATA ENTRY:** For SELPA AUs, if Form MYPI exists, all data will be extracted including the Yes/No button selection. If not, click the appropriate Yes or No button for item 1 and, if Yes, enter data for item 2a and for the two subsequent years in item 2b; Current Year data are extracted.

For districts that serve as the AU of a SELPA (Form MYPI, Lines F1a, F1b1, and F1b2):

1. Do you choose to exclude from the reserve calculation the pass-through funds distributed to SELPA members?
2. If you are the SELPA AU and are excluding special education pass-through funds:

- a. Enter the name(s) of the SELPA(s):

- b. Special Education Pass-through Funds  
(Fund 10, resources 3300-3499 and 6500-6540,  
objects 7211-7213 and 7221-7223)

Current Year Projected Year Totals (2016-17)	1st Subsequent Year (2017-18)	2nd Subsequent Year (2018-19)
0.00	0.00	0.00

**10B. Calculating the District's Reserve Standard**

**DATA ENTRY:** If Form MYPI exists, all data will be extracted or calculated. If not, enter data for line 1 for the two subsequent years; Current Year data are extracted.

	Current Year Projected Year Totals (2016-17)	1st Subsequent Year (2017-18)	2nd Subsequent Year (2018-19)
1. Expenditures and Other Financing Uses (Form 011, objects 1000-7999) (Form MYPI, Line B11)	46,781,396.44	46,848,778.45	46,720,143.45
2. Plus: Special Education Pass-through (Criterion 10A, Line 2b, if Criterion 10A, Line 1 is No)			
3. Total Expenditures and Other Financing Uses (Line B1 plus Line B2)	46,781,396.44	46,848,778.45	46,720,143.45
4. Reserve Standard Percentage Level	3%	3%	3%
5. Reserve Standard - by Percent (Line B3 times Line B4)	1,403,441.89	1,405,463.35	1,401,604.30
6. Reserve Standard - by Amount (\$66,000 for districts with less than 1,001 ADA, else 0)	0.00	0.00	0.00
7. District's Reserve Standard (Greater of Line B5 or Line B6)	1,403,441.89	1,405,463.35	1,401,604.30

**10C. Calculating the District's Available Reserve Amount**

DATA ENTRY: All data are extracted from fund data and Form MYPI. If Form MYPI does not exist, enter data for the two subsequent years.

Reserve Amounts (Unrestricted resources 0000-1999 except Line 4)	Current Year Projected Year Totals (2016-17)	1st Subsequent Year (2017-18)	2nd Subsequent Year (2018-19)
1. General Fund - Stabilization Arrangements (Fund 01, Object 9750) (Form MYPI, Line E1a)	0.00	0.00	0.00
2. General Fund - Reserve for Economic Uncertainties (Fund 01, Object 9789) (Form MYPI, Line E1b)	1,402,284.76	1,390,764.00	1,386,905.00
3. General Fund - Unassigned/Unappropriated Amount (Fund 01, Object 9790) (Form MYPI, Line E1c)	4,387,810.42	3,334,721.43	3,500,036.98
4. General Fund - Negative Ending Balances in Restricted Resources (Fund 01, Object 979Z, if negative, for each of resources 2000-9999) (Form MYPI, Line E1d)	(8.00)	0.00	0.00
5. Special Reserve Fund - Stabilization Arrangements (Fund 17, Object 9750) (Form MYPI, Line E2a)	1,283,508.92	1,272,480.00	1,272,480.00
6. Special Reserve Fund - Reserve for Economic Uncertainties (Fund 17, Object 9789) (Form MYPI, Line E2b)	1,086,603.79	1,097,633.00	1,097,633.00
7. Special Reserve Fund - Unassigned/Unappropriated Amount (Fund 17, Object 9790) (Form MYPI, Line E2c)	0.00	0.00	0.00
8. District's Available Reserve Amount (Lines C1 thru C7)	8,160,199.89	7,095,598.43	7,257,054.98
9. District's Available Reserve Percentage (Information only) (Line 8 divided by Section 10B, Line 3)	17.44%	15.15%	15.53%
District's Reserve Standard (Section 10B, Line 7):	1,403,441.89	1,405,463.35	1,401,604.30
Status:	Met	Met	Met

**10D. Comparison of District Reserve Amount to the Standard**

DATA ENTRY: Enter an explanation if the standard is not met.

- 1a. STANDARD MET - Available reserves have met the standard for the current year and two subsequent fiscal years.

Explanation:  
(required if NOT met)

## SUPPLEMENTAL INFORMATION

DATA ENTRY: Click the appropriate Yes or No button for items S1 through S4. Enter an explanation for each Yes answer.

### S1. Contingent Liabilities

- 1a. Does your district have any known or contingent liabilities (e.g., financial or program audits, litigation, state compliance reviews) that have occurred since first interim projections that may impact the budget?

No

- 1b. If Yes, identify the liabilities and how they may impact the budget:

### S2. Use of One-time Revenues for Ongoing Expenditures

- 1a. Does your district have ongoing general fund expenditures funded with one-time revenues that have changed since first interim projections by more than five percent?

No

- 1b. If Yes, identify the expenditures and explain how the one-time resources will be replaced to continue funding the ongoing expenditures in the following fiscal years:

### S3. Temporary Interfund Borrowings

- 1a. Does your district have projected temporary borrowings between funds?  
(Refer to Education Code Section 42603)

No

- 1b. If Yes, identify the interfund borrowings:

### S4. Contingent Revenues

- 1a. Does your district have projected revenues for the current fiscal year or either of the two subsequent fiscal years contingent on reauthorization by the local government, special legislation, or other definitive act (e.g., parcel taxes, forest reserves)?

No

- 1b. If Yes, identify any of these revenues that are dedicated for ongoing expenses and explain how the revenues will be replaced or expenditures reduced:

**S5. Contributions**

Identify projected contributions from unrestricted resources in the general fund to restricted resources in the general fund for the current fiscal year and two subsequent fiscal years. Provide an explanation if contributions have changed by more than \$20,000 and more than five percent since first interim projections.

Identify projected transfers to or from the general fund to cover operating deficits in either the general fund or any other fund for the current fiscal year and two subsequent fiscal years. Provide an explanation if transfers have changed by more than \$20,000 and more than five percent since first interim projections.

Identify capital project cost overruns that have occurred since first interim projections that may impact the general fund budget.

District's Contributions and Transfers Standard:

-5.0% to +5.0%  
or -\$20,000 to +\$20,000

**S5A. Identification of the District's Projected Contributions, Transfers, and Capital Projects that may Impact the General Fund**

DATA ENTRY: First Interim data that exist will be extracted; otherwise, enter data into the first column. For Contributions, the Second Interim's Current Year data will be extracted. Enter Second Interim Contributions for the 1st and 2nd Subsequent Years. For Transfers In and Transfers Out, if Form MYP exists, the data will be extracted into the Second Interim column for the Current Year, and 1st and 2nd Subsequent Years. If Form MYP does not exist, enter data in the Current Year, and 1st and 2nd Subsequent Years. Click on the appropriate button for Item 1d; all other data will be calculated.

Description / Fiscal Year	First Interim (Form 01CSI, Item S5A)	Second Interim Projected Year Totals	Percent Change	Amount of Change	Status
<b>1a. Contributions, Unrestricted General Fund</b> (Fund 01, Resources 0000-1999, Object 8980)					
Current Year (2016-17)	(6,464,651.80)	(6,301,541.39)	-2.5%	(163,110.41)	Met
1st Subsequent Year (2017-18)	(6,964,652.00)	(8,091,148.34)	16.2%	1,126,496.34	Not Met
2nd Subsequent Year (2018-19)	(7,464,652.00)	(8,061,102.04)	8.0%	596,450.04	Not Met
<b>1b. Transfers In, General Fund *</b>					
Current Year (2016-17)	0.00	0.00	0.0%	0.00	Met
1st Subsequent Year (2017-18)	0.00	0.00	0.0%	0.00	Met
2nd Subsequent Year (2018-19)	0.00	0.00	0.0%	0.00	Met
<b>1c. Transfers Out, General Fund *</b>					
Current Year (2016-17)	278,721.00	278,721.00	0.0%	0.00	Met
1st Subsequent Year (2017-18)	278,721.00	250,000.00	-10.3%	(28,721.00)	Not Met
2nd Subsequent Year (2018-19)	278,721.00	250,000.00	-10.3%	(28,721.00)	Not Met

**1d. Capital Project Cost Overruns**

Have capital project cost overruns occurred since first interim projections that may impact the general fund operational budget?

No

\* Include transfers used to cover operating deficits in either the general fund or any other fund.

**S5B. Status of the District's Projected Contributions, Transfers, and Capital Projects**

DATA ENTRY: Enter an explanation if Not Met for items 1a-1c or if Yes for Item 1d.

- 1a. NOT MET - The projected contributions from the unrestricted general fund to restricted general fund programs have changed since first interim projections by more than the standard for any of the current year or subsequent two fiscal years. Identify restricted programs and contribution amount for each program and whether contributions are ongoing or one-time in nature. Explain the district's plan, with timeframes, for reducing or eliminating the contribution.

Explanation:  
(required if NOT met)

For 2016-17, ending fund balance will be used to reduce the contribution need from general fund. Continuing the use of fund balance was calculated in error for 2017-18 and 2018-19 during First Interim.

- 1b. MET - Projected transfers in have not changed since first interim projections by more than the standard for the current year and two subsequent fiscal years.

Explanation:  
(required if NOT met)

- 1c. NOT MET - The projected transfers out of the general fund have changed since first interim projections by more than the standard for any of the current year or subsequent two fiscal years. Identify the amounts transferred, by fund, and whether transfers are ongoing or one-time in nature. If ongoing, explain the district's plan, with timeframes, for reducing or eliminating the transfers.

Explanation:  
(required if NOT met)

The Transfers Out reflect the General Fund's contribution to Deferred Maintenance. Deferred Maintenance is no longer a requirement, yet CJUSD continues to contribute to Fund 14. Future contribution amounts were reduced as a result of a reduction of state revenue.

- 1d. NO - There have been no capital project cost overruns occurring since first interim projections that may impact the general fund operational budget.

Project Information:  
(required if YES)

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**S6B. Comparison of the District's Annual Payments to Prior Year Annual Payment**

DATA ENTRY: Enter an explanation if Yes.

- 1a. No - Annual payments for long-term commitments have not increased in one or more of the current and two subsequent fiscal years.

Explanation:  
(Required if Yes  
to increase in total  
annual payments)

**S6C. Identification of Decreases to Funding Sources Used to Pay Long-term Commitments**

DATA ENTRY: Click the appropriate Yes or No button in Item 1; if Yes, an explanation is required in Item 2.

1. Will funding sources used to pay long-term commitments decrease or expire prior to the end of the commitment period, or are they one-time sources?

No

2. No - Funding sources will not decrease or expire prior to the end of the commitment period, and one-time funds are not being used for long-term commitment.

Explanation:  
(Required if Yes)



**S7. Unfunded Liabilities**

Identify any changes in estimates for unfunded liabilities since first interim projections, and indicate whether the changes are the result of a new actuarial valuation.

**S7A. Identification of the District's Estimated Unfunded Liability for Postemployment Benefits Other Than Pensions (OPEB)**

DATA ENTRY: Click the appropriate button(s) for items 1a-1c, as applicable. First Interim data that exist (Form 01CSI, Item S7A) will be extracted; otherwise, enter First Interim and Second Interim data in items 2-4.

1. a. Does your district provide postemployment benefits other than pensions (OPEB)? (If No, skip items 1b-4)

Yes

- b. If Yes to Item 1a, have there been changes since first interim in OPEB liabilities?

No

- c. If Yes to Item 1a, have there been changes since first interim in OPEB contributions?

No

## 2. OPEB Liabilities

- a. OPEB actuarial accrued liability (AAL)
- 
- b. OPEB unfunded actuarial accrued liability (UAAL)
- 
- c. Are AAL and UAAL based on the district's estimate or an actuarial valuation?
- 
- d. If based on an actuarial valuation, indicate the date of the OPEB valuation.

First Interim (Form 01CSI, Item S7A)	Second Interim
8,495,149.00	8,495,149.00
8,495,149.00	8,495,149.00
Actuarial	Actuarial
August 2015	August 2015

## 3. OPEB Contributions

- a. OPEB annual required contribution (ARC) per actuarial valuation or Alternative Measurement Method
- 
- Current Year (2016-17)
- 
- 1st Subsequent Year (2017-18)
- 
- 2nd Subsequent Year (2018-19)

First Interim (Form 01CSI, Item S7A)	Second Interim
1,123,156.00	1,123,156.00
1,145,619.00	1,145,619.00
1,168,531.00	1,168,531.00

- b. OPEB amount contributed (for this purpose, include premiums paid to a self-insurance fund)
- 
- (Funds 01-70, objects 3701-3752)
- 
- Current Year (2016-17)
- 
- 1st Subsequent Year (2017-18)
- 
- 2nd Subsequent Year (2018-19)

19,500.00	1,469.00
30,000.00	30,000.00
35,000.00	35,000.00

- c. Cost of OPEB benefits (equivalent of "pay-as-you-go" amount)
- 
- Current Year (2016-17)
- 
- 1st Subsequent Year (2017-18)
- 
- 2nd Subsequent Year (2018-19)

150,000.00	150,000.00
185,000.00	185,000.00
210,000.00	210,000.00

- d. Number of retirees receiving OPEB benefits
- 
- Current Year (2016-17)
- 
- 1st Subsequent Year (2017-18)
- 
- 2nd Subsequent Year (2018-19)

42	42
48	48
50	50

## 4. Comments:

**S7B. Identification of the District's Unfunded Liability for Self-Insurance Programs**

DATA ENTRY: Click the appropriate button(s) for items 1a-1c, as applicable. First Interim data that exist (Form 01CSI, Item S7B) will be extracted; otherwise, enter First Interim and Second Interim data in items 2-4.

1. a. Does your district operate any self-insurance programs such as workers' compensation, employee health and welfare, or property and liability? (Do not include OPEB; which is covered in Section S7A) (If No, skip items 1b-4)

No
----

- b. If Yes to item 1a, have there been changes since first interim in self-insurance liabilities?

n/a
-----

- c. If Yes to item 1a, have there been changes since first interim in self-insurance contributions?

n/a
-----

2. Self-Insurance Liabilities

- a. Accrued liability for self-insurance programs  
b. Unfunded liability for self-insurance programs

First Interim (Form 01CSI, Item S7B)	Second Interim

3. Self-Insurance Contributions

- a. Required contribution (funding) for self-insurance programs  
Current Year (2016-17)  
1st Subsequent Year (2017-18)  
2nd Subsequent Year (2018-19)

First Interim (Form 01CSI, Item S7B)	Second Interim

- b. Amount contributed (funded) for self-insurance programs  
Current Year (2016-17)  
1st Subsequent Year (2017-18)  
2nd Subsequent Year (2018-19)


4. Comments:

--

**S8. Status of Labor Agreements**

Analyze the status of employee labor agreements. Identify new labor agreements that have been ratified since first interim projections, as well as new commitments provided as part of previously ratified multiyear agreements; and include all contracts, including all administrator contracts (and including all compensation). For new agreements, indicate the date of the required board meeting. Compare the increase in new commitments to the projected increase in ongoing revenues and explain how these commitments will be funded in future fiscal years.

If salary and benefit negotiations are not finalized, upon settlement with certificated or classified staff:

The school district must determine the cost of the settlement, including salaries, benefits, and any other agreements that change costs, and provide the county office of education (COE) with an analysis of the cost of the settlement and its impact on the operating budget.

The county superintendent shall review the analysis relative to the criteria and standards and may provide written comments to the president of the district governing board and superintendent.

**S8A. Cost Analysis of District's Labor Agreements - Certificated (Non-management) Employees**

DATA ENTRY: Click the appropriate Yes or No button for "Status of Certificated Labor Agreements as of the Previous Reporting Period." There are no extractions in this section.

Status of Certificated Labor Agreements as of the Previous Reporting Period

Were all certificated labor negotiations settled as of first interim projections?

No

If Yes, complete number of FTEs, then skip to section S8B.

If No, continue with section S8A.

**Certificated (Non-management) Salary and Benefit Negotiations**

	Prior Year (2nd Interim) (2015-16)	Current Year (2016-17)	1st Subsequent Year (2017-18)	2nd Subsequent Year (2018-19)
Number of certificated (non-management) full-time-equivalent (FTE) positions	228.5	233.4	237.0	238.0

1a. Have any salary and benefit negotiations been settled since first interim projections?

No

If Yes, and the corresponding public disclosure documents have been filed with the COE, complete questions 2 and 3.

If Yes, and the corresponding public disclosure documents have not been filed with the COE, complete questions 2-5.

If No, complete questions 6 and 7.

1b. Are any salary and benefit negotiations still unsettled?

Yes

If Yes, complete questions 6 and 7.

**Negotiations Settled Since First Interim Projections**

2a. Per Government Code Section 3547.5(a), date of public disclosure board meeting:

2b. Per Government Code Section 3547.5(b), was the collective bargaining agreement certified by the district superintendent and chief business official?

If Yes, date of Superintendent and CBO certification:

3. Per Government Code Section 3547.5(c), was a budget revision adopted to meet the costs of the collective bargaining agreement?

n/a

If Yes, date of budget revision board adoption:

4. Period covered by the agreement:

Begin Date:

End Date:

5. Salary settlement:

Current Year  
(2016-17)

1st Subsequent Year  
(2017-18)

2nd Subsequent Year  
(2018-19)

Is the cost of salary settlement included in the interim and multiyear projections (MYPs)?

**One Year Agreement**

Total cost of salary settlement

% change in salary schedule from prior year

or

**Multiyear Agreement**

Total cost of salary settlement

% change in salary schedule from prior year  
(may enter text, such as "Reopener")

Identify the source of funding that will be used to support multiyear salary commitments:

Negotiations Not Settled

6. Cost of a one percent increase in salary and statutory benefits

197,477

7. Amount included for any tentative salary schedule increases

Current Year (2016-17)	1st Subsequent Year (2017-18)	2nd Subsequent Year (2018-19)
0	0	0

**Certificated (Non-management) Health and Welfare (H&W) Benefits**

- Are costs of H&W benefit changes included in the interim and MYPs?
- Total cost of H&W benefits
- Percent of H&W cost paid by employer
- Percent projected change in H&W cost over prior year

Current Year (2016-17)	1st Subsequent Year (2017-18)	2nd Subsequent Year (2018-19)
No	No	No

**Certificated (Non-management) Prior Year Settlements Negotiated Since First Interim Projections**

Are any new costs negotiated since first interim projections for prior year settlements included in the interim?

No		
----	--	--

If Yes, amount of new costs included in the interim and MYPs  
If Yes, explain the nature of the new costs:

--

**Certificated (Non-management) Step and Column Adjustments**

- Are step & column adjustments included in the interim and MYPs?
- Cost of step & column adjustments
- Percent change in step & column over prior year

Current Year (2016-17)	1st Subsequent Year (2017-18)	2nd Subsequent Year (2018-19)
No	Yes	Yes
	316,212	316,212

**Certificated (Non-management) Attrition (layoffs and retirements)**

- Are savings from attrition included in the budget and MYPs?
- Are additional H&W benefits for those laid-off or retired employees included in the interim and MYPs?

Current Year (2016-17)	1st Subsequent Year (2017-18)	2nd Subsequent Year (2018-19)
Yes	No	No
Yes	No	No

**Certificated (Non-management) - Other**

List other significant contract changes that have occurred since first interim projections and the cost impact of each change (i.e., class size, hours of employment, leave of absence, bonuses, etc.):


**S8B. Cost Analysis of District's Labor Agreements - Classified (Non-management) Employees**

DATA ENTRY: Click the appropriate Yes or No button for "Status of Classified Labor Agreements as of the Previous Reporting Period." There are no extractions in this section.

**Status of Classified Labor Agreements as of the Previous Reporting Period**

Were all classified labor negotiations settled as of first interim projections?

If Yes, complete number of FTEs, then skip to section S8C.

If No, continue with section S8B.

No

**Classified (Non-management) Salary and Benefit Negotiations**

	Prior Year (2nd Interim) (2015-16)	Current Year (2016-17)	1st Subsequent Year (2017-18)	2nd Subsequent Year (2018-19)
Number of classified (non-management) FTE positions	196.0	197.2	197.2	197.2

1a. Have any salary and benefit negotiations been settled since first interim projections?

No

If Yes, and the corresponding public disclosure documents have been filed with the COE, complete questions 2 and 3.

If Yes, and the corresponding public disclosure documents have not been filed with the COE, complete questions 2-5.

If No, complete questions 6 and 7.

1b. Are any salary and benefit negotiations still unsettled?

Yes

If Yes, complete questions 6 and 7.

**Negotiations Settled Since First Interim Projections**

2a. Per Government Code Section 3547.5(a), date of public disclosure board meeting:

2b. Per Government Code Section 3547.5(b), was the collective bargaining agreement certified by the district superintendent and chief business official?

If Yes, date of Superintendent and CBO certification:

3. Per Government Code Section 3547.5(c), was a budget revision adopted to meet the costs of the collective bargaining agreement?

n/a

If Yes, date of budget revision board adoption:

4. Period covered by the agreement:

Begin Date:

End Date:

5. Salary settlement:

Current Year  
(2016-17)1st Subsequent Year  
(2017-18)2nd Subsequent Year  
(2018-19)

Is the cost of salary settlement included in the interim and multiyear projections (MYPs)?

No

No

No

**One Year Agreement**

Total cost of salary settlement

% change in salary schedule from prior year  
or**Multiyear Agreement**

Total cost of salary settlement

% change in salary schedule from prior year  
(may enter text, such as "Reopener")

Identify the source of funding that will be used to support multiyear salary commitments:

**Negotiations Not Settled**

6. Cost of a one percent increase in salary and statutory benefits

74,301

7. Amount included for any tentative salary schedule increases

Current Year  
(2016-17)1st Subsequent Year  
(2017-18)2nd Subsequent Year  
(2018-19)

0

0

0

**Classified (Non-management) Health and Welfare (H&W) Benefits**

1. Are costs of H&W benefit changes included in the interim and MYPs?
2. Total cost of H&W benefits
3. Percent of H&W cost paid by employer
4. Percent projected change in H&W cost over prior year

Current Year (2016-17)	1st Subsequent Year (2017-18)	2nd Subsequent Year (2018-19)
No	No	No

**Classified (Non-management) Prior Year Settlements Negotiated Since First Interim**

Are any new costs negotiated since first interim for prior year settlements included in the interim?

No		

If Yes, amount of new costs included in the interim and MYPs

If Yes, explain the nature of the new costs:

--

**Classified (Non-management) Step and Column Adjustments**

1. Are step & column adjustments included in the interim and MYPs?
2. Cost of step & column adjustments
3. Percent change in step & column over prior year

Current Year (2016-17)	1st Subsequent Year (2017-18)	2nd Subsequent Year (2018-19)
No	Yes	Yes
0	77,500	77,500

**Classified (Non-management) Attrition (layoffs and retirements)**

1. Are savings from attrition included in the interim and MYPs?
2. Are additional H&W benefits for those laid-off or retired employees included in the interim and MYPs?

Current Year (2016-17)	1st Subsequent Year (2017-18)	2nd Subsequent Year (2018-19)
Yes	No	No
Yes	No	No

**Classified (Non-management) - Other**

List other significant contract changes that have occurred since first interim and the cost impact of each (i.e., hours of employment, leave of absence, bonuses, etc.):


**S8C. Cost Analysis of District's Labor Agreements - Management/Supervisor/Confidential Employees**

DATA ENTRY: Click the appropriate Yes or No button for "Status of Management/Supervisor/Confidential Labor Agreements as of the Previous Reporting Period." There are no extractions in this section.

**Status of Management/Supervisor/Confidential Labor Agreements as of the Previous Reporting Period**

Were all managerial/confidential labor negotiations settled as of first interim projections?

If Yes or n/a, complete number of FTEs, then skip to S9.

If No, continue with section S8C.

No

**Management/Supervisor/Confidential Salary and Benefit Negotiations**

	Prior Year (2nd Interim) (2015-16)	Current Year (2016-17)	1st Subsequent Year (2017-18)	2nd Subsequent Year (2018-19)
Number of management, supervisor, and confidential FTE positions	25.0	23.6	24.0	24.0

1a. Have any salary and benefit negotiations been settled since first interim projections?

If Yes, complete question 2.

If No, complete questions 3 and 4.

No

1b. Are any salary and benefit negotiations still unsettled?

If Yes, complete questions 3 and 4.

Yes

**Negotiations Settled Since First Interim Projections**

2. Salary settlement:

Is the cost of salary settlement included in the interim and multiyear projections (MYPs)?

Total cost of salary settlement

Change in salary schedule from prior year  
(may enter text, such as "Reopener")

Current Year (2016-17)	1st Subsequent Year (2017-18)	2nd Subsequent Year (2018-19)

**Negotiations Not Settled**

3. Cost of a one percent increase in salary and statutory benefits

34,116

4. Amount included for any tentative salary schedule increases

Current Year (2016-17)	1st Subsequent Year (2017-18)	2nd Subsequent Year (2018-19)
0	0	0

**Management/Supervisor/Confidential  
Health and Welfare (H&W) Benefits**

- Are costs of H&W benefit changes included in the interim and MYPs?
- Total cost of H&W benefits
- Percent of H&W cost paid by employer
- Percent projected change in H&W cost over prior year

Current Year (2016-17)	1st Subsequent Year (2017-18)	2nd Subsequent Year (2018-19)
No	No	No

**Management/Supervisor/Confidential  
Step and Column Adjustments**

- Are step & column adjustments included in the budget and MYPs?
- Cost of step & column adjustments
- Percent change in step and column over prior year

Current Year (2016-17)	1st Subsequent Year (2017-18)	2nd Subsequent Year (2018-19)
No	No	No

**Management/Supervisor/Confidential  
Other Benefits (mileage, bonuses, etc.)**

- Are costs of other benefits included in the interim and MYPs?
- Total cost of other benefits
- Percent change in cost of other benefits over prior year

Current Year (2016-17)	1st Subsequent Year (2017-18)	2nd Subsequent Year (2018-19)
No	No	No
0	0	0

## S9. Status of Other Funds

Analyze the status of other funds that may have negative fund balances at the end of the current fiscal year. If any other fund has a projected negative fund balance, prepare an interim report and multiyear projection for that fund. Explain plans for how and when the negative fund balance will be addressed.

### S9A. Identification of Other Funds with Negative Ending Fund Balances

DATA ENTRY: Click the appropriate button in Item 1. If Yes, enter data in Item 2 and provide the reports referenced in Item 1.

1. Are any funds other than the general fund projected to have a negative fund balance at the end of the current fiscal year?

Yes

If Yes, prepare and submit to the reviewing agency a report of revenues, expenditures, and changes in fund balance (e.g., an interim fund report) and a multiyear projection report for each fund.

2. If Yes, identify each fund, by name and number, that is projected to have a negative ending fund balance for the current fiscal year. Provide reasons for the negative balance(s) and explain the plan for how and when the problem(s) will be corrected.

Fund 25 will have a negative balance with Fund 17 reserving funds to cover the shortfall.

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## ADDITIONAL FISCAL INDICATORS

The following fiscal indicators are designed to provide additional data for reviewing agencies. A "Yes" answer to any single indicator does not necessarily suggest a cause for concern, but may alert the reviewing agency to the need for additional review.

DATA ENTRY: Click the appropriate Yes or No button for items A2 through A9; Item A1 is automatically completed based on data from Criterion 9.

A1. Do cash flow projections show that the district will end the current fiscal year with a negative cash balance in the general fund? (Data from Criterion 9B-1, Cash Balance, are used to determine Yes or No)

No

A2. Is the system of personnel position control independent from the payroll system?

Yes

A3. Is enrollment decreasing in both the prior and current fiscal years?

Yes

A4. Are new charter schools operating in district boundaries that impact the district's enrollment, either in the prior or current fiscal year?

No

A5. Has the district entered into a bargaining agreement where any of the current or subsequent fiscal years of the agreement would result in salary increases that are expected to exceed the projected state funded cost-of-living adjustment?

No

A6. Does the district provide uncapped (100% employer paid) health benefits for current or retired employees?

No

A7. Is the district's financial system independent of the county office system?

Yes

A8. Does the district have any reports that indicate fiscal distress pursuant to Education Code Section 42127.6(a)? (If Yes, provide copies to the county office of education.)

No

A9. Have there been personnel changes in the superintendent or chief business official positions within the last 12 months?

Yes

When providing comments for additional fiscal indicators, please include the item number applicable to each comment.

Comments:  
(optional)

A7. The district is transitioning to the county office's financial system. A9. A new Director of Fiscal Services was hired in August 2016.

## End of School District Second Interim Criteria and Standards Review

NOTICE OF CRITERIA AND STANDARDS REVIEW. This interim report was based upon and reviewed using the state-adopted Criteria and Standards. (Pursuant to Education Code (EC) sections 33129 and 42130)

Signed: \_\_\_\_\_  
District Superintendent or Designee

Date: \_\_\_\_\_

NOTICE OF INTERIM REVIEW. All action shall be taken on this report during a regular or authorized special meeting of the governing board.

To the County Superintendent of Schools:

This interim report and certification of financial condition are hereby filed by the governing board of the school district. (Pursuant to EC Section 42131)

Meeting Date: March 15, 2017

Signed: \_\_\_\_\_  
President of the Governing Board

#### CERTIFICATION OF FINANCIAL CONDITION

☒ **POSITIVE CERTIFICATION**

As President of the Governing Board of this school district, I certify that based upon current projections this district will meet its financial obligations for the current fiscal year and subsequent two fiscal years.

☐ **QUALIFIED CERTIFICATION**

As President of the Governing Board of this school district, I certify that based upon current projections this district may not meet its financial obligations for the current fiscal year or two subsequent fiscal years.

☐ **NEGATIVE CERTIFICATION**

As President of the Governing Board of this school district, I certify that based upon current projections this district will be unable to meet its financial obligations for the remainder of the current fiscal year or for the subsequent fiscal year.

Contact person for additional information on the interim report:

Name: Lisa Coronado

Telephone: (916) 338-6400

Title: Director of Fiscal Services

E-mail: coronado@centerusd.org

### Criteria and Standards Review Summary

The following summary is automatically completed based on data provided in the Criteria and Standards Review form (Form 01CSI). Criteria and standards that are "Not Met," and supplemental information and additional fiscal indicators that are "Yes," may indicate areas of potential concern, which could affect the interim report certification, and should be carefully reviewed.

CRITERIA AND STANDARDS			Met	Not Met
1	Average Daily Attendance	Funded ADA for any of the current or two subsequent fiscal years has not changed by more than two percent since first interim.	X	

CRITERIA AND STANDARDS (continued)			Met	Not Met
2	Enrollment	Projected enrollment for any of the current or two subsequent fiscal years has not changed by more than two percent since first interim.	X	
3	ADA to Enrollment	Projected second period (P-2) ADA to enrollment ratio for the current and two subsequent fiscal years is consistent with historical ratios.		X
4	Local Control Funding Formula (LCFF)	Projected LCFF for any of the current or two subsequent fiscal years has not changed by more than two percent since first interim.		X
5	Salaries and Benefits	Projected ratio of total unrestricted salaries and benefits to total unrestricted general fund expenditures has not changed by more than the standard for the current and two subsequent fiscal years.		X
6a	Other Revenues	Projected operating revenues (federal, other state, other local) for the current and two subsequent fiscal years have not changed by more than five percent since first interim.		X
6b	Other Expenditures	Projected operating expenditures (books and supplies, services and other expenditures) for the current and two subsequent fiscal years have not changed by more than five percent since first interim.		X
7	Ongoing and Major Maintenance Account	If applicable, changes occurring since first interim meet the required contribution to the ongoing and major maintenance account (i.e., restricted maintenance account).	X	
8	Deficit Spending	Unrestricted deficit spending, if any, has not exceeded the standard in any of the current or two subsequent fiscal years.	X	
9a	Fund Balance	Projected general fund balance will be positive at the end of the current and two subsequent fiscal years.	X	
9b	Cash Balance	Projected general fund cash balance will be positive at the end of the current fiscal year.	X	
10	Reserves	Available reserves (e.g., reserve for economic uncertainties, unassigned/unappropriated amounts) meet minimum requirements for the current and two subsequent fiscal years.	X	

SUPPLEMENTAL INFORMATION			No	Yes
S1	Contingent Liabilities	Have any known or contingent liabilities (e.g., financial or program audits, litigation, state compliance reviews) occurred since first interim that may impact the budget?	X	
S2	Using One-time Revenues to Fund Ongoing Expenditures	Are there ongoing general fund expenditures funded with one-time revenues that have changed since first interim by more than five percent?	X	
S3	Temporary Interfund Borrowings	Are there projected temporary borrowings between funds?	X	
S4	Contingent Revenues	Are any projected revenues for any of the current or two subsequent fiscal years contingent on reauthorization by the local government, special legislation, or other definitive act (e.g., parcel taxes, forest reserves)?	X	
S5	Contributions	Have contributions from unrestricted to restricted resources, or transfers to or from the general fund to cover operating deficits, changed since first interim by more than \$20,000 and more than 5% for any of the current or two subsequent fiscal years?		X

SUPPLEMENTAL INFORMATION (continued)			No	Yes
S6	Long-term Commitments	Does the district have long-term (multiyear) commitments or debt agreements?		X
		• If yes, have annual payments for the current or two subsequent fiscal years increased over prior year's (2015-16) annual payment?	X	
		• If yes, will funding sources used to pay long-term commitments decrease or expire prior to the end of the commitment period, or are they one-time sources?	X	
S7a	Postemployment Benefits Other than Pensions	Does the district provide postemployment benefits other than pensions (OPEB)?		X
		• If yes, have there been changes since first interim in OPEB liabilities?	X	
S7b	Other Self-insurance Benefits	Does the district operate any self-insurance programs (e.g., workers' compensation)?	X	
		• If yes, have there been changes since first interim in self-insurance liabilities?	n/a	
S8	Status of Labor Agreements	As of second interim projections, are salary and benefit negotiations still unsettled for:		
		• Certificated? (Section S8A, Line 1b)		X
		• Classified? (Section S8B, Line 1b)		X
S8	Labor Agreement Budget Revisions	• Management/supervisor/confidential? (Section S8C, Line 1b)		X
		For negotiations settled since first interim, per Government Code Section 3547.5(c), are budget revisions still needed to meet the costs of the collective bargaining agreement(s) for:		
		• Certificated? (Section S8A, Line 3)	n/a	
S8	Labor Agreement Budget Revisions	• Classified? (Section S8B, Line 3)	n/a	
S9	Status of Other Funds	Are any funds other than the general fund projected to have a negative fund balance at the end of the current fiscal year?		X

ADDITIONAL FISCAL INDICATORS			No	Yes
A1	Negative Cash Flow	Do cash flow projections show that the district will end the current fiscal year with a negative cash balance in the general fund?	X	
A2	Independent Position Control	Is personnel position control independent from the payroll system?		X
A3	Declining Enrollment	Is enrollment decreasing in both the prior and current fiscal years?		X
A4	New Charter Schools Impacting District Enrollment	Are any new charter schools operating in district boundaries that are impacting the district's enrollment, either in the prior or current fiscal year?	X	
A5	Salary Increases Exceed COLA	Has the district entered into a bargaining agreement where any of the current or subsequent fiscal years of the agreement would result in salary increases that are expected to exceed the projected state funded cost-of-living adjustment?	X	
A6	Uncapped Health Benefits	Does the district provide uncapped (100% employer paid) health benefits for current or retired employees?	X	
A7	Independent Financial System	Is the district's financial system independent from the county office system?		X
A8	Fiscal Distress Reports	Does the district have any reports that indicate fiscal distress? If yes, provide copies to the COE, pursuant to EC 42127.6(a).	X	
A9	Change of CBO or Superintendent	Have there been personnel changes in the superintendent or chief business official (CBO) positions within the last 12 months?		X

SACS2016ALL Financial Reporting Software - 2016.2.0  
3/6/2017 2:52:26 PM

34-73973-0000000

Second Interim  
2016-17 Projected Totals  
Technical Review Checks

Center Joint Unified

Sacramento County

Following is a chart of the various types of technical review checks and related requirements:

- F - Fatal (Data must be corrected; an explanation is not allowed)
- W/WC - Warning/Warning with Calculation (If data are not correct, correct the data; if data are correct an explanation is required)
- O - Informational (If data are not correct, correct the data; if data are correct an explanation is optional, but encouraged)

## IMPORT CHECKS

### GENERAL LEDGER CHECKS

EFB-POSITIVE - (W) - Ending balance (Object 979Z) is negative for the following resources. Please explain the cause of the negative balances and your plan to resolve them. NOTE: Negative ending balances in Fund 01 restricted resources will be offset against available reserves calculated in Form 01CSI and Form MYPI, which can negatively effect the criteria and standards.

EXCEPTION

FUND	RESOURCE	NEG. EFB
25	7710	-1,272,479.65

Explanation: The negative balance is due to the repayment of hardship dollars to OPSC.

Total of negative resource balances for Fund 25	-1,272,479.65
---	---------------

OBJ-POSITIVE - (W) - The following objects have a negative balance by resource, by fund:

EXCEPTION

FUND	RESOURCE	OBJECT	VALUE
25	0000	8660	-2,500.00

Explanation: Negative interest is generated as long as the fund balance remains negative.

25	7710	9790	-1,272,479.65
----	------	------	---------------

Explanation: The negative fund balance is due to past payments for COP's. Future planned community developments will bring in funds necessary to clear the deficit. In the meantime, Fund 17 has reserved funds to cover the shortfall.

## SUPPLEMENTAL CHECKS

### EXPORT CHECKS

Checks Completed.

Export Log  
Period: Second Interim  
Type of Export: Official

=====

LEA: 34-73973-0000000 Center Joint Unified

Official Check for LEA: 34-73973-0000000 is good

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Export of USER General Ledger started at 3/6/2017 2:53:38 PM

OFFICIAL Header for LEA: 34-73973-0000000 Center Joint Unified  
VERSION 2016.2.0

Fiscal Year: 2016-17  
Type of Data: Actuals to Date  
Number of records exported in group 1: 1113

Fiscal Year: 2016-17  
Type of Data: Board Approved Operating Budget  
Number of records exported in group 2: 1059

Fiscal Year: 2016-17  
Type of Data: Original Budget  
Number of records exported in group 3: 1066

Fiscal Year: 2016-17  
Type of Data: Projected Totals  
Number of records exported in group 4: 1284

Export USER General Ledger completed at 3/6/2017 2:53:38 PM

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Export of Supplementals (USER ELEMENTs) started at 3/6/2017 2:53:38 PM

Fiscal Year: 2016-17  
Type of Data: Actuals to Date  
Number of records exported in group 5: 99

Fiscal Year: 2016-17  
Type of Data: Board Approved Operating Budget  
Number of records exported in group 6: 171

Fiscal Year: 2016-17  
Type of Data: Original Budget  
Number of records exported in group 7: 174

Fiscal Year: 2016-17  
Type of Data: Projected Totals  
Number of records exported in group 8: 2833

Export of Supplemental (USER ELEMENTs) completed at 3/6/2017 2:53:40 PM

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Export of Explanations started at 3/6/2017 2:53:40 PM

Fiscal Year: 2016-17  
Type of Data: Board Approved Operating Budget  
Number of records exported in group 9: 3

Fiscal Year: 2016-17  
Type of Data: Original Budget  
Number of records exported in group 10: 8

Fiscal Year: 2016-17  
Type of Data: Projected Totals  
Number of records exported in group 11: 5

Export of Explanations completed at 3/6/2017 2:53:40 PM

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Export of TRC Log started at 3/6/2017 2:53:40 PM

Fiscal Year: 2016-17  
Type of Data: Actuals to Date  
Number of records exported in group 12: 35

Fiscal Year: 2016-17  
Type of Data: Board Approved Operating Budget  
Number of records exported in group 13: 49

Fiscal Year: 2016-17  
Type of Data: Original Budget  
Number of records exported in group 14: 48

Fiscal Year: 2016-17  
Type of Data: Projected Totals  
Number of records exported in group 15: 55

Export of TRC Log completed at 3/6/2017 2:53:40 PM

OFFICIAL END for LEA: 34-73973-0000000 Center Joint Unified

Exported to file: C:\SACS2016ALL\Official\34739730000000\2.DAT

End of Official Export Process



**LCFF Calculator Universal Assumptions**  
**Center Joint Unified (73973) - Center JUSD Second Interim 16-17**

**LEA:**      **Center Joint Unified**  
               **District**

**73973** 5 digit District code or 7 digit School code (from the CDS code)  
 Yes Did the CDS code exist in 2012-13? (for calculation of EPA only)  
**2013-14** First LCFF certification year (clears prior years on the Calculator to

**Projection Title:** **Center JUSD Second Interim 16-17**

**Annual COLA**  
*(prefilled as calculated by the Department of Finance, DOF)*  
**LCFF Gap Closed Percentage**  
*(prefilled as calculated by the Department of Finance, DOF)*  
**LCFF Gap Closed Percentage - May Revise**  
*(prefilled as calculated by the Department of Finance, DOF)*  
**Statewide 90th percentile rate**  
*(used in Economic Recovery Target, ERT, calculation only)*

**2012-13                      2013-14                      2014-15                      2015-16**

	1.57%	0.85%	1.02%
	12.00169574%	30.16016166%	52.55761597%
	11.75%	28.06%	53.08%
	\$ 12,921.15	---	---
21.5165%	21.12293943%	26.76692016%	25.71753613%

2012-132013-142014-152015-16**PER ADA FUNDING LEVELS (calculated at TARGET)****Base Grants**

Grades TK-3	\$	6,952	\$	7,011	\$	7,083
Grades 4-6	\$	7,056	\$	7,116	\$	7,189
Grades 7-8	\$	7,266	\$	7,328	\$	7,403
Grades 9-12	\$	8,419	\$	8,491	\$	8,578

**Grade Span Adjustment**

Grades TK-3	\$	724	\$	729	\$	737
Grades 9-12	\$	219	\$	221	\$	223

**Supplemental Grant****20.00%****20.00%****20.00%**

Grades TK-3	\$	1,535	\$	1,548	\$	1,564
Grades 4-6	\$	1,411	\$	1,423	\$	1,438
Grades 7-8	\$	1,453	\$	1,466	\$	1,481
Grades 9-12	\$	1,728	\$	1,742	\$	1,760

**Concentration Grant (>55% population)****50.00%****50.00%****50.00%**

Grades TK-3	\$	3,838	\$	3,870	\$	3,910
Grades 4-6	\$	3,528	\$	3,558	\$	3,595
Grades 7-8	\$	3,633	\$	3,664	\$	3,702
Grades 9-12	\$	4,319	\$	4,356	\$	4,401

**NECESSARY SMALL SCHOOL SELECTION (if applicable)**

NSS #1	LCFF	LCFF	LCFF
NSS #2	LCFF	LCFF	LCFF
NSS #3	LCFF	LCFF	LCFF
NSS #4	LCFF	LCFF	LCFF
NSS #5	LCFF	LCFF	LCFF

Created by:

Email:

Phone:

Center Jo

LEA: Center Joint Unified  
District

1b)

Projection Title:

Projection Date: 03/03/17

**Annual COLA**

(prefilled as calculated by the Department of Finance, DOF)

**LCFF Gap Closed Percentage**

(prefilled as calculated by the Department of Finance, DOF)

**LCFF Gap Closed Percentage - May Revise**

(prefilled as calculated by the Department of Finance, DOF)

**Statewide 90th percentile rate**

(used in Economic Recovery Target, ERT, calculation only)

**EPA Entitlement as % of statewide adjusted Revenue Limit**

	2016-17	2017-18	2018-19	2019-20	2020-21
Annual COLA	0.00%	1.48%	2.40%	2.53%	2.66%
LCFF Gap Closed Percentage	55.28%	23.67%	53.85%	68.94%	100.00%
LCFF Gap Closed Percentage - May Revise	49.08%	23.67%	53.85%	68.94%	100.00%
Statewide 90th percentile rate	---	---	---	---	---
EPA Entitlement as % of statewide adjusted Revenue Limit	25.0000%	23.0000%	21.0000%	21.0000%	21.0000%

**2016-17      2017-18      2018-19      2019-20      2020-21**

**PER ADA FUNDING LEVELS (calculated at TARGET)**

**Base Grants**

Grades TK-3	\$	7,083	\$	7,188	\$	7,361	\$	7,547	\$	7,748
Grades 4-6	\$	7,189	\$	7,295	\$	7,470	\$	7,659	\$	7,863
Grades 7-8	\$	7,403	\$	7,513	\$	7,693	\$	7,888	\$	8,098
Grades 9-12	\$	8,578	\$	8,705	\$	8,914	\$	9,140	\$	9,383

**Grade Span Adjustment**

Grades TK-3	\$	737	\$	748	\$	766	\$	785	\$	806
Grades 9-12	\$	223	\$	226	\$	232	\$	238	\$	244

**Supplemental Grant**

		<b>20.00%</b>		<b>20.00%</b>		<b>20.00%</b>		<b>20.00%</b>		<b>20.00%</b>
Grades TK-3	\$	1,564	\$	1,587	\$	1,625	\$	1,666	\$	1,711
Grades 4-6	\$	1,438	\$	1,459	\$	1,494	\$	1,532	\$	1,573
Grades 7-8	\$	1,481	\$	1,503	\$	1,539	\$	1,578	\$	1,620
Grades 9-12	\$	1,760	\$	1,786	\$	1,829	\$	1,876	\$	1,925

**Concentration Grant (>55% population)**

		<b>50.00%</b>		<b>50.00%</b>		<b>50.00%</b>		<b>50.00%</b>		<b>50.00%</b>
Grades TK-3	\$	3,910	\$	3,968	\$	4,064	\$	4,166	\$	4,277
Grades 4-6	\$	3,595	\$	3,648	\$	3,735	\$	3,830	\$	3,932
Grades 7-8	\$	3,702	\$	3,757	\$	3,847	\$	3,944	\$	4,049
Grades 9-12	\$	4,401	\$	4,466	\$	4,573	\$	4,689	\$	4,814

**NECESSARY SMALL SCHOOL SELECTION (if applicable)**

NSS #1	LCFF	LCFF	LCFF	LCFF	LCFF
NSS #2	LCFF	LCFF	LCFF	LCFF	LCFF
NSS #3	LCFF	LCFF	LCFF	LCFF	LCFF
NSS #4	LCFF	LCFF	LCFF	LCFF	LCFF
NSS #5	LCFF	LCFF	LCFF	LCFF	LCFF

Created by:

Email:

Phone:

**STATE FUNDING INCORPORATED INTO LCFF**  
**Center Joint Unified (73973) - Center JUSD Second Interim 16-17**

3/3/17

**2012-13 REVENUE LIMIT DATA**

Line	CDE Exhibit	Annual Certific.	Adjustments	12-13 RL DATA
<b>School District per ADA Calculations</b>				
<b>2012-13 ADA for Rates</b>				
A-1	2012-13 Adj DI RL /ADA Rate	Revenue Limit ADA (Excl NSS)	4,498.35	4,498.35
A-2	2012-13 Adj DI RL /ADA Rate	Charter School Block Grant Offset ADA	-	-
A-3	2012-13 Adj DI RL /ADA Rate	Necessary Small School ADA	-	-
A-4	2012-13 Adj DI RL /ADA Rate	Total District ADA (A-1 - A-2 + A-3)	4,498.35	4,498.35
<b>2012-13 Revenue Limit Data Elements</b>				
B-1	2012-13 Adj DI RL /ADA Rate	Base Revenue Limit per ADA (excl Add-ons)	\$ 6,693.46	\$ 6,693.46
B-2	2012-13 Adj DI RL /ADA Rate	Meals/BTSA/Adj Add-on per ADA (AB851)	\$ 14.29	\$ 14.29
B-3	2012-13 Adj DI RL /ADA Rate	Total Undef. BRL/ADA and AB951 Adj (B-1 + B-2)	\$ 6,707.75	\$ 6,707.75
<b>2012-13 Other Revenue Limit Funding and Adjustments (subject to deficit)</b>				
B-4	2012-13 Adj DI RL /ADA Rate	Special Revenue Limit Adjustments	\$ -	\$ -
B-5	2012-13 Adj DI RL /ADA Rate	Center for Advance Research and Technology	\$ -	\$ -
B-6	2012-13 Adj DI RL /ADA Rate	All Charter District Revenue Limit Adjustment	\$ -	\$ -
B-7	2012-13 Adj DI RL /ADA Rate	Total Other RL Fdg & Adj (B-4 + B-5 - B-6)	\$ -	\$ -
<b>2012-13 Other Revenue Limit Funding and Adjustments (not subject to deficit)</b>				
B-8	2012-13 Adj DI RL /ADA Rate	Unemployment Insurance	\$ 298,573	\$ 298,573
B-9	2012-13 Adj DI RL /ADA Rate	PERS Safety Adjustment	\$ -	\$ -
B-10	2012-13 Adj DI RL /ADA Rate	SFUSD PERS Adjustment	\$ -	\$ -
B-11	2012-13 Adj DI RL /ADA Rate	PERS Adjustment	\$ 44,563	\$ 44,563
B-12	2012-13 Adj DI RL /ADA Rate	Total Other RL Fdg & Adj (Sum of B8:B10 - B11)	\$ 254,010	\$ 254,010
B-13	2012-13 Adj DI RL /ADA Rate	Deficit Factor	0.77728	0.77728
<b>Calculated Rates per ADA</b>				
C-1	2012-13 Adj DI RL /ADA Rate	Rate 1: Floor BRL Rate per ADA Deficit BRL per ADA (B-3 * B-13)	\$ 5,213.80	\$ 5,213.80
C-2	2012-13 Adj DI RL /ADA Rate	Rate 2: Floor Other BRL per ADA Other RL per ADA (((B-7 * B-13) + B-12)/A-4)	\$ 56.47	\$ 56.47
C-3	2012-13 Adj DI RL /ADA Rate	Rate 3: Minimum State Aid Funding per ADA Adjusted RL per ADA for Min. State Aid ((((A-1 - A-2) * B-3) + B-7) * B-13) + B-12) / A-4)	\$ 5,270.27	\$ 5,270.27
B-11	School District LCFF Transition Calculation	Prior Year Cumulative Gap Rate (manual entry ONLY for school districts without certified CDE principal apportionment exhibits)	\$ -	\$ -
<b>Necessary Small School Data</b>				
G-4	N/A Sch District Revenue Limit	Necessary Small School Add-on Amount Allowance for Necessary Small School (deficit)	\$ 305.60	\$ 305.60
<b>Historical Information for School Districts in existence in 2012-13:</b>				
E-1	Sch District Revenue Limit	Total Revenue Limit	\$ 23,707,507	\$ 23,707,507
E-2	Sch District Revenue Limit	Local Revenue	\$ 4,299,885	\$ 4,299,885
E-3	Sch District Revenue Limit	Charter Sch Gen Purpose BG Offset	\$ -	\$ -
<b>State Aid for Revenue Limit</b>			<b>19,407,622</b>	

**2012-13 CHARTER SCHOOL DATA**

**Charter School per ADA calculations**

<b>2012-13 Elements</b>		
B-1	Charter School LCFF Transition Calculation	2012-13 General Purpose Funding
		\$ -
B-2	Charter School LCFF Transition Calculation	2012-13 Funded ADA
		\$ -

<b>2012-13 Calculated Floor Rates</b>		
B-3	Charter School LCFF Transition Calculation	Base Floor Rate per ADA (B-1 / B-2)
		\$ -
B-7	Charter School LCFF Transition Calculation	Categorical Program Entitlement Rate per ADA
		\$ -
B-9	Charter School LCFF Transition Calculation	Base Floor Rate per ADA - New Charter
		\$ -

<b>Other Calculated Rates per ADA</b>		
B-11	Charter School LCFF Transition Calculation	Prior Year Cumulative Gap Rate (manual entry ONLY for school districts without certified CDE principal apportionment exhibits)
		\$ -
N/A	N/A	Minimum State Funding per ADA (B-1 / B-2)
		\$ -

**Historical information for Charter Schools in existence in 2012-13**

B-5 EHS	Charter Block Grant (COE,	Adjusted Total
B-3 COE	EHS & SBC)	In Lieu of Property Taxes
E-5	Charter Block Grant (Unified)	Adjusted Total In Lieu of Property Taxes
		\$ -

**State Aid for Charter General Purpose Block Grant**

<b>BASIC AID DISTRICTS FAIR SHARE</b>		<b>8.92%</b>
CDE Schedule Re-Certified		
June 2013	2011-12 Fair Share taken in 2012-13	\$ -
2013-14 Exhibit:		
2012-13 Cat Program Entitle.		
A-50	Subsumed into LCFF	2012-13 Fair Share (2013-14 only)
		\$ -
2012-13 Cat Program Entitl.		Adjusted 2012-13 Fair Share (2014-15 through full statewide implementation)
A-51	Subsumed into LCFF	[E.C. 42238.03(a)(2)(B)]
		-

**STATE FUNDING INCORPORATED INTO LCFF**  
**Center Joint Unified (73973) - Center JUSD Second Interim 16-17**

3/3/17

**CATEGORICAL FUNDING REPEALED WITH LCFF**

Exhibit	Title	2012-13 Deficited
<b>2012-13 Categorical Programs Entitlements Subsumed into LCFF (2015-16 P-1 Certification)</b>		
A-1	Remedial Program	86,833
A-2	Retained and Recommended for Retention	3,581
A-3	Low STAR Score and At Risk of Retention	24,686
A-4	Core Academic Program	83,392
A-5	Regional Occupational Centers/Programs	-
A-6	County Offices of Education Fiscal Oversight	-
A-7	Middle and High School Counseling	165,741
A-8	Pupil Transportation	270,028
A-8	Pupil Transportation - AB 104 adjustment	-
A-9	Small District/COE Bus Replacement	-
A-10	Gifted and Talented Education	38,259
A-11	Economic Impact Aid	555,201
A-12	Math and Reading Professional Development	22,046
A-13	Math and Reading Professional Development - English Learners	19,039
A-14	Administrator Training Program	-
A-15	Adult Education	81,978
A-16	Education Technology - California Technology Assistance Project	-
A-17	Education Technology - Statewide Education Technology Services	-
A-18	Deferred Maintenance	193,221
A-19	Instructional Materials Fund Realignment Program	296,997
A-20	Community Day School Additional Funding	-
A-21	Bilingual Teacher Training	-
A-22	Peer Assistance and Review	20,649
A-23	Reader Services for Blind Teachers	-
A-24	National Board Certification for Teachers	-
A-25	California School Age Families Education	-
A-26	California High School Exit Exam Intensive Instruction	49,123
A-27	Teacher Dismissal Apportionments	-
A-28	Community Based English Tutoring	17,906
A-29	School Safety and Violence Prevention	69,551
A-30	Class Size Reduction Grade 9	127,409
A-31	International Baccalaureate Diploma Program	-
A-32	Advance Placement Fee Reimbursement	-
A-33	Pupil Retention Block Grant	134,936
A-34	Teacher Credentialing Block Grant	-
A-35	Teacher Credentialing Block Grant Regional Support	-
A-36	Professional Development Block Grant	146,822
A-37	Targeted Instructional Improvement Block Grant	231,213
A-38	School and Library Improvement Block Grant	316,915
A-39	School Safety Competitive Block Grant	-
A-40	School Safety Competitive Block Grant (Prov 1)	-
A-41	Physical Education Teacher Incentive Program	-
A-42	Arts and Music Block Grant	76,258
A-43	Williams County Oversight	-
A-44	Valenzuela County Oversight	-
A-45	Certificated Staff Mentoring	-
A-46	Child Oral Health Assessments	2,518
A-47	Standards for Preparation and Licensing of Teachers	-
A-48	Community Day School Additional Funding for Mandatory Expelled Pupils	-
A-49	Class Size Reduction Grades K - 3	659,736
A-53	Charter School Categorical Block Grant	-
A-54	Charter School In-Lieu of Economic Impact Aid	-
A-55	New Charter Supplemental Categorical Block Grant	-
A-8	Pupil Transportation (Manual Adjustment)	
A-9	Small District/COE Bus Replacement (Manual Adjustment)	
A-37	Targeted Instructional Improvement Block Grant (Manual Adjustment)	
OTHER MANUAL ADJUSTMENTS TO PRE-FILL AMOUNTS		

<b>Total Categorical Program Funding incorporated into LCFF</b>	<b>3,694,038</b>
<b>Total Categorical Program Funding before Section 12.42 reduction</b>	
<b>Categorical funding per ADA incorporated into ERT</b>	

District Charter

**STATE FUNDING INCORPORATED INTO LCFF**

Center Joint Unified (73973) - Center JUSD Second Interim 16-17

3/3/17

<b>TOTAL STATE AID</b>	<b>23,101,660</b>	<b>-</b>
<b>TOTAL ENTITLEMENT (RI/BG + CATEGORICALS LESS FAIR SHARE)</b>	<b>27,401,545</b>	<b>-</b>
<b>TOTAL ENTITLEMENT PER ADA</b>	<b>6,091</b>	



**SCHOOL DISTRICT DATA ELEMENTS REQUIRED TO CALCULATE THE LCFF**  
**Center Joint Unified (73973) - Center JUSD Second Interim 16-17**

	2013-14	2014-15	2015-16	2016-17	2017-18	2018-19
COLA	1.57%	0.85%	1.02%	0.00%	1.48%	2.40%
GAP Funding rate	12.00%	30.16%	52.56%	55.28%	23.67%	53.85%
Estimated Property Taxes (with RDA)	A-6 4,820,033	5,262,807	6,318,167	7,274,305	7,274,305	7,274,305
Less In-Lieu transfer	\$ (153,324)	\$ (116,690)	\$ (83,961)	\$ (77,989)	\$ (78,506)	\$ (78,506)
Total Local Revenue	\$ 4,666,709	\$ 5,146,117	\$ 6,234,206	\$ 7,196,316	\$ 7,195,799	\$ 7,195,799
Statewide 90th percentile rate	\$ 12,921.15	---	---	---	---	---
<b>UNDUPLICATED PUPIL PERCENTAGE</b>						
	2013-14	2014-15	2015-16	2016-17	2017-18	2018-19
District Enrollment	A-1 / A-3 4,485	4,425	4,464	4,429	4,429	4,429
COE Enrollment	A-2 / A-4 41	41	42	42	42	42
Total Enrollment	4,526	4,466	4,506	4,471	4,471	4,471
District Unduplicated Pupil Count	B-1 / B-3 2,895	2,801	2,875	2,909	2,909	2,909
COE Unduplicated Pupil Count	B-2 / B-4 22	24	25	25	25	25
Total Unduplicated Pupil Count	2,917	2,825	2,900	2,934	2,934	2,934
	1-yr percentage	2-yr percentage	3-yr percentage	3-yr rolling percentage	3-yr rolling percentage	3-yr rolling percentage
Single Year Unduplicated Pupil Percentage	64.45%	63.26%	64.36%	65.62%	65.62%	65.62%
Unduplicated Pupil Percentage (%)	64.45%	63.86%	64.02%	64.41%	65.20%	65.62%

**SCHOOL DISTRICT DATA ELEMENTS REQUIRED TO CALCULATE THE LCFF**  
**Center Joint Unified (73973) - Center JUSD Second Interim 16-17**

**AVERAGE DAILY ATTENDANCE (ADA)**

Enter ADA. Calculator will use greater of total current or prior year ADA. For Unified Districts that received Charter

School General Purpose BG offset: enter ONLY the District's ADA, not the Charter School's ADA.

Enter Regular ADA by grade span. Enter 'Ungraded' ADA EITHER by grade span OR on the Ungraded rows

ADA	ADA to use:	2012-13	2013-14	2014-15	2015-16	2016-17	2017-18	2018-19
Grades TK-3	B-1	1,356.19	1,338.91	1,308.83	1,276.64	1,285.32	1,285.32	1,285.32
Grades 4-6	B-2	1,000.08	990.23	978.73	1,017.13	975.56	975.56	975.56
Grades 7-8	B-3	665.49	637.78	660.88	631.69	604.46	604.46	604.46
Grades 9-12	B-4	1,358.13	1,291.41	1,263.50	1,313.12	1,344.72	1,344.72	1,344.72
Ungraded (enter here OR in spans above)		-						

NPS, NPS-LCI, CDS:

TK-3	E-1	1.08	2.14	1.02	1.02	1.02	1.02
4-6	E-2	1.77	1.66	1.21	1.21	1.21	1.21
7-8	E-3	0.41	1.49	0.58	0.58	0.58	0.58
9-12	E-4	9.93	6.79	5.53	5.53	5.53	5.53

COE operated (Community School, Special Ed):

TK-3	E-6 & E-11	8.42	3.90	3.88	3.88	3.88	3.88
4-6	E-7 & E-12	4.42	9.14	6.24	6.24	6.24	6.24
7-8	E-8 & E-13	10.30	9.08	10.82	10.82	10.82	10.82
9-12	E-9 & E-14	14.99	15.82	16.20	16.20	16.20	16.20

<b>TOTAL</b>		4,309.65	4,261.96	4,284.06	4,255.54	4,255.54	4,255.54
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<b>RATIO: District ADA to Enrollment</b>	0.95	0.95	0.95	0.95	0.95	0.95	0.95
<b>RATIO: Combined ADA to Enrollment</b>	0.95	0.95	0.95	0.95	0.95	0.95	0.95

**CHARTER ADA ADJUSTMENT**

		2013-14	2014-15	2015-16	2016-17	2017-18	2018-19
ADA transfer: Student from District to Charter (cross fiscal year)							
Grades TK-3	A-6	-	-	-	-	-	-
Grades 4-6	A-7	-	-	-	-	-	-
Grades 7-8	A-8	-	-	-	-	-	-
Grades 9-12	A-9	-	-	-	-	-	-

ADA transfer: Student from Charter to District (cross fiscal year)

Grades TK-3	A-11	-	-	-	-	-	-
Grades 4-6	A-12	-	-	-	-	-	-
Grades 7-8	A-13	-	-	-	-	-	-
Grades 9-12	A-14	-	-	-	-	-	-

<b>Difference (if diff. &lt; 0, no adj. to PY ADA)</b>		-	-	-	-	-	-
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**SCHOOL DISTRICT DATA ELEMENTS REQUIRED TO CALCULATE THE LCFF**  
**Center Joint Unified (73973) - Center JUSD Second Interim 16-17**

**LCFF ADA**

Calculator will use greater of total current or prior year ADA where appropriate

2013-14					
Grade Span	2012-13 P2	2013-14 P2	Funded NSS ADA	NPS, CDS, & COE operated	Distributed (Ungraded)  Total
Grades TK-3	1,356.19	1,338.91	-	9.50	1,365.69
Grades 4-6	1,000.08	990.23	-	6.19	1,006.27
Grades 7-8	665.49	637.78	-	10.71	676.20
Grades 9-12	1,358.13	1,291.41	-	24.92	1,383.05
Ungraded	-	-	-	-	-
<b>SUBTOTAL</b>	<b>4,379.89</b>	<b>4,258.33</b>			
		(121.56)			
Declining or Increasing ADA		Decline			
NSS	-	-			
<b>TOTAL ADA</b>	<b>4,379.89</b>	<b>4,258.33</b>	-	<b>51.32</b>	<b>4,431.21</b>
2014-15					
Grade Span	2013-14 P2	2014-15 P2	Funded NSS ADA	NPS, CDS, & COE operated	Total
Grades TK-3	1,338.91	1,308.83	-	6.04	1,344.95
Grades 4-6	990.23	978.73	-	10.80	1,001.03
Grades 7-8	637.78	660.88	-	10.57	648.35
Grades 9-12	1,291.41	1,263.50	-	22.61	1,314.02
<b>SUBTOTAL</b>	<b>4,258.33</b>	<b>4,211.94</b>			
		(46.39)			
Declining or Increasing ADA		Decline			
NSS	-	-			
<b>TOTAL ADA</b>	<b>4,258.33</b>	<b>4,211.94</b>	-	<b>50.02</b>	<b>4,308.35</b>
2015-16					
Grade Span	2014-15 P2	2015-16 P2	Funded NSS ADA	NPS, CDS, & COE operated	Total
Grades TK-3	1,308.83	1,276.64	-	4.90	1,281.54
Grades 4-6	978.73	1,017.13	-	7.45	1,024.58
Grades 7-8	660.88	631.69	-	11.40	643.09
Grades 9-12	1,263.50	1,313.12	-	21.73	1,334.85
<b>SUBTOTAL</b>	<b>4,211.94</b>	<b>4,238.58</b>			
		26.64			
Declining or Increasing ADA		Increase			
NSS	-	-			
<b>TOTAL ADA</b>	<b>4,211.94</b>	<b>4,238.58</b>	-	<b>45.48</b>	<b>4,284.06</b>

**SCHOOL DISTRICT DATA ELEMENTS REQUIRED TO CALCULATE THE LCFF**  
**Center Joint Unified (73973) - Center JUSD Second Interim 16-17**

2016-17					
Grade Span	2015-16 P2	2016-17 P2	Funded NSS ADA	NPS, CDS, & COE operated	Total
Grades TK-3	1,276.64	1,285.32	-	4.90	1,281.54
Grades 4-6	1,017.13	975.56	-	7.45	1,024.58
Grades 7-8	631.69	604.46	-	11.40	643.09
Grades 9-12	1,313.12	1,344.72	-	21.73	1,334.85
SUBTOTAL	4,238.58	4,210.06			
		(28.52)			
Declining or Increasing ADA		Decline			
NSS	-	-			
TOTAL ADA	4,238.58	4,210.06	-	45.48	4,284.06
2017-18					
Grade Span	2016-17 P2	2017-18 P2	Funded NSS ADA	NPS, CDS, & COE operated	Total
Grades TK-3	1,285.32	1,285.32	-	4.90	1,290.22
Grades 4-6	975.56	975.56	-	7.45	983.01
Grades 7-8	604.46	604.46	-	11.40	615.86
Grades 9-12	1,344.72	1,344.72	-	21.73	1,366.45
SUBTOTAL	4,210.06	4,210.06			
		-			
Declining or Increasing ADA		No Change			
NSS	-	-			
TOTAL ADA	4,210.06	4,210.06	-	45.48	4,255.54

Charter School Data Elements required to calculate the LCFF							
Center Joint Unified (73973) - Center JUSD Second Interim 16-17							
		2013-14	2014-15	2015-16	2016-17	2017-18	2018-19
COLA		1.57%	0.85%	1.02%	0.00%	1.48%	2.40%
GAP Funding rate		12.00%	30.16%	52.56%	55.28%	23.67%	53.85%
In-Lieu of Property Tax	F-6	-	112,940	83,872	82,966	82,966	82,966
Statewide 90th percentile rate		12,921	---	---	---	---	---

UNDUPLICATED PUPIL PERCENTAGE							
Charter School:		2013-14	2014-15	2015-16	2016-17	2017-18	2018-19
Enrollment	A-1, A-2, A-3	-	108	59	49	49	49
Unduplicated Pupil Count	B-1, B-2, B-3	-	63	40	32	32	32

	1-yr percentage	2-yr percentage	3-yr percentage	3-yr rolling percentage	3-yr rolling percentage	3-yr rolling percentage
Single Year Unduplicated Pupil Percentage	0.00%	58.33%	67.80%	65.31%	65.31%	65.31%
Unduplicated Pupil Percentage (%)	0.00%	58.33%	60.36%	62.50%	66.24%	65.31%
		Alternate	Alternate			

**Concentration Grant Funding Limitation: District of Physical Location**

Enter the unduplicated pupil percentage for the district that the charter school is physically located in. If the charter school is located in more than one district, enter the inform district that yields the highest unduplicated pupil percentage. Beginning in 2014-15, include the authorizing agency automatically in the list of physical locations.

		2013-14	2014-15	2015-16	2016-17	2017-18	2018-19
Unduplicated Pupil Percentage (%)	D-3 / H-3	0.00%	63.29%	67.80%	65.30%	65.30%	65.30%
Unduplicated Pupil Percentage: Supplemental Grant		0.00%	58.33%	60.36%	62.50%	66.24%	65.31%
Unduplicated Pupil Percentage: Concentration Grant		0.00%	58.33%	60.36%	62.50%	65.30%	65.30%

AVERAGE DAILY ATTENDANCE (ADA)							
Enter P2 Data - Note Charter School ADA is always funded on Current Year							
		2013-14	2014-15	2015-16	2016-17	2017-18	2018-19
Grades TK-3	B-1	-	-	-			
Grades 4-6	B-2	-	-	-			
Grades 7-8	B-3	-	24.55	14.14	17.03	17.03	17.03
Grades 9-12	B-4	-	73.15	43.56	29.40	29.40	29.40
SUBTOTAL ADA		-	97.70	57.70	46.43	46.43	46.43
RATIO: ADA to Enrollment		-	0.90	0.98	0.95	0.95	0.95

**School District Data Elements required to calculate the LCFF  
for 2013-14 through 2015-16**

**Center Joint Unified (73973) - Center JUSD Second Interim 16-17**

**TK-3 Class Size Average - Adequate Progress Determination**

*Notes: If the district is operating under a collectively bargained alternative, leave this tab blank. Progress in 2013-14 may be determined by a separate local formula.*

	2012-13	2013-14	2014-15	2015-16	2016-17	2017-18	2018-19
Target class size		24.00	24.00	24.00	24.00	24.00	24.00
GAP funding rate selection		May Revise	May Revise	May Revise	May Revise	May Revise	May Revise
Current		12.00%	30.16%	52.56%	55.28%	23.67%	53.85%
May Revise		11.75%	28.06%	53.08%	49.08%	23.67%	53.85%
<b>MADE ADEQUATE PROGRESS?</b>		<b>YES</b>	<b>YES</b>	<b>YES</b>	<b>YES</b>	<b>YES</b>	<b>YES</b>

**1 TK-3 Class Size - Progress toward target**

**Arthur S. Dudley**

Average Class Size	30.56	29.5	27.25	24.5	24	24	24
Prior year target		30.56	30.00	28.50	26.00	25.00	25.00
Distance to target		6.56	6.00	4.50	2.00	1.00	1.00
Required progress		0.77	1.68	2.39	0.98	0.24	0.54
Max Class Size to make progress		30.00	28.50	26.00	25.00	25.00	24.50
<b>MADE ADEQUATE PROGRESS?</b>		<b>YES</b>	<b>YES</b>	<b>YES</b>	<b>YES</b>	<b>YES</b>	<b>YES</b>

**2 TK-3 Class Size - Progress toward target**

**North Country**

Average Class Size	31.67	27	24	24	24	24	24
Prior year target		31.67	31.00	29.00	26.50	25.50	25.00
Distance to target		7.67	7.00	5.00	2.50	1.50	1.00
Required progress		0.90	1.96	2.65	1.23	0.36	0.54
Max Class Size to make progress		31.00	29.00	26.50	25.50	25.00	24.50
<b>MADE ADEQUATE PROGRESS?</b>		<b>YES</b>	<b>YES</b>	<b>YES</b>	<b>YES</b>	<b>YES</b>	<b>YES</b>

<b>3 TK-3 Class Size - Progress toward target</b>							
<b>Oak Hill</b>							
Average Class Size	31.09	29	26.5	24	24	24	24
Prior year target		31.09	30.50	28.50	26.00	25.00	25.00
Distance to target		7.09	6.50	4.50	2.00	1.00	1.00
Required progress		0.83	1.82	2.39	0.98	0.24	0.54
Max Class Size to make progress		30.50	28.50	26.00	25.00	25.00	24.50
MADE ADEQUATE PROGRESS?	YES	YES	YES	YES	YES	YES	YES
<b>4 TK-3 Class Size - Progress toward target</b>							
<b>Spinelli</b>							
Average Class Size	28.36	25	24.5	24	24	24	24
Prior year target		28.36	28.00	27.00	25.50	25.00	25.00
Distance to target		4.36	4.00	3.00	1.50	1.00	1.00
Required progress		0.51	1.12	1.59	0.74	0.24	0.54
Max Class Size to make progress		28.00	27.00	25.50	25.00	25.00	24.50
MADE ADEQUATE PROGRESS?	YES	YES	YES	YES	YES	YES	YES
<b>5 TK-3 Class Size - Progress toward target</b>							
<b>School Site</b>							
Average Class Size							
Prior year target		24.00	24.00	24.00	24.00	24.00	24.00
Distance to target		0.00	0.00	0.00	0.00	0.00	0.00
Required progress		0.00	0.00	0.00	0.00	0.00	0.00
Max Class Size to make progress		24.00	24.00	24.00	24.00	24.00	24.00
MADE ADEQUATE PROGRESS?	YES	YES	YES	YES	YES	YES	YES
<b>6 TK-3 Class Size - Progress toward target</b>							
<b>School Site</b>							
Average Class Size							
Prior year target		24.00	24.00	24.00	24.00	24.00	24.00
Distance to target		0.00	0.00	0.00	0.00	0.00	0.00
Required progress		0.00	0.00	0.00	0.00	0.00	0.00
Max Class Size to make progress		24.00	24.00	24.00	24.00	24.00	24.00
MADE ADEQUATE PROGRESS?	YES	YES	YES	YES	YES	YES	YES

**CHARTER IN-LIEU PROPERTY TAX TRANSFER**

Enter RDA revenues included in Property Taxes as listed on the District MYP Data tab

For an authorizing district, in-lieu of property tax is calculated on the lesser of property taxes per ADA or the LCFF funding per ADA

1. Property taxes per ADA x Charter ADA

2a. Adjusted base revenue per ADA x Charter ADA (charter school IS funded at Target in prior year)

2b. Proration of Charter transition revenues x Charter ADA (charter school IS NOT funded at Target in prior year)

For any district with students in county program charters -or- a basic aid district with students in county-wide charter schools, in-lieu of property tax is calculated on the lesser of property taxes per ADA, adjusted base funding per ADA, or a proration of transition funding.

1. Property taxes per ADA x District of Residence ADA

2a. Adjusted base revenue per ADA x District of Residence ADA (charter school IS funded at Target in prior year)

2b. Proration of Charter transition revenues X District of Residence ADA (charter school IS NOT funded at Target in prior year)

	2013-14	2014-15	2015-16	2016-17
Local Property Taxes	\$ 4,820,033	\$ 5,262,807	\$ 6,318,167	\$ 7,274,305
Less: RDA incl. in Prop. Taxes	\$ 114	\$ 349	\$ 349	\$ 349
Local Property Taxes less RDA	\$ 4,819,919	\$ 5,262,458	\$ 6,317,818	\$ 7,273,956
District LCFF ADA	4,431.21	4,308.35	4,284.06	4,284.06
Total Charter LCFF ADA	145.59	97.70	57.70	46.43
Total LCFF ADA	4,576.80	4,406.05	4,341.76	4,330.49
Property Taxes per ADA	\$ 1,053.12	\$ 1,194.37	\$ 1,455.13	\$ 1,710.44
Total Funded by Property Taxes per ADA		\$ 116,690	\$ 83,961	\$ 75,000
Total Funded by LCFF Funding per ADA		-	-	-
0 Certified In-Lieu Taxes	153,324	-	-	-
0 Alternative Calculation Tool				
District In-Lieu of Property Tax Transfer	\$ 153,324	\$ 116,690	\$ 83,961	\$ 75,000
1 Global Youth		\$ 116,690	\$ 83,961	\$ 75,000
1. Property taxes per ADA x Charter ADA				
ADA		97.70	57.70	46.43
2. LCFF funding per ADA x Charter ADA —OR— County Program —OR— County-wide Charter Schools				
a. Charter IS funded at Target in prior year				
Grade Level	ADA	ADA	ADA	
Grades K-3				
Grades 4-6				
Grades 7-8				
Grades 9-12				
In-Lieu of Property Tax limit at Target		\$ -	\$ -	
b. Charter IS NOT funded at Target in prior year				
Target Base + GSA				
Total Target Grant				
Ratio of Base to Total Target	0.00%	0.00%	0.00%	
Floor + CY Gap				
Charter ADA (from all districts)				
Floor + CY Gap per ADA				
ADA for students residing in the District	97.70	57.70	46.43	
Floor + CY Gap for District of Residence				
In-Lieu of Property Tax limit during Transition		\$ -	\$ -	



## LOCAL CONTROL FUNDING FORMULA

2013-14

## CALCULATE LCFF TARGET

						COLA	1.570%
Unduplicated as % of Enrollment						64.45%	64.45%
						2013-14	
	ADA	Base	Gr Span	Supp	Concen	TARGET	
Grades TK-3	1,365.69	6,952	724	989	363	12,329,623	
Grades 4-6	1,006.27	7,056		910	333	8,350,949	
Grades 7-8	676.20	7,266		937	343	5,778,742	
Grades 9-12	1,383.05	8,419	219	1,113	408	14,051,212	
Subtract NSS	-	-	-	-	-	-	
NSS Allowance	-	-	-	-	-	-	
<b>TOTAL BASE</b>	<b>4,431.21</b>	<b>33,151,685</b>	<b>1,291,648</b>	<b>4,439,745</b>	<b>1,627,447</b>	<b>40,510,525</b>	
Targeted Instructional Improvement Block Grant						231,213	
Home-to-School Transportation						270,028	
Small School District Bus Replacement Program						-	

## LOCAL CONTROL FUNDING FORMULA (LCFF) TARGET

41,011,766

## ECONOMIC RECOVERY TARGET PAYMENT

1/8

-

## CALCULATE LCFF FLOOR

	12-13	13-14	
	Rate	ADA	
Current year Funded ADA times Base per ADA	5,213.80	4,431.21	23,103,443
Current year Funded ADA times Other RL per ADA	56.47	4,431.21	250,230
Necessary Small School Allowance at 12-13 rates			-
2012-13 Categoricals			3,694,038
2012-13 Categorical Program Entitlement Rate per ADA * cy ADA			-
Less Fair Share Reduction			-
Non-CDE certified New Charter: District PY rate * CY ADA			-
Beginning in 2014-15, prior year LCFF gap funding per ADA * cy ADA			-
<b>LOCAL CONTROL FUNDING FORMULA (LCFF) FLOOR</b>			<b>27,047,711</b>

Center Joint Unified (73973) - Center JUSD Second Interim 16-17			
Minimum Proportionality Percentage (MPP): Summary Supplemental & Concentration Grant			
	2016-17	2017-18**	2018-19**
1. LCFF Target Supplemental & Concentration Grant Funding <i>from Calculator tab</i>	5,961,316	6,211,311	6,463,709
2. Prior Year (estimated) Expenditures for Unduplicated Pupils above what was spent on services for all pupils	4,098,726	5,128,366	5,384,699
3. Difference [1] less [2]	1,862,590	1,082,945	1,079,010
4. Estimated Additional Supplemental & Concentration Grant Funding [3] * GAP funding rate	1,029,640	256,333	581,047
GAP funding rate	55.28%	23.67%	53.85%
5. Estimated Supplemental and Concentration Grant Funding [2] plus [4] (unless [3]<0 then [1]) LCAP Section 3, Part A	5,128,366	5,384,699	5,965,746
6. Base Funding LCFF Phase-In Entitlement less [5], excludes Targeted Instructional Improvement & Transportation	32,826,430	32,984,624	34,104,394
LCFF Phase-In Entitlement	38,456,037	38,870,564	40,571,381
7/8. Minimum Proportionality Percentage* [5] / [6] LCAP Section 3, Part B	15.62%	16.32%	17.49%
*percentage by which services for unduplicated students must be increased or improved over services provided for all students in the LCAP year. If Step 3a <=0, then calculate the minimum proportionality percentage at Estimated Supplemental & Concentration Grant Funding, step 5. **Regulations only require an LEA to demonstrate how it is meeting the proportionality percentage in the LCAP year, not across all three years.			
SUMMARY SUPPLEMENTAL & CONCENTRATION GRANT & MPP			
	2016-17	2017-18	2018-19
Current year estimated supplemental and concentration grant funding in the LCAP year	\$ 5,128,366	\$ 5,384,699	\$ 5,965,746
Current year Minimum Proportionality Percentage (MPP)	15.62%	16.32%	17.49%

**LCFF Calculator Universal Assumptions**  
**Center Joint Unified (73973) - Center JUSD Second Interim 16-17**

Summary of Funding						
	2013-14	2014-15	2015-16	2016-17	2017-18	2018-19
Target	\$ 41,011,766	\$ 40,035,929	\$ 40,266,180	\$ 40,358,716	\$ 40,953,517	\$ 42,029,015
Floor	27,047,711	28,029,667	31,493,175	36,104,066	38,224,638	38,870,544
Applied Formula: Target or Floor	FLOOR	FLOOR	FLOOR	FLOOR	FLOOR	FLOOR
Remaining Need after Gap (informational only)	12,288,132	8,385,154	4,162,123	1,902,679	2,082,953	1,457,634
Current Year Gap Funding	1,675,923	3,621,108	4,610,882	2,351,971	645,926	1,700,837
Economic Recovery Target	-	-	-	-	-	-
Additional State Aid	-	-	-	-	-	-
<b>Total Phase-In Entitlement</b>	<b>\$ 28,723,634</b>	<b>\$ 31,650,775</b>	<b>\$ 36,104,057</b>	<b>\$ 38,456,037</b>	<b>\$ 38,870,564</b>	<b>\$ 40,571,381</b>

Components of LCFF, By Object Code														
		2012-13		2013-14		2014-15		2015-16		2016-17		2017-18		2018-19
8011 - State Aid	\$	14,306,595	\$	19,123,943	\$	20,426,916	\$	24,063,306	\$	25,615,182	\$	26,516,361	\$	28,665,734
8011 - Fair Share		-		-		-		-		-		-		-
8311 & 8590 - Categoricals		3,694,038		-		-		-		-		-		-
EPA (for LCFF Calculation purposes)		5,101,027		4,932,982		6,077,742		5,806,545		5,644,538		5,158,404		4,709,847
Local Revenue Sources:														
8021 to 8089 - Property Taxes				4,820,033		5,262,807		6,318,167		7,274,305		7,274,305		7,274,305
8096 - In-Lieu of Property Taxes				(153,324)		(116,690)		(83,961)		(77,989)		(78,506)		(78,506)
Property Taxes net of in-lieu		4,299,885		4,666,709		5,146,117		6,234,206		7,196,316		7,195,799		7,195,799
TOTAL FUNDING	\$	27,401,545	\$	28,723,634	\$	31,650,775	\$	36,104,057	\$	38,456,037	\$	38,870,564	\$	40,571,381
Less: Excess Taxes	\$	-	\$	-	\$	-	\$	-	\$	-	\$	-	\$	-
Less: EPA in Excess to LCFF Funding	\$	-	\$	-	\$	-	\$	-	\$	-	\$	-	\$	-
Total Phase-In Entitlement		\$		28,723,634	\$	31,650,775	\$	36,104,057	\$	38,456,037	\$	38,870,564	\$	40,571,381
8012 - EPA Receipts (for budget & cashflow)	\$	5,056,421	\$	4,948,227	\$	6,078,885	\$	5,834,763	\$	5,644,538	\$	5,158,404	\$	4,709,847

Center Joint Unified (73973) - Center JUSD Second Interim 16-17

LOCAL CONTROL FUNDING FORMULA

NOTE: Charts provided on the Graphs tab represent one computational methodology and are not intended to set or communicate any standards of the California Department of Education (CDE) or the Fiscal Crisis and Management Assistance Team (FCMAT). The Graphs tab remains unprotected to allow editing for local standards.